

# Marketing Program Review Report

## 2016-2017 Academic Year

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## **Program Name and History**

### **Program Name**

This document presents the Academic Program Review (APR) of the Bachelor of Science degree in Marketing, housed within the College of Business of Ferris State University. This program includes concentrations in Digital Marketing, Industry Specific, Marketing, Retailing, Sales, and Sports Marketing.

### **What is Marketing?**

Marketing is the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large (American Marketing Association, 2013). As a practice, it consists of coordinating four elements called the 4P's: (1) identification, selection, and development of a product, (2) determination of its price, (3) selection of a distribution channel to reach the customer's place, and (4) development and implementation of a promotional strategy.

The importance of marketing in the modern business climate cannot be overstated. In fact, management guru Peter F. Drucker has claimed that marketing "is so basic it cannot be considered a separate function... It is the whole business seen from the point of view of its final result, that is, from the customer's point of view." As an integral function of business, marketing is included in every business curriculum and other business related curriculums where an exchange takes place.

### **Marketing Program History at Ferris**

The Marketing program began offering four year marketing degrees at Ferris in 1948. However, marketing courses have been taught at Ferris for over 100 years. A quick review of early course catalogs reveals courses in Advertising and Salesmanship listed in the 1916 course catalog as part of the business curriculum. The marketing faculty has a culture of innovation and in addition to the marketing degree has also offered separate B.S. degrees in marketing sales and e-commerce marketing. Other programs developed from the marketing degree include Professional Golf Management (1975), Professional Tennis Management (1986), and Music Industry Management (1995). These programs blend the majority of the marketing program courses with industry specific knowledge necessary to meet the needs of their respective industry employers.

### **Significant Changes since 2010 Academic Program Review**

#### **Progress from Last APR**

The marketing program has seen several significant changes since undergoing our last program review in 2010. Following the strategic plan flowing from the 2010 APR, curriculum has continued to be updated and added to, the faculty advising model has been implemented and in use, and the student chapter of the American Marketing Association has become recognized through successful competition at the national level. New faculty hires, a changeover in staff and administration, and the increased responsibilities of the program champion have also supported the ongoing performance of the program.

In addition to the progress made toward goals set forth in the 2010 APR, there have been several additions in the areas of new faculty and the foundation for a dedicated Sales Lab, both of which are integrated into the program objectives. These additions are presented next.

### *New Faculty*

Since the last Academic Program Review in 2010, new faculty have joined the marketing program, both tenure-track and temporary. The goal of the marketing program is to ensure that courses are delivered by faculty who are well equipped to instruct students in both the common body of knowledge as well as the current and coming trends in their field. The program has deliberately sought out and hired full-time faculty who are both doctorally and professionally qualified with strong industry experience in their teaching focus. Temporary faculty also have extensive professional experience in their area of teaching as well, in addition to graduate level coursework in that area. Faculty vitae are found in Appendix A: Marketing Faculty Vitae APR 2017.

*Recent faculty hires and their primary teaching responsibilities include:*

#### *Tenure track:*

Donna H. Green, Ph. D., teaching the capstone MKTG 476/Marketing Strategy course, also MKTG 425 Marketing Research, MKTG 378/Data Analysis, MKTG 716/Strategic Marketing Decisions in the MBA Program.

Wai Leong (Henry) Ho, D.B.A., teaching MKTG 441/International Marketing, MKTG 425/Marketing Research, MKTG 322/Consumer Behavior, and MKTG 321/Principles of Marketing.

Linda F. Butler, Ph. D., (adjunct faculty at the time of the last APR) teaching MKTG 321/Principles of Marketing (online), MKTG 322/Consumer Behavior, RETG 339/Retail Merchandising, and RETG 438/Retailing Management.

#### *Adjunct:*

Barbara Barney-McNamara, M.B.A., teaches MKTG 231/Professional Sales and lead faculty in technology for this course, also MKTG 321/Principles of Marketing both in-person and online.

Blair Entenmann, M.B.A., teaches MKTG 231/Professional Sales, MKTG 321/Principles of Marketing, MKTG 475/Product Management, advises the AMA RSO Crimson Consulting Team.

Jina Jackson-Rockwell, M.B.A., teaches MKTG 410/Industrial Marketing, MKTG 436/Sales management, MKTG 472/Supply Chain Management, MKTG 466/Purchasing, and RETG 337/Principles of Retailing.

*Sales Lab Foundation*

Through the Ferris Foundation, the Marketing Sales program has received grant money (\$5,000) for software to record and provide interactive feedback on student sales presentations. This program was launched in the Fall 2016 semester, and serves as the initial step toward the creation of a certified Sales Lab as specified by the University Sales Center Alliance (USCA). This organization provides national recognition for achievement in professional sales programs. The presence of a sales lab is an essential criterion for membership in the USCA, and conceptual support has been obtained from Dean Nicol of the College of Business for the creation of a dedicated space for a certified Sales Lab.

In July, 2017, additional grant money (\$1,000) was received from Enterprise Holdings through the intercession of a Marketing/Sales board member. This award provides additional dollars to provide technology in the sales program and will be used to support the integration of the recently acquired software, as discussed above.

To summarize, the marketing program intends to continue its focus on ongoing curricular refinement to reflect changes in the current practice of marketing, to address faculty attrition with highly qualified candidates, to reinforce faculty training in academic advising and to redefine the role of the program champion to address shifts in responsibility and expertise. The strategic planning process involved will integrate the findings reported in this document as well as respond to issues raised by stakeholders throughout the planning period.

## **Program Mission**

First, the mission of Ferris State University provides context, within which the College of Business establishes parameters for the Marketing Department, to which the Marketing Program lends further focus, as follows:

### **University 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 University's Vision Statement**

Ferris State University will be: The recognized leader in integrative education, where theory meets practice throughout the curriculum, and where multi-disciplinary skills important in a global economy are developed with the result that Ferris State University will also be:

The preferred choice for students who seek specialized, innovative, career- and life-enhancing education

The premier educational partner for government, communities, agencies, businesses, and industries through applied research and joint ventures

A stimulating, student-centered academic environment that fosters life-long engagement, leadership, citizenship, and continuing intellectual development

A university that aligns its practices and resources in support of its core values of collaboration, diversity, ethical community, excellence, learning, and opportunity

Adopted March 21, 2008

Next is the mission of the College of Business, which integrates the overall objectives and values into a comprehensive and focused education for future business leaders.

### **College of Business Mission**

We in the College of Business 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.

One focus within the College of Business is the Marketing Department, whose mission statement follows:

### **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.

Within the parameters of the mission statements presented above the program mission provides greater focus and emphasis.

### **Marketing Program Mission**

The mission of the marketing program at Ferris State University is to provide students with the marketing skills and hands-on application of knowledge required to succeed in their future careers in a global economy. We do this by providing exceptional educational experiences in a student centered environment with practical application of theory delivered by marketing professionals with a balance of education and work experience. (Revised Aug 2010)

With this focus, the mission of the marketing program reflects the missions of the larger organizations with their emphasis on preparation for meaningful careers, hands-on experiential learning, at the same time acknowledging the specialized fields within the marketing discipline on which we focus.

Marketing program faculty begin the academic year with a formal fall retreat to discuss program priorities and orient our efforts toward addressing those needs. Program faculty continue to meet and collaborate throughout the year in both monthly departmental meetings and additional ad-hoc committees as colleagues to ensure the identified priority activities are receiving the appropriate attention. The mission statement noted above was an outcome of our Fall 2010 retreat, and the program goals presented in the next section were identified during both our retreats and subsequent program faculty meetings.

## **Program Goals**

### **Overview**

The marketing program goals are characterized by an intentional plan to create exceptional educational experiences for our students and to prepare them for future marketing careers. This complete experience includes aspects of curriculum, faculty advising, internship opportunities, and a student professional organization with opportunities to compete on a national level. Additional program goals for faculty development and service are intended to facilitate the student centered goals.

### **Goal Incorporation**

The marketing department has in place processes to ensure that the quality, consistency and currency of the program are upheld on a continuing basis. First is the commitment of all faculty to these objectives and the ongoing practice of collaboration across the board in a collegial approach.

At the program level, the focus of the program coordinator is to lead and support program faculty in identifying priorities and allocating resources toward these ends. From monthly meetings to discuss program issues through conducting the Academic Program Review, the coordinator works to involve all faculty and engage them in the process of continuous improvement. The work does not end with goals achieved but includes a monitoring process to maintain what has been accomplished. One example (of several) is the ongoing collection of assessment data for all marketing courses every semester. The marketing program has been a leader in this process and stands out as one with the most complete and longest history of this data collection and entry into TracDat.

Every course taught by multiple instructors has a lead faculty member (tenured/tenure track) who coordinates with the other faculty to identify an appropriate textbook, disseminate a current and accurate master syllabus, and collaborate on identifying appropriate semester project assignments. For example, faculty who teach MKTG 321/Principles of Marketing meet at least once a semester to discuss the efficacy of the current semester project, the appropriateness of potential textbooks, the consistency of syllabi across sections.

Faculty in the marketing program maintain membership in professional organizations such as the American Marketing Association, attend professional conferences and subscribe to journals and other publications in the discipline to keep up to date with developments in the discipline both in practice and in education. Information obtained through these channels is shared with colleagues either informally or formally through the monthly program and departmental meetings.

