

FERRIS STATE UNIVERSITY
COLLEGE OF BUSINESS

ACADEMIC PROGRAM REVIEW
HEALTHCARE MARKETING (HCMK)

August 15, 2017

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Program Name & History

Program Name: Healthcare Marketing (HCMK)

Program webpage: <http://catalog.ferris.edu/catalog/2016-2017/program/5166>

Program Description: The Healthcare Marketing major course work provides the student with opportunities to apply basic marketing concepts and principles of product, place, price and promotion. Advanced topics include the development and execution of strategic marketing plans to marketing within the healthcare industry – including providers, suppliers, third-party payers, and governmental entities.

The B.S. HCMK program includes relevant general education combined with the Business core for a solid business foundation. The major courses include a foundation of marketing courses and healthcare industry courses from the college of Health Professions. Upper level marketing courses also include examples relevant to the healthcare industry. Three internships are required to supplement classroom learning.

Courses sourced from Health Care Systems Administration in The College of Health Professions include overview of U.S. Healthcare System, Healthcare Law, and Medical Terminology.

History of the Profession and the Program:

Providers of healthcare recognize, perhaps reluctantly, regard patients to be more like consumers empowered with knowledge and access to multiple providers of the products and services they seek. The challenges facing healthcare providers also include the need to operate more efficiently as insurance companies have changed the manner in which they reimburse with an emphasis on health outcomes over services rendered. Healthcare providers have staffed their organizations with strategists, marketers and advertisers much like businesses in traditional markets as they strive for competitive advantage. Marketing communication specialist once rare are now employed at a rate of 20 full time equivalents at larger hospitals according to an American Hospital Association study in 2013.

The marketing department recognized the job market for students with competence and experience (e.g. internships) in healthcare marketing was strong and expected to grow faster than the overall economy. Student surveys during spring 2009 and spring 2011 produced sufficient student interest to warrant development of a healthcare marketing major which launched in spring 2014 with its first graduates in May 2017.

This FSU program is the world's first and only undergraduate program designed to develop graduates capable of marketing within the health care industry across the supply chain - including hospitals and hospital systems, physician practices,

specialized clinics; manufacturers of pharmaceuticals, medical devices and medical furniture; social service providers and change-behavior specialists.

The program was developed in consultation with healthcare professionals including healthcare system provider leaders; pharmaceutical representatives; national and international healthcare consultants; Society for Healthcare Strategy and Market Development; FSU's Health Care System Administration faculty; and Marketing Program alumni who are involved in healthcare. Our consultation with these audiences are regular and ongoing.

Program Mission

Ferris State University's Mission

Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society.

Ferris State College of Business Mission

The College of Business (COB) provides career-oriented education, responding for over 100 years to the changing needs of the business world. The curriculum prepares graduates to deal with real issues as members and leaders of tomorrow's workforce. We are committed to academic excellence, ethical conduct, and a learner-centered environment characterized by quality teaching, outcomes assessment, and continuous improvement. Our students can take pride in their developed competencies and the distinctiveness of the College's programs. We shall be noted for being responsive to changes in workforce needs; building/maintaining good relationships with employers and community; preparing our students to excel in a global environment; and providing high-quality interns and graduates who meet and exceed employer expectations, deal effectively with change, and are committed to lifelong learning.

Ferris State Marketing Department Mission

The mission of the Marketing Department is to offer students a diverse array of specialized marketing, graphic design, and statistics programs, involving appropriate technologies, in order to develop educated marketing, graphic design, and data analytics professionals who are able to contribute through employment and entrepreneurship to the economic vitality of the State of Michigan and to the global business community.

The mission is accomplished through teaching and advising students in a combination of relevant program related theory with practical applications incorporating appropriate hands-on technologies in (respectively) graphic design, integrated marketing communications, marketing, and public relations, as well as, statistics, data analytics, and research.

Ferris State Healthcare Marketing Program Mission

This mission of the Healthcare Marketing program is to offer a diverse array of courses in business, marketing and healthcare administration so that graduates are capable of marketing within the health care industry across the supply chain - including hospitals and hospital systems, physician practices, specialized clinics; manufacturers of pharmaceuticals, medical devices and medical furniture; social service providers and change-behavior specialists.

How is the program mission statement aligned with the mission of the department, college and the university? The HCMK program is career-oriented, hands-on, and in step with current theory and practice in the healthcare marketing and strategy field. Students learn their field from a global perspective, and they are brought to understand the imperative nature of lifelong learning to stay in sync with the changing needs and wants of their customers and clients.

How is the program's mission incorporated into decisions impacting the program (including curricular changes?) Every curricular decision made for the HCMK program is evaluated on the content's relevance and impact on the student's ability to perform at an exemplary level in the classroom and their workplace.

How is the mission of the program communicated to program stakeholders? The program champion of the HCMK program is in frequent communication with three advisory board members, two of who join him as board members of the Michigan Society of Healthcare Marketing & Planning (MSHPM). Stakeholders also include the Dean of the Ferris State University College of Pharmacy, Stephen Durst and Dean of the College of Health Professions, Matthew Adeyanju, respectively, as both have made their faculty available for guest lectures and their facilities for student field trips.

We make sure that all of these stakeholders are aware of the unique, hands-on, business-centered nature of the Ferris HMCK program. MSHPM was a client of the Marketing Research course in spring 2017. The employers will be consulted for feedback regarding the work abilities of our first class of graduates, spring 2017.

What policies or procedures are in place to monitor the program's mission and its relationship to the department, college and university? The HCMK faculty meet with department leadership each semester to set goals for the semester and beyond, keeping our mission in mind. Each course is assessed every time it is run to make sure that teaching methods and student learning are appropriate to stated course goals.

How does the program further the department, college, and university missions? The HCMK program aligns well with the university's and college's career-oriented mission. By assuring that all of our students have a solid background in general education and critical thinking, we prepare them for life as productive and conscientious citizens. Our partnerships with advisory board members, trade associations (SHSMD & MSHPM) as well as marketing leaders of hospitals, insurers, pharmaceutical and medical device

companies ensure that we establish Ferris State as the first and only undergraduate institution of healthcare marketing.

Program Goals

The goals of the program for the immediate and five year future are:

Bolster Program Enrollment: In the short term, 30 by 2018; in the long term, 80 by 2020. These targets are derived by projecting the program enrollment increases of the last two years, as seen in the Enrollment History, We anticipate that these projections could well be conservative, given that the increases of the past two years have been largely driven merely by internal marketing and recruitment.

Increase collaborative student learning opportunities and experiences through student engagement outside the traditional classroom. Students have attended the MSHPM conferences where they learned valuable marketing and strategy knowledge which will be developed in a formed skill set throughout their collegiate experience at Ferris State University. Recruitment efforts in fall 2017 will begin with the goal of forming a Registered Student Organization for the HCMK program.

Increase support for & availability of internships in major sectors of the industry – the hospital, medical device, insurance, pharmaceutical and strategic & advertising consulting. Internship postings are available at the MSHPM website since the program champion joined the board of directors. A request was made to the MSHPM board of directors to offer scholarships to HCMK interns from Ferris State University.

Strategic Plan for HCMK is derived from the Marketing program strategic plan submitted with their 2017 APR.