### **Strategic Plan**

The marketing program strategic plan is found in Appendix B: Marketing Program Strategic Plan. This document has provided the framework for our ongoing, student-focused efforts to improve the program by building curriculum, faculty and student opportunities. The next section addresses the ongoing pursuit and achievement of goals set out in the 2010 APR.

### **Goal Attainment**

The last APR in 2010-11 set forth goals in each of five areas: Curriculum, Advising, Professional Business Organization (American Marketing Association), Faculty Development, and Faculty Service. Significant progress has been made within each area, and continued improvement is an ongoing process within the program. Rather than objectives with a finite



end, the goals selected were identified as being areas in which the program must remain in pursuit rather than a terminal end state.

### Goal 1 - Curriculum

As such, the first goal area of Curriculum has provided the framework for ensuring that the marketing program is not only current in the discipline but fosters the integration of appropriate future coursework as the need arises in business. This goal relies heavily on feedback from stakeholders such as alumni and advisory boards, as well as internal assessment to ensure that program graduates continue to meet the needs of the business and marketing communities.

Also within the curriculum goal of the last APR were specific objectives with respect to assessment and developing industry concentrations. The stated objective was to continue to assess course level outcomes for every course in the program each semester. To this end, the program coordinator developed a rubric-based process and integrated assessment data input into the responsibilities of a dedicated student assistant. The rubric is a form based on the official outcomes for each course and faculty teaching the course complete the form at the end of each semester based on student or team performance as appropriate. Results are then entered into TracDat by the program coordinator's student assistant. This process has been in place for many years and has contributed to a robust and complete record of assessment for the program. Program level assessment is performed in similar fashion using the outcomes for the capstone marketing course, MKTG 476/Marketing Strategy. On the basis of this practice the marketing program, if not the entire marketing department, has become the defacto leader in assessment within the College of Business.

The plan going forward is to continue to refine the process in place and ensure that new faculty are both trained in and complying in this practice of performing and recording assessment. Done concurrently with assigning grades at the end of the semester, this process minimizes the additional burden of faculty while providing greater accuracy and completion of assessment.

### Goal 2 – Advising

Advising goals at the last APR focused on supporting students by providing tools that students could use to construct viable academic plans that would lead to fulfilling employment. Training advisors was the first step, followed by instruction in the use of new advising tools such as MyDegree. In addition, the program coordinator developed a semester-by-semester guide to course scheduling, and both advisors and students have been using these tools with great success.

Currently, each tenure/track faculty member in the marketing program advises 20-25 students, with the remaining, new to Ferris or new to program students advised by the program coordinator. In Spring 2017 the program coordinator was advising over 200 students. While this model has worked well due to the expertise developed by the program coordinator, her imminent retirement may cause us to revise this approach. Thus one of the program goals for the next few years is to identify and transition to a different approach to advising.

### Goal 3 – Professional Business Organization (Student AMA RSO)

At the time of the last APR the Student AMA was beginning a period of significant growth and accomplishment. The RSO had become more active at a national level and received many awards. However, their goal was to improve both the number and ranking of their achievements and put their efforts into making this happen. The results are truly impressive as competitions are among student chapters from colleges and universities across the country, and are not adjusted for size or stature.

The table below summarizes the most significant accomplishments over the past seven years.

American Marketing Association Collegiate Awards (International)		
2010-11	Bronze Chapter (Top 15) * Exhibit Booth 1 <sup>st</sup> place Educational Value Case Competition Honorable Mention (Top 20) Marketing Week Activities Recognition AMA Saves Lives -1 <sup>st</sup> place Donor Registrations Spring 2011 - Best Event Fall 2010 - 3 <sup>rd</sup> Place Media Posts	*Excellence in all areas (Chapter planning, Professional Development, Membership, Fundraising, Community Service, Communications, and Chapter Operations)
2011-12	Silver Chapter (Top 10)* Semifinalist Case Competition (Top 13) Exhibit Booth 1 <sup>st</sup> place Communication of Chapter Activities 2 <sup>nd</sup> Place SABRE Business Simulation 1 <sup>st</sup> Place Membership Recruitment Campaign 1 <sup>st</sup> place Excellence in Marketing Week Activities	
2012-13	Bronze Chapter (Top 15)* Exhibit Booth 1 <sup>st</sup> place Communication of chapter activities Honorable Mention – Marketing Week Activities 5 STAR RSO	
2013-14	Gold Chapter (Top 5)* 2 <sup>nd</sup> Place Case Competition 5 STAR RSO	
2014-15	Silver Chapter (Top 10)* 3 <sup>rd</sup> Place Case Competition 1 <sup>st</sup> Place SABRE Business Simulation Outstanding Marketing Week Activities 5 STAR RSO	
2015-16	Top 25 International Chapter 2 <sup>nd</sup> Place Case Competition 2 <sup>nd</sup> Place Exhibit Booth - Best Use of Conference Theme 5 <sup>th</sup> Place AMA Website Semifinalist – Strategy Competition 5 STAR RSO	
2016-17	Top 25 International Chapter 2 <sup>nd</sup> Place Case Competition 3 <sup>rd</sup> Place Exhibit Booth – Communication of Chap. Activities 4 <sup>th</sup> Place SABRE Business Simulation Honorable Mention –Marketing Week Activities Finalist – Perfect Pitch 5 STAR RSO	

These successes did not just happen. Our program coordinator has been the lead advisor working with the executive board weekly and accompanying them on many trips and activities. Two faculty

have acted as case coaches during the last four years in the case competition and provided practice for the strategy competition and Sabre competition. Recently, another faculty member has stepped in and coached the new consulting arm of the AMA.

#### Goal 4 – Faculty Development

The stated objective of the last APR was to increase diversity and ensure strong credentialing among new faculty hires. In that time, the program has increased its number of faculty with doctoral credentials (Ph.D. or D.B.A. in Marketing or related field). Adjunct faculty hired within the past five years are also highly credentialed, possessing an M.B.A. and all bringing significant industry experience related to their teaching. Recent faculty hires also reflect diversity in gender, ethnicity, and international background, which continues to reflect both the values of the university and the business community from which we draw. As new positions open the charge of the search committee is to ensure that strong academic credentials, professional and academic experience, plus representation of a broad spectrum of backgrounds among candidates are the result.

Once hired, it is the ongoing purpose of the program to ensure faculty are provided opportunity for self-development and maintaining professional networks in marketing related areas. Marketing faculty are active in the American Marketing Association both on and off-campus, and avail themselves of a variety of professional activities and workshops as schedules permit. Faculty have attended conferences and workshops in such areas as assessment, the case method of teaching, and online teaching, to name a few.

#### Goal 5 – Faculty Service

An ongoing objective among marketing faculty is to apply marketing expertise in a variety of contexts. To that end, faculty have actively promoted the program, college, and university in several ways. First is to students and their families, whether a one-on-one campus visit or as part of the Dawg Days events. Marketing faculty also attend recruiting events off campus, including speaking at high schools throughout the state. Program faculty are also integrally involved in the Distribution Education Clubs of America (DECA) event hosted by the College of Business each January. DECA students are primarily focused on marketing and related topics and this event brings them to campus to vie for the opportunity to compete at the state level. Marketing faculty are well represented as judges for these business-based competitions.

As discussed in the later section on visibility, marketing faculty continue to be well represented on committees within the university, from within the department to the college level and at the university/senate level as well. Program faculty also participate actively in community-based service activities, often providing marketing expertise to assist the effectiveness of these organizations.

## **Curriculum**

### **Curriculum**

Check sheets and course syllabi for the marketing program are found in Appendix C: Marketing Program Check Sheets and Appendix D: Marketing Curriculum Binder.

### **Policies and Procedures to Ensure and Improve Quality**

In the context of the marketing program strategic plan of ongoing curriculum improvement, program faculty meet regularly to discuss and evaluate the connections among marketing courses and ensure that these linkages are emphasized and strengthened. These connections are integrated into the delivery of the related courses and discussed during instruction. The linkages are also presented during advising sessions with individual students and reinforced during application by the marketing RSO. Advisory boards are also informed of program requirements course interconnections during both formal presentation at meetings and informal conversation with individual board members.

### **General Education**

General education requirements integrated into marketing-specific coursework and serve as prerequisites for many individual courses. Written assignments are heavily used throughout the marketing curriculum, with courses culminating in full-length formal reports and presentations as the semester project. Shorter, interim written assignments are also heavily used throughout the marketing curriculum to reinforce these essential communication skills. Quantitative skills are also integrated throughout the marketing curriculum with numerical data and analysis an essential component of several courses, beginning at the principles level and continuing through consumer behavior, data analysis, and marketing research coursework.

General education coursework also serves as prerequisites to further study in marketing. In particular, such courses as ENGL 150/English 1 required prior to taking MKTG 321/Principles of Marketing), PSYC 150/Introduction to Psychology prerequisite to MKTG 322/Consumer Behavior. In addition, MATH 114 is required prior to ECON 221/Macroeconomics, ACCT 201/Financial Accounting, and STQM 260/Introductory Statistics, all business core requirements within the marketing program and in themselves prerequisites to upper level study in marketing.