The SWOT analysis for the HCMK is shown here:

HCMK Strengths

- Only institution offering undergraduate degree in healthcare marketing.
- Assignments in MKTG 450 Healthcare Marketing included field trips to instructors and facilities in the College of Pharmacy and College of Health Professions.
- Ability to collaborate with AIMC faculty in developing social media skills in a healthcare setting.
- Location in the College of Business instead of healthcare administration provides deeper knowledge of business at the level of marketing, advertising and strategy.
- Small class sizes (especially compared with large state school competitors)
- Significant and regular curriculum and class updates to meet the demands of the marketplace
- Highly engaged professional advisory board

- Required courses in business, healthcare marketing and healthcare administration.
- Required and supervised (3) internships guarantees every graduate real-world experience

Weaknesses

- Current number of majors is low but growing.
- Healthcare data analytics course has not been offered as originally planned.
- Location in semi-rural location makes it more difficult to get guest speakers and on-site mentors than for schools in larger cities where guests can just “drop by”
- Program champion is not a lifelong member of the healthcare industry or academia.
- Several students voiced concerns that three internships as compared to two is overly burdensome to schedule and complete.

Opportunities

- Develop the healthcare data analytics course
- Hire adjunct faculty with direct employment in healthcare industry
- Develop a succession plan for faculty in the program
- Develop a course in Pharmaceutical Marketing with collaboration with the College of Pharmacy.
- Design a practicum experience with an employer in healthcare industry.
- Collaborate with AIMC and Public Relations faculty to create a module or course in professional/creative/feature/research writing for a variety of audiences and mediums, branding, graphic art, web design, videography, special events planning, as suggested by an industry advisor.
- Conduct courses with a high degree of rigor so that student can succeed at graduate school which is increasingly a prerequisite for higher paying positions.
- Form a registered HCMK student organization.

Threats

- Healthcare Administration programs who include business/strategy courses.
- Succession plan for faculty as lead instructor is approaching retirement age.

Review and Evaluation of Goals This is a new program started in spring 2014 with our first graduates this summer 2017. We conduct ongoing assessment and will continue to review the program.

Curriculum

HCMK program check sheet, syllabi are located in [Appendix](#)

Evaluate general education requirements, co-curricular experiences, and service-learning or other experiential education experiences incorporated into the curriculum.

The quality of the student's academic work suggests a solid foundation in their general education. Students expressed satisfaction with the knowledge gained during co-curricular experiences such as the field trips to the College of Pharmacy and College of Health Professions, attendance at HCSA seminar and MSHPM conference, as well as one student's role on the MSHPM board of directors as the student representative. Advisors also regard the experiences as positive in preparation for a career in healthcare marketing.

How is the importance of general education requirements, co-curricular experiences, and service-learning or other experiential education experiences communicated to potential students, currently enrolled students, and other stakeholders? The course work requires the students to apply the skills, knowledge and abilities which they gained during their entire academic career. The students are well prepared to represent the program when they attend the spring healthcare industry seminars organized by Dr. Gail Bullard, *Program Coordinator MHA and Lean Healthcare*. Potential students are made aware of the many experiences, including seminars, conferences, class projects, and internships which will give them a competitive advantage in the educational and professional career.

How are program requirements communicated to potential students, currently enrolled students, and other stakeholders? The requirements are clearly stated on the program website, reviewed with the current students during advising meetings and in the classroom. The advisory board as well as colleagues in the College of Pharmacy and College of Health Professions are asked to review the program for relevance and quality.

Evaluate curricular changes that have been implemented in the last five years. The program was implemented in the 2014

Evaluate curricular changes currently under consideration. New program. We are continuously evaluating our curriculum and look forward to our first graduates Summer 2017.

Evaluate program policies and procedures implemented to ensure quality, consistency, and currency of the curriculum. This new program will be submitted for ACBSP accreditation in 2017-2018 as the requirement of program graduates is now met.

Assessment of Student Learning

Ferris State University demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning. The HCMK Program meets the following criteria as explained below.

- **Programs have clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.**

Please see pages 2 to 8 of the [Trac Dat](#) report in the appendix.

- **Programs assess achievement of the learning outcomes. Every HCMK faculty member assesses the achievement and outcomes of each course we teach, every semester.**

We are charged with stating and implementing needed changes and updates as necessary and advisable, each time each class is taught.

- **Programs use the information gained from assessment to improve student learning.**

We assess student achievement against each outcome for each class. Whenever an outcome is not met with at least 70% success, we are charged with articulating and implementing appropriate changes and updates to positively update student learning.

- **Programs processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.**

Our department leadership and all HCMK faculty are constantly involved in the assessments described above, both individually and as a group.

Program Level Learning Outcomes

1. Develop, evaluate and implement healthcare marketing strategies and correlated marketing plans, including: application of research and analytic results, use of prevailing analytical frameworks for development of strategic marketing mix, and use of current and emergent technologies.
2. Articulate and address strategic marketing issues in healthcare including mid and long term objectives; sustainable competitive advantage; diversification; resource allocation including technologies; organizational opportunities, threats, strengths, and weaknesses; strategic alternatives.

3. Effectively navigate and negotiate the healthcare industry environment from multiple perspectives including: providers, suppliers, government entities, third party payers, consuming populations; legal, ethical, and social responsibility considerations.
4. Demonstrate fundamental business knowledge and skills; fundamental marketing knowledge and skills; fundamental healthcare industry knowledge requisite to successful marketing; effective application and adaptation of marketing principles and methods to healthcare.
5. Demonstrate mastery of current and emergent technologies and social media tools in service of marketing to and within the healthcare industry.

Continuous improvement of the program will be informed by an array of evaluation activities - including the following:

1. Evaluate general program/students' performance in business using the capstone course BUSN 499 and the Peregrine Academic Services Business Administration Assessment exam.
2. Evaluate student learning reflected in student produced comprehensive strategic healthcare marketing plan developed in MKTG 450 Healthcare Marketing course.
3. Evaluate student experience/satisfaction through the EBI exit survey.
4. Evaluate program effectiveness through program Advisory Board, alumni, employer input and feedback.
5. Evaluate employment, retention and transfer to the program coupled with graduation rate and job placement. This will be an indicator of the continued need (necessity) and success of the program.

Link to pages two to eight of the [Trac Dat](#) report in the appendix.

Link to a [curricular](#) map outlining how program outcomes are addressed throughout the curriculum in the Appendix.

Evaluate positive program improvements made over the last three years as a result of measuring program-level student learning outcomes. The program is new however course instruction and materials are constantly updated especially in areas of technology and social media. The most notable improvement is the closer alignment of the HCMK program with the medical marketing professional organization MSHPM since the inception of the program in 2014. The instructors and students have access to a network of Michigan based professionals. The benefits include practical up-to-

date knowledge of the industry while providing a network of contacts for internships and employment.

Has analysis of program-level student learning outcomes informed the program's short and long-term strategic plans? Not as of yet, however analysis will take place now that graduates are employed in the field or are attending graduate school.

What assistance from the University would be valuable in the establishment, monitoring, and reporting of program-level student learning outcomes? No external help needed at this time.

Program Profile

Enrollments for the first three years of the HCMK program are shown below with an increase of two students each year since six in the inaugural class of 2014.

HCMK Healthcare Marketing BS Enrollment (Headcounts) - On-Campus, Off-Campus, On-Line and Total

Term		<u>On-Campus</u>	<u>Off-Campus</u>	<u>On-Line</u>	<u>Total</u>
201408	Freshman	0	0	0	0
	Sophomore	3	0	0	3
	Junior	3	0	0	3
	Senior	0	0	0	0
	Masters	0	0	0	0
	1st Professional	0	0	0	0
	Total	6	0	0	6
201508	Freshman	0	0	0	0
	Sophomore	1	0	0	1
	Junior	3	0	0	3
	Senior	4	0	0	4
	Masters	0	0	0	0
	1st Professional	0	0	0	0
	Total	8	0	0	8
201608	Freshman	1	0	0	1
	Sophomore	1	0	0	1
	Junior	2	0	0	2
	Senior	6	0	0	6
	Masters	0	0	0	0
	1st Professional	0	0	0	0
	Total	10	0	0	10

Student Credit Hour Trends show a 76% increase from 80 SCH in 2014 to the 141 SCHs in 2016. The average SCH per student over a three year period is 13.75.

HCMK Healthcare Marketing BS
 Student Credit Hours - On-Campus, Off-Campus, On-Line and Total

Term		<u>On-Campus</u>	<u>Off-Campus</u>	<u>On-Line</u>	<u>Total</u>
201408	Freshman	0	0	0	0
	Sophomore	39	0	0	39
	Junior	41	0	0	41
	Senior	0	0	0	0
	Masters	0	0	0	0
	1st Professional	0	0	0	0
	Total	80	0	0	80
201508	Freshman	0	0	0	0
	Sophomore	16	0	0	16
	Junior	42	0	0	42
	Senior	51	0	0	51
	Masters	0	0	0	0
	1st Professional	0	0	0	0
	Total	109	0	0	109
201608	Freshman	14	0	0	14
	Sophomore	16	0	0	16
	Junior	24	0	0	24
	Senior	87	0	0	87
	Masters	0	0	0	0
	1st Professional	0	0	0	0
	Total	141	0	0	141

Enrollment-Residency

The student profile by year is very similar across all of the categories in the report.

Ferris State University
APR 201208 - 201608 Enrollment by Residency, Age, FSU GPA, and ACT

BU
HCMK Healthcare Marketing
BS

Term	Residency				Age		FSU GPA			ACT		
	Blank	Resident	Midwest Compact	Non-Resident	Avg. Age	Avg. GPA	Min. GPA	Max. GPA	Avg. ACT	Min. ACT	Max. ACT	
201408	0	6	0	0	20	2.97	2.43	3.30	20.67	17	17	
201508	0	8	0	0	21	3.00	2.14	3.73	21.13	17	17	
201608	0	10	0	0	22	2.93	2.08	3.70	21.60	17	17	

Enrollment Gender, Ethnicity and Work Status

The profile of the students shows sixty percent male, 90% White, and nearly 100% FT. The number of part time students may increase should the program be offered in a major metropolitan area where employed persons may require the HCMK degree for career advancement.

Ferris State University
APR 201208 - 201608 Enrollment by Sex and Ethnicity

BU
HCMK Healthcare Marketing
BS

Term	Enrolled	Gender				Ethnicity							Full/Part Time	
		Male	Female	Unknown	Black	Hispanic	Native	Asian	White	Hawaiian	Multi	Foreign	Full Time	Part Time
201408	6	3	3	0	0	0	0	1	5	0	0	0	6	0
201508	8	4	4	0	0	0	0	1	7	0	0	0	7	1
201608	10	6	4	0	1	0	0	1	8	0	0	0	10	0

Evaluate the ideal number of enrolled students given the available faculty, physical resources, and other present limitations or requirements. The ideal number of enrolled students for HCMK would be approximately 32 (eight in each of the four academic years with a maximum of 100 enrolled at any one time. If we were to go much past 20 students per class year, we would need to run double sections of our major courses, which would be difficult with our current Marketing Department staffing. This would require Dr. Dedeaux to stop teaching a course from his existing load in the Marketing department.

If the current number of enrolled students is less than the ideal number, outline program plans to increase student enrollment. The recruitment plan has as its first priority the increase in number of FTIACs. Success will require more concerted efforts to increase awareness of healthcare marketing careers among high school teachers and their students.

- Presentations to high school students will be made at the Michigan DECA on January 3, 2018.
- Presentations to underclassman during their career exploration studies (CARE) with the permission of Ms. Deedee Stakley, Interim Chair of the Developmental Curriculum Department at Ferris State University.
- Parents of high school students, who are employed as healthcare marketers is an audience are likely to be receptive to FSU's Healthcare Marketing Major as it offers entry path into an identical career. This audience can be reached with paid advertising and promotions through the major trade associations, the Society for Healthcare Market Development & Market Development, and its Michigan chapter, the Michigan Society of Healthcare Planning and Marketing. SHSMD advertising costs shown here: <http://www.shsmd.org/aboutus/sponsorship.shtml>
- Success stories from our recent graduates will be gathered then featured on the HCMK website and hallway video monitors as a form of publicity to give greater awareness to the program.

Evaluate the option of increasing student enrollment in relation to stated program goals, program strategic plan(s), and current and projected market conditions. We believe that enrollment will increase to match the publicized growth in the healthcare industry.

What resources (faculty, staff, space, equipment, etc.) would be required to increase enrollment? None

What would the ideal number of enrolled students in the program be assuming the requisite additional resources were made available? 80.

Evaluate the overall “enrollment – headcounts” trends within the program. The trend is steady but at a low figure.

How does the program address “enrollment – headcounts” trends within the program (general) and how will the program address “enrollment –headcounts” trends reported (specific?). Growth in headcount will come as a result of a campaign to publicize the program now that we have several graduates of our recently introduced (2014) major.

Program Value beyond Productivity and Enrollment Numbers

The resources and costs associated with the healthcare marketing major are shared and spread over other majors in the College of Business:

- It needs computers, but shares these and their cost with other programs
- It needs service personnel, but here too, the costs are shared
- The physical space it needs already exists; the program enhances efficient utilization
- The number of faculty for the program is one, who teaches Healthcare Marketing as well as Marketing Research with application to the healthcare industry. The faculty member also teaches non-HCMK courses within the marketing department.
- The program coordinator is full-time faculty and receives no stipend and no release time

At the course level, students in the MKTG 425 Marketing Research classes have conducted research projects as part of their coursework that provide marketing research insights to the Michigan Society of Healthcare Planning & Marketing (MSHPM), a non-profit professional organizations in the community. Students in MKTG 450 Healthcare Marketing course attended speaker series on topics in healthcare sponsored by the College of Health Professions. Lucas Zhao, a Healthcare Marketing Major student is a member of the MSHPM board of directors as student advisor until his graduation date.

Program Flexibility and Access

It is important for (ultimate) program success to be flexible and accessible to the largest number of potential students. This section provides programs an opportunity to describe how program offerings are available to the largest segment of potential students. Other locations and times, such as evening classes in Grand Rapids medical district, will be considered as demand grows for this new program.

Report the number of offsite locations. None

Report the online availability of program offerings. None

Report options for evening or weekend classes. None

Report options for accelerated program completion. None

Report options for summer program offerings. None

Describe any multi entry points available for students entering the program.

Prospective students have multiple entry points into the program. It receives transfer students from universities and community colleges in accord with COB entry standards. For high school students seeking entry the program uses university and COB admission standards as its own. HCMK receives entrants who change majors according to the same standards most recently from the Nursing program.

Evaluate program trends related to “flexibility and access.” None

How does the program address “flexibility and access” within the program? No demand to date.

Program Visibility and Distinctiveness

The Healthcare Marketing major is the only program in the United States with an undergraduate program, which provides healthcare employers with a market-ready class of young adults, educated in the business of healthcare marketing. Courses in strategy can be found at other institutions only at the master’s level and within their healthcare administration program, not business.

Our program is unique in that course work is sourced between two colleges, The College of Business as well as Health Care Systems Administration (HCSA), enhanced further by collaborations with guest lecturers from the university’s Michigan College of Pharmacy.