### **Experiential Education**

Experiential education has long been practiced within the marketing program in various ways. Several marketing classes incorporate semester projects with external clients, usually from the local business/service community with an emphasis on non-profit organizations. For example, MKTG 425/Marketing Research has conducted research projects on behalf of the Alzheimer's Association, Fellowship Christian Reformed Church, and the Muskegon Watershed Alliance to name only a few. Student teams are involved in every stage of the research from identification of the problem, data collection and analysis, through dissemination of the findings. Each client receives a detailed report and presentation on the findings of the project to support their individual missions and objectives.

## Assessment of Student Learning

### Program-level Student Learning Outcomes

#### *Process*

Outcomes at the program level for marketing are measured at the capstone level MKTG 476/Marketing Strategy course. These outcomes were updated by the lead faculty member and refined with the support of program faculty through collegial discussion. These program level outcomes were recently updated and those presented below represent the most current version, currently awaiting approval.

Program level outcomes for marketing are designed to capture student proficiency on several essential dimensions of the marketing discipline. The acceptable performance levels is set at the 75% level for each of these. As of May 2017 these outcomes are:

1. Apply strategic marketing principles to target market, product positioning, and marketing mix decisions.
2. Analyze industries in terms of their competitive structures and key success factors.
3. Propose strategic marketing solutions within external constraints: product life cycle, economic, legal, political, cultural, social, and global environments.
4. Create integrated marketing communications strategy utilizing traditional, digital and emerging media forms.
5. Evaluate and interpret marketing research findings for strategic marketing decisions.

#### *Measurement*

The measurement of program outcomes is well integrated into the ongoing assessment of courses that is embedded in marketing program practice. Each section of MKTG 476 Marketing Strategy reports on the evaluation of student performance across the learning outcomes and is recorded in TracDat every semester. Faculty teaching each section identify areas for improvement and prepare approaches to do so. Areas that are indicated as high performance are also evaluated for potential use as examples for replication in other outcomes and other courses as well. TracDat data showing the program's continued use of program-level student learning outcomes (the "four-column" report) are found in the Appendices. Appendix E: Marketing Program TracDat Results shows the program level and Appendix F: 2017 APR Assessment\_ Course Four Column presents the data by course.

A less formal but still illuminating indication of student learning took place at the capstone level MKTG 476 class this spring in which graduating seniors were asked their impressions of what they have learned throughout the marketing program. Students are expected to demonstrate mastery of program outcomes at this point, and the survey questions are based on those outcomes. Results of this survey are presented here.

On a seven point scale. 1= Strongly Disagree, 7 = Strongly Agree, the mean results greater of than 5 overall are encouraging. While there is certainly room for improvement in student perceptions it is apparent that they feel they have learned what we intended them to learn. Analysis of the results is presented in its entirety in Appendix G: Marketing Capstone Survey Spring 2017.

**Graduating Seniors' Perceptions of Learning Program Outcomes\***

	N	Mean	Std. Deviation	Std Error Mean
By the time I graduated I could apply strategic marketing principles to the target market and marketing mix.	28	5.68	1.61	.20
By the time I graduated I could analyze markets in terms of their enduring characteristics, stages of development, and how the nature of competition is affected.	28	5.50	1.77	.20
By the time I graduated I could organize the promotional mix into a comprehensive integrated marketing communications framework.	28	5.43	1.71	.19
By the time I graduated I could evaluate and interpret market research findings for strategic marketing decisions.	28	5.36	1.80	.19
By the time I graduated I could apply strategic marketing decisions within external constraints: such as product life cycle and economic, legal, political, cultural, social, and global environments.	28	5.61	1.64	.20
I am confident about my overall marketing knowledge from Ferris State University.	28	5.39	1.47	.19

*Dissemination*

The primary means of disseminating this process is through direct communication with the various stakeholders. The semester assessment process is first recorded within the department then gathered by the College of Business, which in turn shares the results with the university level assessment process. Another dissemination takes place with the advisory board members through annual meetings at which the program assessment is synopsized and reported. These boards comprise both employers and community members, and especially at these meetings the input from program advisors is solicited to assess the appropriateness of the outcomes being measured.

*Curricular Map*

The marketing program curricular map attached displays the course or courses in which an essential marketing concept is first introduced, where it is reinforced, and lastly where mastery of that concepts is expected (Appendix H: Marketing Program Curricular Map).

*Improvements since 2010 APR*

One of the improvements to the program that was made at the point of the last APR was integrating a required internship rather than an optional one. Previously, internships could be substituted by another marketing elective and many students opted for this. However, as a result of feedback from stakeholders such as alumni, advisory boards and employers, the internship became required as of the 2010-2011 academic year. Since that time, students have been participating in marketing-specific internship employment, usually closely aligned with their course of study and career goals. The results have been positive and employers rate our interns very positively.



### Program Profile

Program growth has been steady over the past five years, demonstrating its viability and desirability among students and other stakeholders. The number of program graduates has also risen over the same period, reinforcing this position. A summary of fall enrollment is presented in the table below:

#### Fall Enrollment Trends

Fall Enrollment in Marketing by Year – including MKTG AAS Degree

AY	2012-13	2013-14	2014-15	2015-16	2016-17
Fall Enrollment	126	125	198	208	209

For a complete representation of enrollment by student year, see Appendix I: 2016 APR Headcount Marketing.

In 2011-2012 there were 126 degree-seeking students enrolled in the marketing program. Five years later there were 209 in the 2015-2016 academic year with incremental increases over that timeframe. This represents greater than 50% growth in the period, which is substantial. To provide additional context, enrollment in the College of Business actually dropped over the past three years, from 2,736 in Fall 2014 to 2,657 for Fall 2016, which represents a 3% decrease. Thus the marketing program presents an opportunity for continued growth of the college as well.

While these indicators are promising, the program must be mindful of this increase in demand and ensure we maintain our ability to provide a sufficient number of instructors and retain our ability to expand course content as indicated by the business environment for which we prepare our students.

#### Student Credit Hour Trends

Student Credit Hours in Marketing by Year – including MKTG AAS Degree

AY	2012-13	2013-14	2014-15	2015-16	2016-17
Fall SCHs	1,664	1,686	2,724	2,802	2,809

The complete representation of student credit hours for marketing is found in Appendix J: 2016 APR SCH MKTG.

As with enrollment, student credit hours have also risen over the past five years with a 68% increase over that time. This significant increase reflects a steady trend upward that, taken in conjunction with anticipated growth in marketing fields will present challenges in meeting demand at current staffing levels.

Source: <http://www.ferris.edu/admissions/testing/resources/apr/docs2016/2016APRSCH.pdf>

#### Enrollment – Residency

Enrollment by Residency and Year – including MKTG AAS Degree

AY	2012-13	2013-14	2014-15	2015-16	2016-17
Resident	111	113	126	183	192
Midwest Compact	12	12	8	0	0
Non-Resident	3	8	14	26	17



**Discussion:**

As a state university, Ferris does appeal primarily to in-state students, with a breakdown among resident, Midwest Compact, and non-resident students similar to those reported in the last APR. Currently, non-resident students represent 8% of the total enrollment, where the highest percentage in the previous APR was half that at 4%. While this change represents an increase, the actual number of non-resident students is still quite low. There is potential for growth as the university promotes itself outside the state, but the expectation is that the results would be incremental rather than dramatic.

**Enrollment – Gender and Ethnicity****Enrollment by Gender and Ethnicity, Full and Part Time – Bachelor’s Degree Only**

Category/AY	2012-13	2013-14	2014-15	2015-16	2016-17
Male	72	81	103	95	89
Female	35	39	42	54	52
Unknown	5	4	4	6	2
Black	16	12	10	10	7
Hispanic	3	3	6	6	6
Native American	0	0	0	0	0
Asian	1	4	2	2	0
White	79	90	113	111	118
Hawaiian	0	0	0	0	0
Multi	1	1	2	4	5
Foreign	2	6	8	10	3
Full-time	101	113	138	136	132
Part-time	6	7	7	13	9

**Discussion:**

It is also not surprising to see that the profile of the marketing program is relatively homogeneous, with white males predominating. However, there are promising signs within these numbers as diversity across several dimensions is in the general increase. Female students are increasing as a proportion to represent more than 36% of the total, up from 33% in the 2012-13 AY. This is significant as program enrollment has also grown, as that the total number of female students is itself up nearly 50% over that time. Other areas showing improvement in diversity are the number of students identifying as Hispanic (up 50%) and Foreign, which while not up on a start to finish basis has shown increased activity during intervening years. An area of concern is the number of students identifying as Black, which has dropped to half the previous level. While not high to begin with, there may need to be some inquiry to determine why this has occurred and how to counter this trend.

**Enrollment – Age, Average GPA and Average ACT Scores****Enrollment by Age – Bachelor’s Degree Only**

AY	2012-13	2013-14	2014-15	2015-16	2016-17
Average Age	20	20	21	21	20

**Average GPA – Bachelor’s Degree Only**

AY	2012-13	2013-14	2014-15	2015-16	2016-17
Average GPA	2.77	2.87	2.82	2.92	2.9

**Average ACT – Bachelor’s Degree Only**

AY	2012-13	2013-14	2014-15	2015-16	2016-17
Average ACT	20.57	20.82	20.98	21.48	21.63

**Discussion:**

It is unsurprising to see the average of 20-21 in the marketing program as the degree is targeted toward the traditional college student, and is consistent with the ages presented in the last APR. This age may rise in the future if there is an increased interest among other populations such as those seeking a second career, career enhancement or a career switch. At this time there is no indication of an immediate increase.