The program enjoys heightened visibility among the deans and professors in Health Care Systems Administration and the College of Pharmacy, respectively. Recruitment of students from the HCSA Registered Student Organization will resume in fall 2017. This group heard a presentation about the importance of business marketing and strategy skills for their career as administrators delivered by the Healthcare Marketing Major however the HCSA curriculum provides too few opportunities for elective courses outside their major.

Demand

Healthcare is a labor-intensive industry requiring skilled workers to manage increasingly complex transactions in compliance with regulations and insurance practices. Hospital networks are expanding their facilities and number of locations to attract patients who are empowered to seek out the best among many healthcare providers.

The healthcare industry today employs one of every nine Americans, a steady increase for the biggest sector of job growth since 2000. The sector provides many good middle-income jobs and has rejuvenated many cities transitioning from manufacturing to services.

Competition for patients and work staff is fierce in the healthcare industry and some organizations are ill suited to compete for patients who they assumed “*would come to us*”. Managers in healthcare networks are increasingly aware that marketing of the healthcare services is an essential skill; hospitals currently employ one marketer for every 10 employees in their system (SHSMD, 2017).

A report from American Hospital Association breaks down employment of marketing communication managers by size of hospital.

AVERAGE NUMBER OF MARKETING/COMMUNICATIONS FTEs, BY ORGANIZATION TYPE AND BED SIZE, TRENDED (N=154 in 2013; N=232 in 2011)		
Average Number of Marketing/Communications FTEs	2011	2013
Total	10.8	10.9
Stand-Alone Hospital		
Total	5.8	5.3
<101 beds	2.0	2.9
101–200 beds	5.2	3.8
201–400 beds	7.4	7.3
401+ beds	14.9	11.8
Health System		
Total	15.2	15.9
<401 beds	6.2	6.8
401+ beds	20.5	21.6
Corporate	20.2	21.8
Academic Medical Center		
Yes	20.9	18.7
No	7.5	8.6

An informal survey of employment opportunities using the search term “health care marketing” on indeed.com returned 47,925 jobs on August 5, 2017.

Why do students enrolled in the program choose FSU? The university is the only institution in the world to offer a healthcare marketing major to its undergraduates. FSU is recognized as an institution where students gain knowledge and skills which can be applied on the first day of their career. Students rightfully expect the healthcare marketing major to offer the same job-ready skills.

Would students enrolled in the program choose the program at FSU if they had to do it over again? Informal conversations with students suggest they have a strong regard for the program. No students have dropped from the program and two have graduated, one with employment in the industry and the other applying to graduate school.

Would students enrolled in the program recommend the program at FSU to others? This question was posed via email to two recent graduates who have yet to reply. One student asked for my recommendation to graduate school so my assumption is that she is satisfied with her experience and would recommend the program to others.

Evaluate the projected market outlook for demand for program graduates. The market demand for healthcare marketers is strong with an estimated 60,500 marketing communication specialists employed by 5,564 hospitals the USA as of 2017 (using ratio of 10.9 employees per hospital as of 2013).

Would alumni choose the program at FSU if they had to do it over again? Would alumni recommend the program at FSU to others? Lucas Zhao who is completing an internship as a final requirement wrote a positive report of his experience in the HCMK program, stating that he would enroll in the program again as he has no regrets.

What do faculty teaching within the program, potential employers and advisory board members say about the continued demand for program graduates? All stakeholders recognize positive trends for employment within the healthcare industry: aging populations, increased access to healthcare insurance and consolidation of hospitals/increased competition.

Evaluate overall “demand” trends within the program. How does the program address “demand” trends within the program (general) and how the program addresses “demand” trends reported (specific). The program will monitor the demand for industry specific skills such as specialization in pharmaceutical marketing and advertising.

Student Achievement

Report the percentage of students who are members of a Registered Student Organization by year, for the past five years.

2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
		66% (3/6)	37.5% (3/8)	30% (3/10)

Samantha Wingerter
 Order of Omega
 American Marketing
 Association
 Honors Peer Mentoring

Lucas Zhao
 American Marketing
 Association

Christopher Gardner
 Black Greek Council
 Kappa Alpha Psi
 Fraternity, Inc.
 Black Student Union
 Student Fashion Alliance

Report the percentage of students who are members of Student Government by year, for the past five years. Not aware of any.

Report the percentage of students who are members of the Honors Program by year, for the past five years. (10%) The only HCMK student in the Honors Program was Samantha Wingerter in each year 2012-2017.

Report the average number of hours a typical student in the program is engaged in paid employment. 10 hours

Highlight student achievement in research over the past five years.

Lucas Zhao: Present findings to MSHPM regarding membership enrollment and increasing spring conference attendance (MKTG 425). Feasibility study for implementing a POS system for small business (ENG 325).

Samantha Wingerter: Honors Senior Symposium was about the effects of the aging population on the U.S. healthcare system.

Highlight student honors and awards received over the past five years.

Lucas Zhao: Ferris State Gold Scholarship Recipient - 4 years

Samantha Wingerter: Honors medallion by completing all the requirements of the Honors Program (GPA, Cultural Events, Service, Leadership, etc.). She also earned 4.0 Awards for her outstanding GPA for the Spring 2014, Spring 2015, and Spring 2017 semesters. She earned an A in each of the Honors courses. Ferris State University Dean's List, Spring 2013 - Spring 2017
Ferris State University Dean's Scholarship Recipient, Fall 2012 - Spring 2016
Rochester Community Foundation Scholarship Recipient, Fall 2012 - Fall 2016
Ferris State University Honor's Academic Achievement Award, 2014- 2015
Detroit Alumnae Panhellenic Association Scholarship Recipient, April 2015

Highlight student participation in community and other volunteer service.

Lucas Zhao: Adopt-a-highway - AMA, Norton Shores Library - Adult Book Shelf Reader, Noah's Project - Dog Volunteer

Samantha Wingerter: Forgotten Harvest Food Packer, Present
Great Lake Caring Hospice Companion, January 2013 - May 2017
American Red Cross Blood Drive Coordinator/Participant, Mar 2013 - May 2016
Autism Speaks Walk Participant, October 2013 - May 2016

Evaluate program trends related to "student achievement."

The inaugural class of HCMK students were few in number but highly involved in their commitment to coursework and community-service. Recent recruits to the program are underclassman who will be reminded the HCMK program is a great outlet for personal growth through challenging academic work and vital community service.

How does the program address “student achievement” trends within the program (general) and how will the program address “student achievement” trends reported (specific). The HCMK program recognizes that coursework and client projects must be personally challenging as well as socially (prosocial) rewarding in order to attract the best students.

Employability of Graduates

Ms. Madison Earl is one of the two graduates of the inaugural cohort; she is employed at Lansing Urgent Care as a Marketing Assistant. Her profile appears here: <https://www.linkedin.com/in/madison-earl-9aaa32a6/>. The other graduate is Ms. Samantha Wingerter (transfer from FSU Nursing program) who is attending MBA graduate school at Oakland University, Auburn Hills, MI.

Review of the evaluations of interns at healthcare systems show that each of the three students earned high scores and written evaluations suggesting they are well positioned for careers in healthcare marketing.

Advisor Board comments in the next section of this report indicate their confidence is high that the HCMK program delivers the skills needed for students to succeed once employed in the healthcare industry.

Stakeholder Perceptions of the Quality and Composition Of Faculty

Faculty Survey of the College of Business was conducted in spring semester 2017. Eleven responses were collected and tabulated. The summary of the study is the program is well regarded as relevant and of quality by faculty members who are familiar. However greater effort must be made to increase the number of faculty who are aware of the HCMK program. Effort will be made to inform fellow faculty that HCMK offers courses which they can recommend to their advisees when the student is seeking a new major. The survey results can be seen in the [Appendix](#).

Student Assessment

Student evaluations of the capstone course, MKTG 450 are positive (see [Appendix](#)).

Spring 2016: Overall rating 4.0/5.0

- Comments: One of my favorite and most beneficial classes I have taken at Ferris State, Dr. Dedeaux is an incredible professor and mentor and I would take him again in a heartbeat.
- Really enjoyed having Dr. D as a professor!
- Great Professor!

Spring 2014: Sample not large enough to generate report

Advisory Board comments from the faculty survey

#1 From: "Greg S Wellman" Date: Mar 30, 2017 10:59 AM Subject: Re: Re: Fwd: RE: Healthcare Marketing Advisory Board input needed via email To: "Clay Dedeaux" Cc:

How well do you think this program prepares the undergraduate student for employment in healthcare marketing?

The program offers a good cross section of material including overview of US Healthcare systems, health care law, reimbursement, supply chain, business fundamentals and marketing. These are all valuable tools to help prepare graduates to understand business operation alongside health care organizational management. Health care marketing requires a broad tool kit that enables the graduate to meet the business objectives of their organization, while navigating through complex health care organizational structures and identifying key marketing strategies to promote goods and services. This program has those features.

Do you believe that a graduate of this program will possess sufficient and relevant skills/knowledge to meet requirements of a healthcare organization?

Yes. Health care organizations can be complex bureaucracies, when it comes to presenting, marketing and successfully contracting goods and services. Graduates must combine business and health care systems understanding with a diverse tool kit of marketing strategies to be successful. This program provides that cross-section.

What are the current, up-to-date marketing practices that you feel are important for your new marketing students to have?

Healthcare has shifted in the past two decades to a more patient-as-consumer model. This is evidenced by the wide array of medical/pharmaceutical advertising we see on television, radio, Internet and social media. As such, students need to have a wide breadth of understanding of different marketing strategies. Different goods and services within the health care marketplace require different strategies. There is no "one size fits all". Adaptation to product, media, customer, health system is essential. The program provides depth and breadth to achieve this.

What are your thoughts on how the program could deliver these skills or knowledge? Foundational content should continue to be combined with working cases to assist students in applying and adapting different strategies to the wide array of products and services in this sector.

Gregory S. Wellman, PhD, RPh Professor of Pharmacy Ferris State University, College of Pharmacy 220 Ferris Drive; Room 105F Big Rapids, Michigan 49307 email: wellmang@ferris.edu Phone: 231-591-3780 (Big Rapids); 616-643-1125 (Grand Rapids) received March 30, 2017

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**#2 Megan O. Yore, MA Chief Communications Officer & Director of Marketing
Lakeland Health**

Thank you for asking my input – I am honored. I am offering my insights from a practical, not an academic side. I am amazed at how robust and focused these programs can be.

Overall, it looks really good.

1) My take is that for those seeking to work for a health system in marketing, it heavy on the business side and too light on the creative side. It is great that there are a few scientific/medical classes. I often interview people who come in with a business degree in marketing, and no practical skills.

Based solely on the course titles, I'm not sure there's enough emphasis on professional/creative/feature/research writing for a variety of audiences and mediums, branding, graphic art, web design, videography, special events planning, etc. in the curriculum.

These are the practical, entry level jobs that students would get after graduation. However, you might be going for that path. I see in your “career opportunities” section on the website that the (last sentence) list of positions don't include public relations representatives, digital marketing strategists, marketing research analysts, communications specialists, etc. (I think you have a typo.... Should it be “managers (plural), directors, and ultimately...” also, should it be social media marketing?)

2) See answer for #1 – I think the emphasis on data is great, and you will be training the next generation of healthcare marketers to start with data.

3) Use of social media as an advertising (not just a communication) medium, tagging/categorizing/creating key words for content to drive SEO/SEM, the difference between the 12 – 15 types of digital opportunities, customer relationship management, proving ROI, ratings and how to leverage them, working with ad agencies and other vendors.

4) I would think about how you allow your students to take courses on the more creative side instead of some of the business or science courses. I think a course in graphic design would do more for someone interested in healthcare marketing than preparatory chemistry, algebra, or anatomy for instance (medical terminology is the most useful). Again, someone working for a hospital system needs to understand a non-profit world and how to get things done in house, inexpensively. This is entirely different from someone working in sales for a pharmaceutical company.

Megan O. Yore, MA Chief Communications Officer & Director of Marketing Lakeland Health, received March 24, 2017

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#3 Dr. John W. Fick, FACHE (Fellow of the American College of Healthcare Executives)

1) How well do you think this program prepares the undergraduate student for employment in healthcare marketing?

From a theoretical perspective ... great. From a practical perspective, I would recommend a practicum experience be a program requirement. This provides students an opportunity to showcase themselves during their onsite time. Of course, this would require a significant amount of time and energy from the faculty advisor to meet and discover potential locations. MSHPM and SHMSMD member organizations may be good starts.

2) Do you believe that a graduate of this program will possess sufficient and relevant skills/knowledge to meet requirements of a healthcare organization?

Possibly for some entry level positions, although more entry level positions are requiring graduate degrees. It is difficult, if not impossible, to be promoted without a graduate degree in most health care organizations.

3) What are the current, up-to-date marketing practices that you feel are important for your new marketing students to have?

Innovation, e-everything, social media, etc.

4) What are your thoughts on how the program could deliver these skills or knowledge?

Create courses and develop a "lab" to create and practice some of these marketing practices.

Dr. John W. Fick, FACHE
[734-674-8153](tel:734-674-8153) (Eastern Time Zone)
JWFick@aol.com

Faculty Composition and Engagement

The quality of the marketing program is a direct result of an active and engaged faculty in all dimensions of university life. This section presents highlights of accomplishments among the marketing program faculty.

Organization

The marketing program comprises three full-time faculty each earning a Ph.D. All marketing faculty are based on the Big Rapids campus. The program does not rely on adjunct faculty.

At present, the marketing program is just able to meet demand with little-to-no room for expansion.

Curriculum Vitae

The marketing program consists of the following tenured and/or tenure-track faculty, presented here alphabetically with highest degree earned, and average semester teaching load. All are doctorally qualified with significant professional experience in the area/s in which they teach. Vitae for Clay Dedeaux, Laura Dix, Timothy Brotherton and Donna Green are available in the [Appendix](#)

Faculty	Degree	Load
Timothy Brotherton	Ph. D.	4 courses
Donna Green	Ph. D.	4 courses
Clay Dedeaux (also MKTG & AIMC)	Ph. D.	4 courses
Laura Dix	Ph. D.	Program Supervision

Service

This section presents highlights of faculty service in the various areas in which we operate over the past several years. While considerable, this list is not exhaustive. A more complete representation of faculty service can be seen in [Appendix: Marketing Faculty Vitae](#).