The average GPA among marketing students has seen an increase over the past five years, due in part to more stringent requirements for entry level coursework and an increase in admissions standards in the university and College of Business. These two factors tend to result in better performance while in the marketing program and more capable graduates from the program. These numbers also reflect an increase over the previous APR, providing support for the program improvements instated in the interim.

ACT scores also rose over the same periods, both within the most recent five years and compared to those reported in the previous APR. While the average ACT score is slightly below the 21.8 reported for the average high school graduate (as documented in the FSU FactBook), those average scores have changed little over the same time compared to the increase among marketing students. With students arriving better prepared and performing at a higher level while in the program, faculty are able to work more actively on higher level concepts and applications instead of having to address remedial needs. The result is graduates who are better prepared to perform well as effective employees.

**Program Graduates**

The overall trend in marketing program graduates has been generally upward over the past five years starting with 44 bachelor’s degrees conferred in 2010-2011 and 46 the following year. The number of graduates dropped to 32 in the 2013-2014 academic year, rose to 37 the next year, and reached 58 in 2015-2016. This represents an increase of 26% over the period, which is also significant.

**Bachelor’s Degrees in Marketing by Year**

AY	2011-12	2012-13	2013-14	2014-15	2015-16
Marketing	46	47	32	39	58

## **Program Value beyond Productivity and Enrollment Numbers**

### **Program Value**

The marketing program has made many contributions within the university at several levels, as described below.

#### *Students*

To begin with the students in the program, the American Marketing Association RSO has been recognized as a Five Star organization for the past several years through their many community and university service activities. This group has sponsored many service events including blood drives, sign-ups for the organ donor program, and other health-oriented and community service challenges.

#### *Courses*

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 several non-profit organizations in the community. Beneficiaries include the Alzheimer's Association, local community libraries, churches, and others. Students in MKTG 322/Consumer Behavior have conducted research (under faculty guidance) on behalf of other clients, such as the Student AMA Case team in support of their competition at the national level. Other sections of MKTG 322 provided research support to this very document, the Academic Program Review by developing and administering surveys to undergraduate students and alumni (again with faculty support).

#### *Faculty*

Marketing program faculty also make contributions to stakeholders at many levels. In addition to meeting formally and informally with students for a variety of purposes from extra instruction and tutoring to academic advising, faculty also play a background role contributing to the success of the Student AMA, marketing student RSO. Five faculty play an ongoing and active role in guiding this group. These roles include primary and co-advisors, in addition to providing specific guidance for competition teams from within the RSO.

Program faculty are also active on committees from the department to university levels. While this role is required of tenured and tenure track faculty, the adjunct faculty with marketing are included in departmental level meetings and goals and make valuable contributions to the health of the program. The marketing program is fortunate to have adjuncts with the skills and interest to provide this input.

Tenured and tenure track faculty serve on many standing committees within the College of Business, including Business Core, Scholarship and Awards, Assessment, and Inclusion. At the university level, marketing faculty have represented the College of Business on the following committees: Academic Program Review, Assessment, Inclusion, and Professional Development.

#### *Program*

At the program level the marketing department continues to offer coursework that supports other programs both within the College of Business and across the university. The primary service course is MKTG 321/Principles of Marketing, which is a business core

requirement across programs in the COB. All students in a business program must take this course. Additional programs that are served by this course are pre-dental and pre-pharmacy. Students in these programs will take MKTG 321 to become familiar with the techniques they can use to market an individual practice or specific product in their fields. Additional courses that support other programs are MKTG 322/Consumer Behavior that is required of Professional Golf (PGM), Professional Tennis (PTM), and Music Industry Management (MIM) students. PGM and PTM students also take RETG 337/Principles of Retailing and RETG 339/Retail Merchandising that are also offerings of the marketing program. Sales courses, including MKTG 231/Professional Selling is also taken by students outside marketing for additional understanding of the sales and selling function and how it may be used in a variety of applications.

### *Community*

At the community level there are several board members and officers for community religious and service organizations among faculty. Faculty also interact on a regular basis with the business community and maintain connections with these leaders over time.

Through the various activities, programs and events discussed above, the marketing program maintains connections with the community and other stakeholders, including potential employers and other businesses in the surrounding area.

### **Program Flexibility and Access**

Current Marketing Program access is focused on the on-campus student, with the addition of online course delivery to serve programs outside the College of Business. At present, the undergraduate Principles of Marketing course (MKTG 321) is available online and only to off-campus students, both in Marketing and external programs from the Colleges of Health Professions and Engineering Technology.

A recent addition as of Spring 2017 is the availability of Strategic Marketing Decisions (MKTG 716) for students enrolled in the MBA program through the College of Business. This graduate level online course is designed to introduce masters program students in business to the concepts and principles of marketing from an upper-level managerial perspective. The population served by this course is varied in background discipline and widely dispersed geographically, reflecting the diversity found within the MBA program itself.

### **Distinctiveness**

The FSU marketing program is distinctive in several essential aspects, based on a comparison of competitive programs (see Appendix K: Marketing Program Competitor Analysis). The following universities were selected as the closest competition in terms of geography and alternative selection by students: Central Michigan University, Grand Valley State University, Western Michigan University, Michigan State University, Wayne State University, Saginaw Valley State University, and Northwood University.

A major distinction is the depth of marketing coursework required. A total of 15 courses (45 credits) in Marketing is required of students in the Ferris program, including the Principles of Marketing course (MKTG 321) that is part of the business core and required of all business students. Within the marketing core, students must complete 30 credits, including an internship. Students also focus on a specialty concentration comprising an additional 12 credits or 4 courses. This coverage compares to an average of 8 required marketing-specific courses in most of the directly competing colleges and universities. The addition of the concentration within the Ferris marketing program of four more marketing or related courses brings the total required marketing coursework to 45 credits which exceeds competitive programs by a significant margin.

Not only does the FSU marketing program offer greater depth of study in the discipline, the four-course concentration provides students with the ability to customize their studies and focus on a particular area within marketing or industry-related exploration. Compared to our peer institutions, Ferris offers a greater variety of coursework than is available at competitor programs, and focuses on areas within marketing in high demand, such as Professional Sales and E-Commerce (Digital) Marketing.

Other competitive advantages of the marketing program at Ferris include the ability to offer marketing-related coursework through the College of Business that are not housed within business colleges or schools at competitive universities. Areas of study including advertising, public relations, e-commerce (digital) marketing, and retailing are available to students in the marketing program for use as a concentration with the major. These areas are all housed in the FSU College of Business and taught within the Marketing Department. Our students benefit from the unified approach to and foundation of these disciplines from a business perspective that would not be found at our competitors.

### **Competitive Programs**

Competitor programs include several state-supported universities in Michigan and located in reasonably close proximity. These programs include Central Michigan University, Grand Valley State University, and Western Michigan University, all of which are within an hour's drive. Extending that distance captures Michigan State University, Wayne State University, Saginaw Valley State University, and Northwood University (the sole private university included).

### **Preeminent Program**

A search for the top marketing degree in the country resulted in the University of Michigan at Ann Arbor, which, according to US News and World Report (2017) is also cited as among the top public universities in the country (ThoughtCo., 2015). The University of Michigan is also highly

rated by Businessweek (2017) and Bloomberg (2016) where it is ranked 8<sup>th</sup>. These rankings, however, are based on the position of the business program (BBA) at the Ross School of Business at U-M rather than a marketing program per se, which investigation reveals is lacking at this university.

A close competitor to the U of M for top rated business program in the country is Michigan State University, which is ranked number 20 by Bloomberg (2016) and does offer a marketing program through the Eli Broad School of Business. The MSU marketing program is also used as a competitive program in the analysis above, and the details of the program will be synopsised below.

Similar to the marketing program at Ferris, the MSU program includes MKT 300/Managerial Marketing, a principles level course as part of the business core. Also part of the business core at MSU is MKT 317/Quantitative Business Research Methods, similar to STQM 260/Business Statistics in the Ferris business core. The marketing core courses at MSU comprise MKT 302 Consumer and Organizational Buyer Behavior, MKT 319/Marketing Research, and MKT 460/Marketing Strategy. These courses have direct correspondence to courses in the marketing core at Ferris. In addition to the required marketing core courses at MSU, a minimum of two additional courses must be selected from a prescribed list of marketing electives. Many of these electives are courses similar to those offered at Ferris, but do not provide the variety of our offerings.

While there are similarities between the course offerings between Ferris and the top schools in the state and nation, there are greater differences in the student populations among these institutions. One measure of difference is evident in the ACT scores for students at each university. Composite ACT scores for the middle 50% of enrolled students at the University of Michigan ranged from 28 to 32, from 23 to 28 for Michigan State, and 19 to 24 for Ferris students.

Both U-M and MSU are larger universities and more visible at the national level due in part to their classification as research universities and prominence in collegiate sports. Thus these schools enjoy a prestige in the eye of potential students and employers that as a teaching institution, Ferris may not be able to match. However, the emphasis on teaching at Ferris also serves as an attractant with smaller class sizes and personal attention to students that larger institutions may not be able to provide. The small size of Ferris as a university is also an attraction for many applicants who fear becoming lost in the crowd at larger schools.

## Demand

### Why Students Choose FSU

Current marketing students surveyed in Spring 2017 responded to this open-ended question in several ways. Fifty students completed the survey and the following selected comments are summarized for simplicity (Appendix L: Marketing Program Student Survey). Some selected the university first, and several began in a different program. Others were focused on marketing from the outset for a variety of reasons.

#### Reasons for selecting Ferris:

- Ten (10) students were offered scholarships, while other aspects of the university such as location and class size were attractive to 12 more.
- Nine (15) students began in a different program and switched to marketing later on.

#### Reasons for selecting Ferris Marketing

- As indicated above, a fair proportion of respondents indicated they started at Ferris in a different program and in many cases they decided to switch after taking a marketing class.
- Another component had marketing as their primary objective and decided upon the program at Ferris based on the reputation of the university and/or the program itself.
- Still others stated pragmatic reasons for pursuing a marketing degree and cited its versatility and the ability to springboard into a related field such as sports, medical devices.

### Projected Market Outlook for Graduates.

Bureau of Labor Statistics provide an optimistic view of demand for marketing program graduates. The categories of Marketing Manager, Marketing Researcher, Sales Manager and Sales Representative are covered by this data (Appendix M: Labor Market Statistics Marketing Jobs).

Marketing Manager positions are projected to grow nine percent over the ten-year period ending in 2024. This rate of increase is higher than the average for all occupations, with the best opportunities open to college graduates who are skilled in communications, computers, and creativity (BLS, 2015). The median estimated starting salary is \$66,000 with a median overall salary of \$124,000.

Demand for Marketing Researchers is expected to increase by a dramatic 19 percent through 2024, perhaps due to increase emphasis on data driven decision-making in marketing. This is a significantly higher rate than for all occupations. Here the emphasis is on college graduates with quantitative and computer skills obtaining the most desirable jobs. Average salaries are much lower, starting at \$33,000 with an overall average of \$62,150

Sales Managers are expected to grow by 5 percent through 2024 which is the overall average for all occupations. Again, college graduates with strong communications and interpersonal skills will find the best jobs. Salaries begin at \$54,000 median with the overall median of \$115,000 with some earning bonuses of 10 percent in addition to their salaries.

Sales Representatives are also expected to grow by 5 percent through 2024, with the prime opportunities open to college graduates possessing strong communications and interpersonal skills. Pay may appear low with a median starting salary in the area of \$33,000 and median overall of \$59,000, commission often comes into play adding substantially to those amounts.



Overall the outlook for marketing graduates is quite positive with four major areas in the discipline projected to grow over the next seven years. The marketing program prepares its students for these opportunities in several ways by incorporating both conceptual underpinnings in the discipline and hands-on application of these concepts to actual marketing situations.

### **Student Achievement**

Student success and involvement in activities that make a positive impact on their future are a positive reflection on the program. This section gives programs an opportunity to highlight activities and achievements of students within the program currently and from the previous five years.

#### **RSO Membership**

The crown jewel of the marketing program is its Student AMA RSO, the student chapter of the American Marketing Association (AMA) professional organization. This group continues the trajectory reported in the 2010-11 APR on several fronts. First is the growth in membership, currently at 80 which is roughly double the 45 members reported in the 2011 APR. Next is achievement at the Student AMA Annual Conference in New Orleans, where FSU AMA members have garnered more awards and higher level recognition than previously. A synopsis of these awards appears in the table American Marketing Association Collegiate Awards (International), under the Goal Attainment section above.

As a Registered Student Organization on campus, the AMA applied for and achieved 5-Star status, for each of the past five years, which is the highest recognition a sanctioned student group can earn.

The awards and honors earned at the most recent conference (March, 2017) include:

- Top 25 International Chapter
- 2<sup>nd</sup> Place Case Competition
- 3<sup>rd</sup> Place Exhibit Booth – Communication of Chap. Activities
- 4<sup>th</sup> Place SABRE Business Simulation
- Honorable Mention –Marketing Week Activities
- Finalist – Perfect Pitch

In addition to the organizational award, marketing students Brittney Bantien, Stephanie Mellinger, received Torchbearer Leadership Awards in Spring 2016; and Anders Johnson and Sam Wohlfeil in 2015. Earned on an individual basis, these awards go to graduating seniors who have demonstrated outstanding leadership both on campus and in the Big Rapids area. This award is very competitive; there were only ten recipients campus wide, many of whom are other Business majors.

#### **Program trends related to “student achievement.”**

The overall trend in student achievement has been upward, with the students themselves driving the objectives. Each year after receiving awards, the RSO sets their goals for the next year’s competition and laying the foundation for achieving that goal. The topic for the case competition is released prior to the start of the next academic year so students have the ability to begin their work and ensure the team is well organized and support for the necessary research is in place.

To provide this support, the marketing program utilizes built-in coursework to perform primary research that is conducted across sections of MKTG 322/Consumer Behavior. This project is integrated into the coursework and conducted by students in these classes, under the guidance and supervision of the teaching faculty. Findings of the research are then provided to the AMA case team for their use in preparing their analysis and ultimately presenting their recommendations to

executives of the company sponsoring the competition. Past case competition sponsors have included Hershey (Take-5 bars, Cool Blast Chews) and e-Bay.

Students are directly encouraged to participate in the AMA RSO to gain experience they could not otherwise, from both a marketing and managerial perspective. Students perform the research, analyze the findings, develop recommendations and present the results. Faculty provide guidance but do not perform the work. Thus students must organize the project and take charge of ensuring the work gets done. Achievement is woven into the fabric of the marketing program and the results speak for themselves. In effect, success begets success.

### Employability of Graduates

In the context of the employment outlooks reported above, it is reasonable to expect that marketing graduates will be able to secure jobs in their field of study. Survey data support this conclusion with a couple of examples.

#### Employment Post-Graduation

The annual graduate follow-up survey conducted by the University's Institutional Research and Testing in the 2014-15 academic year was sent to 41 program graduates. All 7 graduates who responded indicated that they were employed in their degree field, a 17% response rate.

In another survey of 42 alumni conducted in Spring 2017, 20 respondents indicated a permanent job resulted from their internships; 8 with the same company and the remaining 12 stated that the internship helped them obtain their initial career position. Because internships are intentionally related to students' career interests it is safe to say these permanent positions are within the field of marketing or very closely related.

#### Average yearly salary for recent graduates

Alumni surveyed in Spring 2017 self-reported initial salaries ranging from 20,000 to \$60,000, with a mean of \$35,620. While the number of responses is quite low, the results are consistent with published salaries for entry-level marketing positions. The breakout of those responding to this question reveals the following pattern:

Salary/Range	Number of respondents
\$20,000-25,000	2
\$32,000	2
\$35,000	2
\$43,550-\$45,000	2
Salary + Commission*	2

\* \$25,000 + commission, and \$27,000 + commission

## **Stakeholder Perceptions of the Employability of Graduates**

### **Alumni**

The alumni surveyed in Spring 2017 reported that they felt their degree in marketing was a good investment and a wise decision. Respondents also indicated that they were confident overall in their marketing knowledge and that the coursework was relevant to their current marketing careers. (Appendix N: Marketing Program Alumni Survey.)

### **Employers.**

Internship employers have been surveyed for almost a decade, with robust data over the past 6-7 years. The data reported here were collected over the 2011-2016 period with significant findings. (Appendix O: Marketing Program Internship Employer Survey.) More than 180 reports were analyzed over the five year period with average employer evaluations of interns at 4.5 or better on a 5 point scale (1=poor, 5=excellent) indicating a high level of satisfaction with the performance of our students. While these internships do not always convert to permanent or initial post-graduation positions many of the alumni survey responses indicated that theirs did, lending further credence to the value of our graduates to their employers. In addition, 42% of current students surveyed also responded that they had received a job offer as a direct result of their internship, offering further evidence of employability.

### **Program Faculty**

As part of their advising capacity, marketing faculty frequently provide guidance related to marketing careers. Students will consult faculty for suggestions as to appropriate coursework for specific career goals and for assistance in connecting with potential employers. Faculty help by reaching out to their contacts in the business community to facilitate the connection for students and to link students with potential employers. This process also promotes the program by ensuring a good fit for both student and employer, with the goal of increased satisfaction for both.

B.S. Marketing Program 2016-2017 APR  
**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 ten full-time faculty, with six tenure-track and four non tenure-track. All marketing faculty are based on the Big Rapids campus with only a few teaching online as well. The program also relies on four well qualified and high performing adjunct faculty to handle specialty areas and help fill the demand for introductory classes.

At present, the marketing program is just able to meet demand with little-to-no room for expansion. The program is one medical emergency away from an overload situation which was faced last fall with two faculty on medical leave concurrently. Both tenured/track and adjunct faculty stepped in to cover classes but it stretched faculty to their physical limits.

There is still a tenure-track faculty line that remains unfilled from a retirement several years ago, and with demand growing for marketing classes such as Sports Marketing and Professional Sales, the need becomes more urgent with each passing semester. Coupled with the imminent retirement of the program coordinator who has handled many of the administrative duties, developed the marketing RSO and facilitated program assessment, the marketing program is facing serious staffing challenges.