Faculty	Department	College	University	Community
Brotherton	Chair: Search Committee Member: Program APR Committee Faculty Advisor: Student AMA	External committee member: HR Program APR Editor: Journal of Critical Incidents	Member and Chair: Faculty Professional Development Committee Discussant and chair: SCR Summer Case	Participant/performer: FSU Community Choir

			Workshop	
Dedeaux	Faculty Advisor: Ad Group Member: Program APR Committee	Faculty Advisor: Study Abroad Member: Core Curriculum Committee	Faculty Advisor: Pi Lambda Phi	Member of the Board of Directors at Michigan Society of Healthcare Planning & Marketing (MSHPM)
Green	Member: APR Committee Faculty Advisor: Student AMA	Member: Assessment and Accreditation Committee	Reviewer: Journal of Critical Incidents	Member: Windsor/& Essex County Lung Association Advisory Board

Research

Highlighted research for all tenure-line and tenured faculty over the last three years are presented in alphabetical order. .

Faculty	Project Title
Brotherton	"#GreenPoop - A Drawback or a Selling Point for Burger King's Halloween Whopper" in Business Course Delivery: A Case Study of Otago Polytechnic" (On-Going). <ul style="list-style-type: none"> - This is an extended version of a case study which was first published in the 51st Annual MBAA International Conference in April, 2016. - Full paper submitted to the Journal of Critical Incidents (JCI) for peer review.
Dedeaux	"Locating culture in the ads" (Planning). Techniques for identifying dominant and counter cultural themes in advertising in Germany & The Netherlands. <ul style="list-style-type: none"> - Collect field research during summer abroad 2016 program in Kleve Germany "Persuasiveness of Cultural Novelty vs. Familiarity in Recruitment of Foreign Exchange Students" (On-Going). <ul style="list-style-type: none"> - Office of International Education is the client in a classroom (marketing research) survey and experiment with students in five foreign countries, assessing messages which are culturally congruent and incongruent. Theory is that people are more receptive to

	<p>culturally congruent messages however this research tests the notion that students may prefer messages with promise a novel cultural experience.</p> <p>(Presenter), Annual Conference, "How the management function of marketing communication firms is changing," Association for Education in Journalism and Mass Communication, St. Louis. (2014).</p> <p>FSU COB Colloquium, "Debriefing visit to Harvard School of Public Health case writing," College of Business, College of Business. (October 1, 2013).</p>
Green	<p>"Distractions Impair Learning" (On-Going).</p> <p>"Online Testing" (On-Going).</p> <ul style="list-style-type: none"> - This research is examining student reactions to online testing as a part of a traditional classroom course. This builds on the presentation from 2016 and will be submitted as a journal article. <p>"Understanding the Local Customers: From Residents' Perceptions and Needs to Action" (Writing Results).</p> <ul style="list-style-type: none"> - Data collection completed in December 2015 (questionnaire survey) and data has been analyzed. Findings from this project will be converted into a research article which aim to submit to one of the marketing journals for peer review publication by end of November 2016.

Continuing Education

Highlights of continuing education activities for marketing faculty are presented below:

Faculty	Program
Brotherton	Case Teaching Workshop – Harvard University
Dedeaux	Case Teaching Workshop – Harvard University Forces of Change in Healthcare Seminar – Harvard University School of Public Health AMA Workshops-Social Media, Healthcare Marketing

Program Policies and Procedures

How does the program provide opportunity and encouragement for program faculty to fully engage in teaching improvement activities, research, and service? Faculty are highly encouraged to use internal resources provided by the Faculty Center for Teaching and Learning. Our colleagues in Business Data Analytics provide a monthly COB Colloquium to which all faculty are invited. Speakers are COB colleagues presenting their recent research. Faculty are provided with timely information about elected and non-elected positions within the department, college, university and community. Faculty are strongly encouraged to seek Timme Grants and Professional Development Grants to attend appropriate development events. Advocates within the Marketing Department generously share their expertise to help HCMK faculty submit the best possible grant requests.

How does the program provide opportunity and encouragement for program faculty to fully engage in student advising? We are supported by our Department such that first-year and even some second-year HCMK students are advised by the Assistant Department Chair, Laura Dix. The COB office staff also provides timely and accurate advice as well

Evaluate the minimum qualifications for a tenure-line faculty within the program. Any new faculty – according to COB policy and requirements of accreditation – would either need to come to us with an applicable doctorate, or be granted a space on the tenure track with the absolute mandate to complete such a doctorate before tenure is granted.

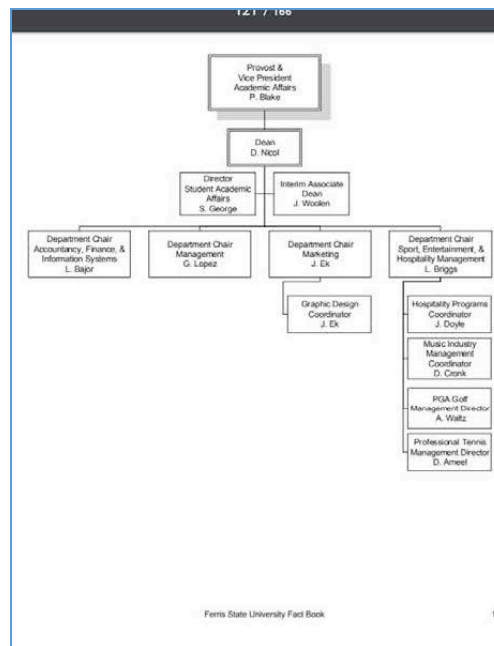
Evaluate the minimum qualifications for a full time temporary faculty within the program. We have not had a full-time temporary faculty but if we were to need one at some point, he or she would be “Ph.D. preferred” but a master’s degree would be acceptable with appropriate work experience and prior teaching experience.

Evaluate the minimum qualifications for an adjunct faculty within the program. A master’s degree plus prior post-secondary teaching experience would be sufficient as long as the individual had appropriate work experience in the field.

Evaluate the program’s ability to hire and retain quality faculty at all levels. The faculty member who serves as program champion has been with FSU for seven years. His credentials include Ph.D. Media & Information Studies and 30 years with major advertising. Dr. Dedeaux was employed first in the marketing department and later assigned to lead the HCMK program.

There are no instructors of healthcare marketing at the undergraduate level however this program may appeal to an instructor with experience in a graduate program, most likely in health care leadership, or health care administration.

Program Administration and Support



COB Organizational Chart: The HCMK Program fits under the Marketing Department shown above.

Evaluate the efficiency and effectiveness of the current structure. Jeff Ek and Laura Dix have been very effective leaders for our department. They work well together with complementary strengths. They are very responsive to faculty and have an impressive ability to ensure faculty keep up to date with obligations, with a gentle and caring touch.

Evaluate the positive aspects of the current structure. Cordial and efficient leadership, excellent administrative support, teamwork. The Marketing Department faculty and staff work together harmoniously and have done so for several years, which was not always the case.

Evaluate opportunities for improving the current structure. Dr. Laura Dix will be retiring in 2018, which will occasion opportunities for reviewing and updating the current structure.

How does the program provide opportunities for program faculty and staff to discuss the program's place within the current structure with administrators who have program oversight? Dean Nicol, Jeff Ek, and Laura Dix have open door policies and are more than willing to discuss any questions, concerns or ideas in this regard.

Support Staff: HCMK shares one secretary (Patty Rettinger) with all of the Marketing Department programs. Ms. Rettinger reports to Jeff Ek.

Efficiency and Effectiveness: Ms. Rettinger is incredibly helpful, cheerful and efficient. That said, as she is the only support staff for 20-plus faculty, there is only so much we can ask of her.

Positive aspects of current structure: Faculty understand what they can and cannot ask of support staff and are quite good at doing their own expediting, expense reports, etc.

Opportunities for improvement: More support staff (ideally one individual for each program) would be a tremendous help to faculty who often spend considerable time doing nuts-and-bolts tasks rather than intellectual work.

Support Services

FLITE – Our College of Business FLITE expert is David Scott. David is a tremendous resource to HCMK faculty. He visits classes regularly at our invitation to share targeted resources with our students, and he kindly creates special pages of resources for students, class by class. Here is an example:

Faculty Center for Teaching and Learning – Our faculty make frequent use of FCTL's many services including short-term and longer term opportunities for learning and sharing. We are encouraged to seek Timme Grants through FCTL for trips to important conferences in our field.

Tutoring Center – We refer advisees as needed to the Tutoring Center. Such referrals would be for their General Education classes or Business Core classes as we are willing and able to provide any needed tutoring in the HCMK courses.

Technology Assistance Center (TAC) – All of our faculty are in regular contact with TAC for their very timely and helpful services for in-class assistance as well as updates and repairs of our computers and other equipment. TAC is a tremendous resource for HCMK faculty, as is Brent Kundinger, who is a very capable professional housed in the COB building.

Birkham Health Center – We often recommend that our students visit Birkham if they are experiencing physical and/or emotional problems. We also take advantage of Birkham's convenient and free annual flu shots for faculty.

Media Production – As faculty ability to create our own media for presentations, in-class use, and on Blackboard have improved, we find we have less need for Media Production services, although we have used their services for more complex jobs. The fact that we have the Graphic Media Management department in our building provides us with excellent service in this regard as well.

Institutional Research Board (IRB) – To date, our faculty have not embarked on any

research needing IRB approval, but we are aware of this valuable resource and would readily use it if appropriate.

Career Center – We invite Career Center representatives to each of our Career Seminar classes (HCMK 101 and HCMK 301) each time they are run. We do this in conjunction with Job Fairs to ensure that students are prepared for these events, aware of the First Lady’s Attic, and conversant with the latest in job search tools through the Career Center.

Institutional Research and Testing – Because we have expertise for survey development and implementation within the Marketing Department, we did not call on the services of Institutional Research and Testing for this APR project. That said, we did rely heavily on the Fact Book information provided by this valuable department at FSU.

University Advancement and Marketing – No interaction to date.

Diversity and Inclusion Office – No interaction to date.

Educational Counseling and Disabilities – No interaction to date.

Grounds and Maintenance – In the College of Business, most interface with this department is done by Account Specialist Christina Vodry of the Dean’s Office. We typically make her aware of any situations where help or input is needed, and she takes it from there.

Facilities and Equipment

Classroom Space –HCMK classes are taught in the COB main building. All COB classrooms are equipped with Internet-enabled, wired-in computers, projectors, screens, and white boards. Lighting can be adjusted depending on classroom and visual needs. Each classroom has a phone that connects to TAC with one-button access. Each classroom has an overhead projector as part of its console equipment. Each classroom has capability of playing DVDs. Each classroom has adjustable volume control. The tables in all COB classrooms are modular and can be configured or re-configured easily depending on classroom needs. There is a lecture podium in each classroom for use by the instructor or students who are presenting.

Laboratory Space – When a class requires it, laboratory classrooms are available to be scheduled for the semester on the first floor of the COB building. Also, as needed, there are several classrooms in the COB that provide for group work around a common computer. Students may use the open computer and printing laboratories on the first floor of the COB building.

Office and Meeting Space – Each HCMK professor has their own ample and private office. There is ample room and seating in each person’s office to do so.

Storage Space – The HCMK program has no dedicated storage space. Each faculty member keeps his or her own files in his/her office. Now that most material is digital, the need for permanent storage is much less important than in the past.

Adequacy of Space – Faculty have not expressed any major concerns about space in the COB.

Addressing Space Needs – No issue to report.

Changes to the Space – Space needs are met.

Classroom Computers – See above under Classroom Space.

Laboratory Computers – There is an open computer lab on the first floor of the COB, but this is less and less of a need as our students all have at least one connected device to use in the classroom – they even do their homework on their smart phones. They tend to use the first floor COB labs mostly to print out homework. The students’ most common complaint is that the labs are not open in a timely manner, that the printers are down, or that they don’t have money available to print.

Faculty Office Computers – Each HCMK faculty member is supplied with a laptop or desktop computer according to their preference. These computers are well-serviced through TAC and are replaced on a rotating basis as budget allows.

Adequacy of Computers – Faculty have no major complaints about their computers.

Changes Regarding Computers – The trend is for students to have their own connected devices. The need for open labs for actual computer work is projected to lessen year by year. What would be helpful is more investment in reliable WiFi and more availability of reliable printers for student use.

Classroom Equipment – Please see “Classroom Space” above

Laboratory Equipment – The COB provides an open laboratory with fairly recent computers and printers available to students. As mentioned above, there are no complaints about the computers themselves in the labs, only about printer availability.

Equipment for Student Use – Our major does not require much equipment beyond a computer or other connected device. Students can even create videos with their hand-helds in today’s world. We do not require students to own any specific equipment, but for their generation, having such devices is considered by them to be a necessity.

Potential Impact and Changes – If the current equipment situation remains as-is, we

do not anticipate any negative impact or need for change. The growth of digital media has made it much easier for HCMK faculty and students to do their work without old-style, bulky equipment and storage areas.

Perceptions of Overall Quality

Dean's Comments re: the Healthcare Marketing Program

Program Rating: 80

I believe this relatively new Healthcare Marketing program addresses a real need in the dynamic and growing healthcare industry. However, not surprisingly, it is confronted with a number of hurdles, including limited awareness of its value among student prospects (and those influencing their educational decisions), industry hiring tendencies predicated on past availability (e.g., the assumption that industry preparation only occurs at the graduate level), and the evolution of workplace needs and expectations. Such are the challenges of being a leader, which have constrained our enrollment growth to-date.

I do believe that the program is well-conceived and formulated, in terms of both content and experiential components. As such, given time, I am convinced it will gain traction, especially given Dr. Dedeaux' efforts as program champion. The College of Business currently has several programs at this stage, which constitute promise for future competitive advantage, but somewhat of a challenge in their current state. This is not new for the COB (e.g., PGM, PTM, MIM, ISI), and I am confident that these will also succeed.

Though I am convinced that this is a high-quality program, and that it fulfills a market need, I do believe there are a couple of minor items that represent opportunities for improvement. I encourage the faculty to work hard to maintain connections with program graduates in order to knowledgeably respond to what they have found the market to value in their preparation (and where we might make adjustments). Also, strive to develop a clearer impression of the most promising feeders for this program – is it FTIAC's, internal transfers, external transfers, retreads, etc? Where should we position our recruiting efforts, and what should it consist of. Continue to explore how to effectively and expeditiously collaborate with the various programs in our Healthcare colleges, reflecting a commitment to responsiveness and distinctiveness

HCMK Program

Perceptions of Overall Quality – Marketing Department Chair Jeff Ek

Program Rating: 87

The Marketing Department and College of Business strives to offer a diverse array of specialized programs and the Healthcare Marketing program (HCMK) aligns with this goal through its integration of specific marketing practice on a strong business

foundation. This relatively new program is positioned to grow as faculty, under the leadership of Dr. Clay Dedeaux, continue to develop professionally and listen to industry connections and recent alumni as they validate and adjust curriculum in this growing and changing profession.

There are many employers seeking graduates and starting salaries are attractive, making the career path strong. The challenge continues to be how to market the program to first time students and transfers. Faculty and administration have engaged in department, college and university recruitment activities and it is time to invest in targeted marketing messages designed to connect with these prospective students.