On the positive side, the program coordinator has provided effective leadership over the years and helped instill a sense of collegiality and camaraderie among program faculty. The coordinator has also laid the foundation for robust assessment practices at both the course and program level, which have been documented for the past five years, supporting both the COB and university level evaluations. Many of the procedures put in place over this time have been the result of her tireless efforts, and it will literally take three people to replace her. The program faculty have unified in the face of these challenges and are working collegially to determine the best way to move forward and maintain the integrity of the program. Over the years, the marketing program has developed a systematic process to identify and hire appropriate new faculty, ensuring that any new hires exceed the minimum requirements of the ACBSP and HLC. This process will be employed again as we seek to fill upcoming vacancies.

**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. These figures are based on a full teaching load of four courses.

<b>Faculty</b>	<b>Degree</b>	<b>Load</b>
Brotherton	Ph. D.	4 courses
Butler	Ph. D.	4 courses
Dedeaux (also HCMK)	Ph. D.	4 courses
Dix	Ph. D.	Program Coordinator: 2 courses, seminar and release time
Green	Ph. D.	4 courses

Ho	D.B.A.	4 courses
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The marketing program also includes several quality adjunct faculty, all of whom possess graduate degrees in marketing or a closely related field. All also bring significant professional experience to their teaching in addition to prior teaching experience. Adjunct faculty are listed here alphabetically with highest degree earned and average semester load.

Faculty	Degree	Load
Barney-McNamara	M.B.A.	4 courses
Entenmann	M.B.A.	4 courses
Jackson Rockwell	M.B.A.	4 courses
Trybus	M.A.-P.A.	3-4 courses

Copies of vitae for all program faculty are found in Appendix A: Marketing Faculty Vitae. Highlights within each category are presented below:

### 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 A: Marketing Faculty Vitae.

Faculty	Department	College	University	Community
Barney-McNamara	Member: Program APR Committee			Committee Chair: Local High School Graduation Celebration
Brotherton	Chair: Search Committee  Member: Program APR Committee  Faculty Advisor & Case Coach: 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 Workshop	Participant/performer: FSU Community Choir
Butler	Member: Search Committee  Chair: Program APR Committee	Member: Assessment and Accreditation Committee	Member: Academic Affairs Assessment Committee  Evaluator: CLAACS student awards	Officer: Zonta of Big Rapids
Dedeaux	Faculty Advisor: Ad	Faculty Advisor: Study Abroad	Faculty Advisor: Pi	Member: Board of Directors at Michigan

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	Group Member: Program APR Committee	Member: Core Committee Curriculum Committee	Lambda Pi	Society for healthcare Planning and Marketing
Dix	Lead Faculty Advisor: Student AMA  Member and Chair: Search Committee  Member: Program APR Committee	Commencement Adjutant  FSUS Advisory Council	Member: FSU Academic Advising Council	Chair: Community CROP Hunger Walk
Entenmann	Member: APR Committee			Member: RMI Advisory Board
Green	Member: APR Committee  Faculty Advisor & Case Coach: Student AMA	Member: Assessment and Accreditation Committee	Reviewer: Journal of Critical Incidents	Peer Reviewer for Higher learning Commission
Ho	Member: APR Committee	Member: Inclusion Committee	Member: BEYOND Globalization Steering Committee  Review panel member: Lecture/Video capture product	
Jackson Rockwell	Member: APR Committee			Academic Consulting

**Research**

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

<b>Faculty</b>	<b>Project Title</b>
Brotherton	



	<p>Timothy Brotherton and Donna Smith, (2016), "Dairy Doo or Dairy Don't: A New Branding Decision," <i>Business Case Journal</i>, v23(1).</p> <p>Emily Fransted and Timothy Brotherton (2017), "With Egg On It's Face, Unilever Considers Pulling a Lawsuit Over Hampton Creek's Egg-Free Mayo," <i>Business Case Journal</i>, v23(1).</p> <p>"#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).</p> <ul style="list-style-type: none"> <li>- This is an extended version of a case study which was first published in the 51st Annual MBAA International Conference in April, 2016.</li> <li>- Full paper submitted to the Journal of Critical Incidents (JCI) for peer review.</li> </ul>
Butler	<p>In support of strategic decision making: A phenomenological exploration of resource requirements and usage of retail entrepreneurs. Dissertation, published 2014.</p>
Dedeaux	<p>"Locating culture in the ads" (Planning). Techniques for identifying dominant and counter cultural themes in advertising in Germany &amp; The Netherlands.</p> <ul style="list-style-type: none"> <li>- Collect field research during summer abroad 2016 program in Kleve Germany</li> </ul> <p>"Persuasiveness of Cultural Novelty vs. Familiarity in Recruitment of Foreign Exchange Students" (On-Going).</p> <ul style="list-style-type: none"> <li>- 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 culturally congruent messages however this research tests the notion that students may prefer messages with promise a novel cultural experience.</li> </ul>
Green	<p>"Distractions Impair Learning" (On-Going).</p> <p>Green, Donna H., "Assessment of Instructional Design on Student Learning in the Marketing Data Analysis Course," American Marketing Association Collegiate Conference, March 2017.</p> <p>Green, Donna H. and Henry Wai Leong Ho, "Exploring On-Campus Students' Perceptions Of Online Testing In Principles Of Marketing," Marketing Education Association, Denver, April 2016.</p>
Ho	<p>"#GreenPoop - A Drawback or a Selling Point for Burger King's Halloween Whopper" n Business Course Delivery: A Case Study</p>

	<p>of Otago Polytechnic" (On-Going).</p> <p>"College Students' Perceptions of Diversity and Inclusions On-campus" (Writing Results).</p> <p>"Customer Needs and Wants: The Perceptions of International Students in a Mid-size University" (On-Going).</p> <p>"Exploring International Students' Learning Experiences with Facebook-Based Applications in Two Intensive Courses" (On-Going).</p> <p>"International Students' Perceptions of Services and Supports Provided: A Case Study of a Mid-Sized University in the USA" (On-Going).</p> <p>"Understanding the Local Customers: From Residents' Perceptions and Needs to Action" (Writing Results).          - 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.</p>
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### Continuing Education

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

Faculty	Program
Barney-McNamara	<p>Class, "Digital Analytics," UCLA Extension (July 3, 2017 – September 17, 2017)</p> <p>Webinar, "Instructor Training for LockDown Browser and Respondus Monitor: Prevent Cheating During Online Exams," Respondus. (April 25, 2017).</p> <p>Webinar, "Effective strategies to prevent cheating in distance learning courses," Blackboard's Innovative Teaching Series (BITS). (February 9, 2017).</p>
Brotherton	Case Teaching Workshop – Harvard University
Butler	Ph. D. completion, January 2014
Dedeaux	Case Teaching Workshop – Harvard University
Entenmann	Continuing Education Program, "2016 2017 Junior

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	Fellows Program," FSU Faculty Center, Big Rapids, MI 49307. (October 2016 - Present).
Green	Higher Learning Commission, Pathways Training, January-February 2016, Online.  Higher Learning Commission, AQIP CQR Peer Reviewer Training, September, 2015, St. Charles, IL.  Attendance at multiple marketing research SIGS with AMA Detroit; at multiple sessions at Marketing Education Association, at multiple sessions in faculty tract at AMA Collegiate conferences, and Ferris Blackboard, MyDegree, etc. training

### Stakeholder Perceptions of the Quality and Composition of Faculty

Current students' perception of the composition and quality of program faculty are extracted from multiple sources. First is the Student Assessment of Instruction (SAI) reports, which are gathered every semester from virtually every course taught in the program. Faculty first review their own reports, which are also included in annual tenure progress submissions. These results are also discussed with the faculty member's specific tenure committee for any recommendations for fine-tuning or improvement.

Over the past several years, the previous SAI instrument has been gradually supplanted by the IDEA Student Ratings of Instruction form, which has been externally validated by the vendor over several decades of educational research. However, the instruments themselves are quite different, making straight comparison difficult. Regardless of instrument used, the SAI results have been generally favorable and have contributed to improvements in course delivery, especially in conjunction with TracDat results (see Assessment of Student Learning). In addition, the adoption of the IDEA form has varied among faculty over this time and any attempt to construct a composite of SAI results is questionable in its validity and will not be presented here.

That said, to address any perceived shortcomings in student evaluation results, program faculty take steps to address them. The first approach is accepting personal responsibility for any areas identified by the SAI or through assessment that need improvement. Faculty may address issues in instruction by adopting a different approach or refining an assignment to improve students' learning and resulting performance. A second approach often taken is collegial, with faculty discussing an instructional challenge with others who teach the same class or who are recognized for their skill in the classroom. Either approach or a combination of the two can be implemented and is then monitored through SAIs or assessment results for signs of improvement.

In addition to course-based SAIs, another perspective of faculty evaluation provides insight into student perceptions. Current marketing program students were surveyed in Spring 2017 to capture their perceptions of the program, including faculty. These respondents tend to agree that the Marketing faculty are approachable, helpful with choosing courses, and available when the student needs assistance. All of the means were above the Neutral value on a 7-point scale where (1= Strongly Disagree, 7= Strongly Agree), which implies positive perceptions of program faculty.