The program is encouraged to enhance areas that include: strengthening faculty and advisory team interaction, broadening the program advisory board, and expanding student interaction through meeting and advising.

HCMK Program

Perceptions of Overall Quality – Program Coordinator Laura Dix

Program Rating: 85

I believe the launch of this new program brings great potential for business students at Ferris State University. In order to obtain ACBSP accreditation, the program must have graduates and the first students will complete their degree requirements in August 2017. These students transferred into the program and 2014 was the first year of enrollment into the program.

The curriculum combines the business foundation and marketing major with a healthcare industry focus. Faculty need to continually review the program outcomes and curriculum as the first students complete a four year sequence of coursework.

I also believe that promotion of the program can be accelerated with the addition of program accreditation and graduate placement of the first program graduates. This is a unique opportunity to highlight the program through social media and traditional media channels and promote continued program growth.

The program could benefit by increased collaboration among the faculty teaching required courses in the HCMK program. The program champion has committed to meeting regularly with this extended cross-disciplinary group in the future.

Attention to student advising is critical. Students must be kept aware of meeting their multiple internship requirements and 2.5 overall GPA necessary to graduate from the HCMK program. As faculty embrace advising and internship placement, recruitment will become more effective.

Implementation of Findings

How does the APR review process fit with the program's overall continuous quality improvement plans? Our APR team members have been working on this APR report consistently throughout the 2016-17 Academic Year. We kept our "Special Interest Faculty Member" and "Faculty Member from Outside the College" abreast of our progress and have shared all raw materials and the draft report with them in a timely manner.

How will program review results be communicated to program stakeholders?
Faculty – All HCMK faculty participated in the research for this report and have reviewed the final draft with opportunity for additions, deletions, changes, and corrections. We will share the highlights of this report and results of the APR process with our Marketing Department colleagues at one of our regular monthly meetings, and be willing to serve as guides to other programs as they come up for APR review.

Students – We will share highlights of the APR with students at an upcoming All-Majors' Meeting and ask for their reflections. We will dig deeper with seniors in the Capstone HCMK courses this fall and ask for their reflections as they complete their studies in the HCMK program.

Advisory Board – We will share this report with the full Advisory Board and seek their reflections and suggestions.

Alumni – We will make alumni aware that the APR is complete and share highlights with them for their comments and reflections.

What are program plans for addressing opportunities for improvement uncovered as a result of the program review process? Based on the findings of this report and the initial SWOT analysis conducted as part of the report, the HCMK program team can develop a Strategic Plan to cover elements such as student recruitment and retention, ongoing curricular updates, relationships with program stakeholders, faculty succession plan, and other important elements.

What are program plans for promoting program strengths and accomplishments to stakeholders uncovered as a result of the program review process?

Web Site – We can revamp the HCMK portion of the COB web site to better reflect our program uniqueness, potential earning power of our graduates, alumni and internship success stories, and faculty research and achievements. We will then

make all of our stakeholders aware of the updated web site and seek their reactions and comments.

Advisory Board – The program will continue to improve the healthcare marketing program by sharing the highlights of the APR study during the spring 2018 Advisory Board Meeting. Two members of the advisory board are also members of the Michigan Society for Healthcare Marketing & Planning along with program champion Dr. Clay S. Dedeaux.

Next Steps

Signature Page

My signature below indicates that I was a contributing member of the Program Review Panel responsible for completion of the final Academic Program Review report submitted for review by the Academic Program Review Council, Academic Senate, Provost, and President of Ferris State University and attest to its completeness and soundness:

Signature and Date Clay Dedeaux
PRP Chair
231.591.2448 dedeauc@ferris.edu

Signature and Date Jeff Ek
Department Chair
231.591. @ferris.edu

Signature and Date Laura Dix
Program Coordinator
231.591. @ferris.edu

Signature and Date Greg Wellman
Faculty from Outside the College
231.591.xxxx @ferris.edu

Signature and Date Timothy Brotherton
Program Faculty
231.591.xxxx @ferris.edu

My signature below indicates that I have reviewed the Academic Program Review report submitted for review by the Academic Program Review Council, Academic Senate, Provost, and President of Ferris State University and attest to its completeness and soundness:

Signature and Date David Nicol
Dean
231.591. @ferris.edu

Appendix

[Curricular Map](#)

[Program Checklist](#) as of May 4, 2017:

[Syllabi for Courses in Healthcare Major](#)

[Student Assessment of Instruction \(SAI\)](#)

[TracDat](#)

[Vitae for Marketing instructors in the HCMK program](#)

Faculty Survey Results Spring 2017

1) I am familiar with the Healthcare Marketing BS program

	Frequency	Percent	Cumulative Percent
Strongly Disagree	3	27.3	27.3
Somewhat disagree	3	27.3	54.5
Neutral	1	9.1	63.6
Somewhat agree	3	27.3	90.9
Strongly agree	1	9.1	100.0
Total	11	100.0	

2) I feel the Healthcare Marketing Degree is of benefit to students in FSU's College of Business.

Results: Six of eleven strongly agree

	Frequency	%	Cumulative Percent
Not able to answer	2	18.2	18.2
Somewhat disagree	1	9.1	27.3
Neutral	2	18.2	45.5
Strongly agree	6	54.5	100.0
Total	11	100.0	

3) The Healthcare Marketing program includes courses relevant to current business practices.

Results: Seven of eleven are not able to answer

	Frequency	%	Cumulative Percent
Valid Not able to answer	7	63.6	63.6
Neutral	1	9.1	72.7
Somewhat agree	1	9.1	81.8
Strongly agree	2	18.2	100.0
Total	11	100.0	

- 4) Students enrolled in the Healthcare Marketing program benefit by completing three required internships.

Four of six with an opinion rate the three internships as beneficial

	Frequency	%	Cumulative Percent
Valid Not able to answer	5	45.5	45.5
Neutral	2	18.2	63.6
Strongly Agree	4	36.4	100.0
Total	11	100.0	

- 5) The facilities and equipment are adequate to meet the instructional needs of the Healthcare Marketing program.

Eight of eleven are not able to answer

	Frequency	%	Cumulative Percent
Valid Not able to answer	8	72.7	72.7
Neutral	1	9.1	81.8
Somewhat agree	2	18.2	100.0
Total	11	100.0	

- 6) Currently, there is a sufficient number of tenure track faculty teaching within the Healthcare Marketing program to meet student needs.

Nine of eleven could not answer

	Frequency	%	Cumulative Percent
Valid Not able to answer	9	81.8	81.8
Neutral	1	9.1	90.9
Somewhat agree	1	9.1	100.0
Total	11	100.0	

7) The quality of FSU's Healthcare Marketing Major is comparable to the quality found in similar Marketing programs.

Six of eleven could not answer. Two of the three professors who strongly agreed were very familiar with the program through direct instructional contact with our program

		Frequency	%	Cumulative Percent
Valid	Not able to answer	6	54.5	54.5
	Somewhat agree	2	18.2	72.7
	Strongly agree (better)	3	27.3	100.0
		Note: Pharmacy & HCSA		
Total		11	100.0	

Open ended comments by members of various departments: What do you think the strengths of the Healthcare Marketing Bachelor degree are?

HCSA department: Strengths are the “3 Internships”; Suggestions: Replace HCSA 402 with a more relevant course. Comments: Valuable degree with good career potential

PHARM department: Strengths: It has a good cross section of content that would be very relevant to marketing in healthcare. Suggestions: None; Comments: None

DBA department: The faculty members try always to improve the program through collaboration.

AFIS department: Make it more visible