**Marketing Program Student Survey Spring 2017**

	N	Mean	Std. Deviation	Std. Error Mean
I feel/have felt genuinely cared for by the Marketing faculty at Ferris State University.	47	5.1915	1.48380	.21643
*My Marketing professors are approachable.	47	5.4681	1.59961	.23333
*My advisor was/is helpful in planning out my courses.	47	5.7660	1.63139	.23796
My advisor has provided good career advice.	47	5.1489	1.87638	.27370
*My advisor was available when I needed assistance.	47	5.7660	1.61801	.23601
I feel confident that I could plan out my own course schedules without the help of an advisor.	47	4.8723	1.90670	.27812

Complete survey findings are found in Appendix L: Marketing Students Survey Spring 2017.

Alumni perceptions of the composition and quality of program faculty.

Similarly to current students, alumni were also surveyed in Spring 2017. The alumni tended to think that the Marketing Program did quite well when advising students. Generally speaking, the alumni surveyed agreed that Marketing faculty cared for students (5.5/7.0) and were approachable (6.1/7.0) where (1= Strongly Disagree, 7= Strongly Agree). When advising students, advisors were helpful (5.7/7.0) and available when needed (5.8/7.0).

It is both interesting and encouraging that alumni rankings appear slightly higher than current students. While there are many potential confounding factors, the post graduation perspective of alumni lends greater credence to their interpretations of faculty interest and support during their years as students.

**Marketing Program Alumni Survey, Spring 2017**

	N	Mean	Std. Deviation	Std. Error Mean
I felt genuinely cared for by the Marketing faculty at Ferris State University.	30	5.5333	1.43198	.26144
My Marketing Professors were approachable.	30	6.0667	.94443	.17243
My advisor was helpful in planning out my courses.	30	5.7333	1.81817	.33195
My advisor was available when I needed assistance.	30	5.7667	1.50134	.27411

Complete survey findings are found in Appendix N: Marketing Alumni Survey Spring 2017.

Advisory board members' perceptions of the composition and quality of program faculty.

For the purposes of program improvement the marketing program invites graduates of five years or more to serve on the program advisory board. Including recent alumni provides feedback on current marketing practice in the context of existing coursework and faculty members, with graduates often identifying specific faculty who had great influence.

This practice also integrates these graduates into the advisory board in hope of establishing greater continuity and consistency within the group. An additional benefit of including recent graduates is the fresh perspective they can offer and the recency of their transition from student to career employee. This insight helps faculty understand the immediate needs of new graduates and can yield ideas as to how to assist graduating seniors as they prepare for this new

phase. Recent graduates can identify the content and experiences that are most helpful at the early career stage, which in turn helps faculty infuse content, advise and coach students.

The marketing program advisory board consists of two separate bodies with one dedicated to the marketing/sales program. The general marketing advisory board consists of marketing practitioners from a variety of industries, including education and non-profits. These varied perspectives are extremely helpful as they augment faculty areas of expertise and provide a benchmark for expectations of current graduates. The marketing/sales advisory board is more narrowly focused on the needs of the sales profession and thus provides guidance to faculty as to the present conditions in this fast-changing profession. The marketing program relies heavily on its advisory board to provide insights into changes in the business world that graduates will encounter and must be prepared to address. This reliance and interaction with external advisors is essential to maintaining currency in content, delivery, and outcomes in every aspect of the program.

Overall, program advisory boards have been supportive of the program and suggestions for improvement have been integrated into curriculum offerings. The most notable example is the pursuit of a Sales Lab and the recent initial steps the program has taken in this direction. One of the advisory board members was instrumental in the successful application for grant money to support additional technology for this purpose. Another advisory board member is the founder of the company from which we purchased the software to kick start this initiative.

Minutes from the most recent advisory board meetings are contained in Appendix P: Marketing Advisory Board Minutes 2016

### **Program Policies and Procedures**

Credentials for tenure-track faculty adhere to ACBSP Accreditation requirements of a doctorate in Marketing or a closely related program. This standard is also consistent with HLC requirements. Once the doctorate qualification is met, then the graduate coursework is examined to determine which courses the individual is qualified to teach. The next requirement is significant professional experience in the area of instruction, which does not necessarily offset a lack of advanced study in the field. Tenure-track faculty are also expected to have teaching experience at the post-secondary level and be familiar with additional position requirements such as committee work and student advising. As a result, faculty are not only well equipped to address the theoretical aspects of their discipline but integrate the practical application of that discipline into their class instruction and share this knowledge effectively with students.

Adjunct faculty are also required to have earned an M.B.A. or equivalent in their intended instructional discipline. As with tenure-track faculty, graduate coursework is examined to determine individual teaching capacity. Significant professional experience at the managerial level is also expected of the successful candidate. Preference is given to those who have teaching experience, preferably at the post-secondary level. While these criteria are not as rigorous as for tenure-track positions, adjunct faculty are expected to integrate academic preparation with personal experience and effectively convey that knowledge to students.

The marketing program has been successful in both hiring and retention of qualified faculty over time for a number of reasons, beginning with a rigorous search process and identification

of credentialed candidates to begin with. Once hired, faculty are integrated into the collegial approach to program management and coordination that is the hallmark of this program. As a result, the program has had to replace faculty on the basis of attrition through retirement rather than departure for another position elsewhere. Program faculty retention is robust with duration of employment of four years for the most recent hire (who is applying for tenure this fall) at to 16 years. Faculty in the department have even greater length of employment which also contributes to the stability within the program.

Multiple opportunities are available through the university to both tenure-track and adjunct faculty for professional development, research and service. Faculty are encouraged to pursue these opportunities and where possible to integrate these into their work with students. Faculty are encouraged to attend workshops and conferences, with the expectation that insights from these activities will be shared with others at a departmental meeting.

The College of Business Colloquium, a once-monthly series of presentations by volunteer faculty, is sponsored by Marketing Department Business Data Analytics faculty. Faculty are encouraged to present at these gatherings, and this past few years have seen multiple marketing faculty do so. Drs. Brotherton, Butler, Dedeaux, Green, and Ho have made presentations on a variety of topics, and in the case of Drs. Green and Ho reporting on findings of their original research.

Within the marketing program, academic advising in an area of particular interest, and faculty will be holding a special session just prior to faculty week this August. In it we will cover the MyDegree platform and work on developing faculty with using it to guide students. Another session will introduce marketing faculty to the new software in use in the sales classes that captures student presentations and enables faculty to provide detailed and in-situ feedback on the recording.

### **Program Administration and Support**

#### **Administration**

The university organizational chart positions the marketing program under the Marketing Department currently headed by Department Chair Jeff Ek. The Marketing Department is one of four in the College of Business, with chairs reporting to the Dean of the College of Business, David Nicol. Academic deans report to Provost and Vice President Academic Affairs Paul Blake. A copy of the organization chart is found in Appendix Q: FactBook 16-17 Org Chart.

#### **Staff**

The Marketing Department (not program) has a single, dedicated support position – that of Department Secretary. This position is currently and competently filled by Patty Rettinger, and she provides support to all the programs within the department. There are currently no additional support staff positions filled nor is there additional advising support from a professional advisor. Faculty perform many of their own administrative and clerical functions, which inhibits their abilities to attend to more compelling activities that require their specialized knowledge and expertise.

### **Support Services**

As with any successful program, marketing makes extensive use of university provided support services. These will be addressed individually below.

#### **FLITE**

The marketing program makes extensive use of FLITE on an ongoing basis. Specifically, faculty within the marketing program invite the COB-designated librarian, David Scott, to their classes each semester for an in-person presentation on the resources available to students. This presentation includes specific databases and other sources of information that is tailored to the actual semester project in use for each class and as such is quite customized to student needs. Librarian Scott also provides additional support for marketing students in terms of meeting with individual project teams to provide a guided research session and address questions particular to each student/team's focus.

An example of such a presentation would include instruction on the information available through the Standard & Poor's database, which provides access to company and industry analyses that is not available through a Google search. Other faculty request coverage of IBISworld and the statistical information contained there, with an emphasis on how to search that database most effectively.

More generally, students in marketing courses are assigned semester projects that require a significant amount of secondary research, which is expected to be conducted through the library, either in-person or through internet access of the library databases. Other library services used by marketing students include study rooms, both individual and group, video recording facilities to prepare assigned presentations, meeting spaces for group assignments and general study areas for those whose living spaces do not provide optimum study conditions.

Individual faculty also use FLITE as a resource for their own research and teaching. Faculty make use of the databases provided through FLITE to identify supplemental materials for courses and to provide data for both secondary and primary research. As indicated above, faculty incorporate library presentations into their classes to support student research for semester projects. Faculty also consult with Librarian Scott for guidance on the availability of online resources appropriate to their discipline, and utilize his expertise in identifying and obtaining support materials for individual courses.

The marketing program relies heavily on maintaining currency in the discipline, which is well supported by the resources at FLITE from the hard copy volumes, journal subscriptions, and databases to the individual guidance of the COB librarian.

A service that would be valuable to marketing faculty and students alike is Standard Rate and Data Service that was recently discontinued as a result of a change to the vendor's fee structure. SRDS was used throughout the marketing department, not just the marketing program, to provide students access to the costs of various media and the ability to construct realistic promotional budgets as part of semester projects for numerous courses.



### **Faculty Center for Teaching and Learning**

Many marketing faculty utilize the FCTL on a regular basis, whether for individual support with the Blackboard learning management system or more general approaches to obtaining material for courses or classroom management. Other sessions address topics of interest to faculty in a variety of applications. Examples of such topics include specific areas within Blackboard like managing the gradebook, to using Blackboard to implement a “flipped” classroom approach to instruction.

### **Writing Center**

The Writing Center through the College of Arts and Sciences also provides important support to students in the marketing program. Written work is an essential component of most coursework in the program and students will seek assistance in crafting their assignments through this service. While marketing faculty are generally well equipped to provide some support with writing, students are frequently more comfortable consulting an expert in the field and receiving independent guidance in structuring their written documents.

### **Technology Assistance Center (TAC)**

The TAC is an essential service for any department, supporting faculty who may need troubleshooting in the office or classroom and for students who have issues accessing any of the online services provided at FSU.

### **Birkam Health Center**

Birkham serves as the first line of healthcare for many students and is frequently their primary source of medical services. Birkham is where students turn first when illness strikes and helps students obtain necessary treatment for many conditions. Although Birkham provides valuable healthcare to students, they also offer services that are valuable to faculty and staff as well, especially the annual flu vaccine that many employees obtain there.

### **Institutional Research and Testing**

The Testing Center performs an essential service for faculty by scanning multiple-choice tests and providing analyses of the results. Marketing faculty use these analyses to inform their use or elimination of particular questions from an exam and to identify areas of strength and weakness in students’ understanding of content.

### **Diversity and Inclusion Office**

The marketing faculty has representation on both the college and university inclusion committees, and is active in facilitating and supporting activities sponsored by these groups. One such event took place Fall 2016, presenting an international panel who discussed variations in business and social practices around the world. Students found the event eye-opening to nuances of behavior even within a business context, part of their overall education.

### **Educational Counseling and Disabilities Services**

Marketing faculty frequently make use of the ECDS office in several ways. First is for students who have self-disclosed a need for educational support in the form of additional testing time, a quiet testing space, or accommodation for a visual or aural impairment. Another use of ECDS is to encourage students to avail themselves of these services when a discussion surfaces during advising that a student is experiencing challenges that would be addressed by the support offered. ECDS has also provided support to faculty for applying an exception to an attendance policy for students with chronic illness, ensuring the student is not penalized for what would otherwise be excessive absences.

**Other Services**

Additional services provided by the university such as Media Productions, the Institutional Review Board (IRB) and the Career Center provide essential support to both faculty and students in the marketing program. Even in the current do-it-yourself environment, faculty and students have worked with Media Productions to construct compelling video for class and RSO use. The Career Center is also a source of support as faculty provide guidance to students in preparation for their job search, relying on the Center for additional connections to employers, sponsoring career fairs, linking students to job locating resources, and guidance in structuring a resume. The IRB plays an essential role in ensuring faculty research is properly certified and documented, and also provides the framework for classroom discussion of ethical research conduct.

### **Facilities and Equipment**

There have been improvements in available instructional facilities and equipment since the last APR, some of which were planned in that document. Since the last APR, BUS 201 and BUS 203 were renovated and combined into one large classroom, complete with SmartBoards, whiteboards, updated projectors and podium equipment and furnished with four-sided tables to foster collaboration and teamwork during and outside of class. This space has become the preferred meeting room for the Student AMA, which holds their weekly and other meetings there. This room has also become the preferred instructional space for several faculty, especially in upper level classes that emphasize team-based assignments and projects.

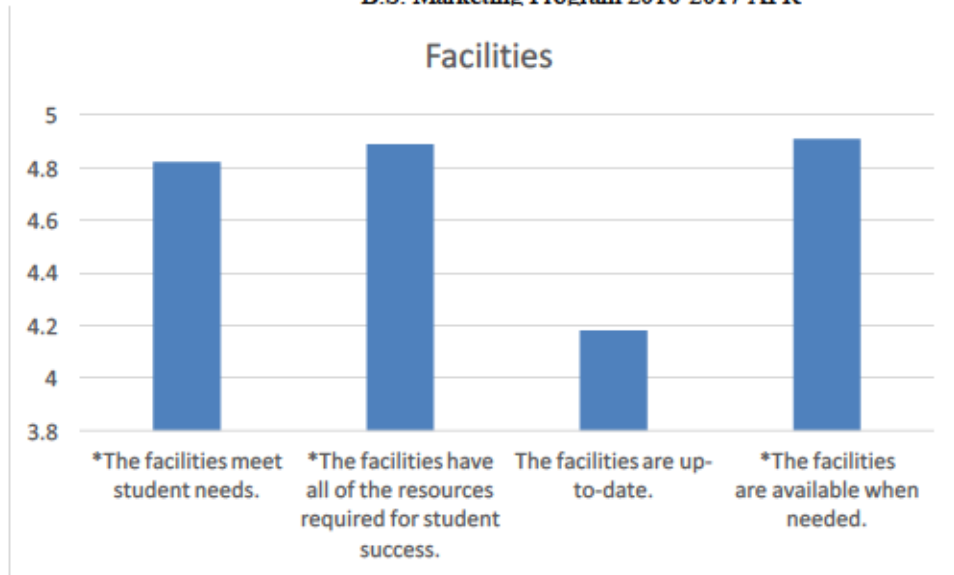
However, BUS 203 is the only such classroom in the building, and there have been innovations in pedagogy and equipment since that time that bear pursuing for the near future. Most coursework in marketing relies heavily on team projects, yet instructional space has yet to catch up on a widespread basis with many classrooms containing traditional rows of tables and chairs. In addition, the availability of power for devices and a wireless network that has been known to freeze under heavy demand are areas that are currently lacking

There have been other classrooms renovated in the past five years, to include upgrades in décor and materials. More current colors on the walls and new carpeting have contributed to a fresher look and more inviting atmosphere throughout the building. Yet the traditional furnishing remains a challenge to overcome in engendering team collaboration during class time.

Overall, classroom facilities available to the marketing program remain generally adequate but there is still opportunity for improvement. The program has few dedicated classrooms, and shares most instructional spaces with other disciplines. There are smaller programs within the COB with dedicated classroom space that prevent use by others, and RSOs with specially constructed areas as well. The Student AMA uses classroom space for its general meetings, and holds smaller and less formal meetings in the advisor's faculty office.

Marketing students surveyed this spring were generally favorable towards the facilities of FSU, with means ranging from (4.2/7.0 – 4.9/7.0), where (1= Strongly Disagree, 7= Strongly Agree). The outlier was whether the facilities are up-to-date with a mean just above Neutral (4.2/7.0).

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As discussed under the Significant Changes section above, the objective of constructing a Sales Lab within the COB presents the need for dedicated space within the Business building. In the current initial phase of achieving this goal, faculty are using the technology secured through grant money in the existing classroom space, which is suboptimal for its full application. Membership in the University Sales Center Alliance, which provides national recognition for the sales program, is predicated on a Sales Lab, making such space a priority for the program.

### Perceptions of Overall Quality

The following individuals have been asked to rate the marketing program on overall quality, summarize their reasons for their rating, and make recommendations as to next steps for the program to take to ensure continued program quality improvement. Here are their remarks:

Dean of the College of Business: David Nicol

Dean's Comments re: the Marketing Program

Program Rating: 100

The faculty have done an outstanding job of enhancing a long-standing program, making it even more valuable, resulting in significant enrollment growth. It is apparent that students are being attracted by the opportunities available in the program, supported by the skill and dedication of the program faculty. It is apparent that the efforts of our faculty to ensure the relevance of the program, in terms of both content and experience, resonate with prospective students.

I expect that the students will come to appreciate the sound foundation which they have gained, but they are as likely to be drawn by the prospect of being associated with an acknowledged winner, which the program RSO has achieved on multiple levels, within the university (5-Star status) and nationally (a top five chapter in the country). The faculty have provided the encouragement, support, and guidance leading to these accomplishments.

As noted in their report, they have also been leaders in assessment practices, as well as in community and institutional support, thereby modeling the qualities we hope our students will embrace. This is, indeed, a team, led by their coordinator, Laura Dix, that warrants plaudits. The college and the university is fortunate to have such a quality group.

Program Coordinator: Laura Dix

MKT Program

Perceptions of Overall Quality – Laura Dix, Program Coordinator

Program Rating: 95

I believe the overall quality of the MKT program is very high. The marketing program faculty are a highly collegial group who have put significant effort into curriculum design and sequencing of courses, program and course level assessment, and most importantly have invested significant time and effort into developing successful student leaders.

The program faculty have closely followed the strategic plan set forth in the 2010-2011 Academic Program Review. The plan has resulted in significantly increased enrollments, increased internship opportunities, unparalleled student success, and improved professional career placements for the students.

However, this growth in enrollment did not result in increased tenure-track faculty. While we do employ high quality fulltime adjunct faculty, having 40% (4 of 10) of faculty not on a tenure track has led to increased service load for the remaining tenure track faculty. The growth in enrollment was also not accompanied by additional support staff beyond available student workers.

Even though enrollments are increasing, not replacing faculty has led to decreased innovation in new course offerings as faculty do not have opportunity to teach courses other than those required for the program. Marketing program courses are also assigned to Advertising and Public Relations faculty members to bring their teaching assignments to full load.

The major weakness with the program is the lack of potential succession planning. The program coordinator position has become an impossible juggling act of curriculum, assessment, faculty development and mentoring, student recruiting and advising. While this load is shared among capable faculty, the coordination of all of these efforts cannot be completed with only .5FTE release Fall and Spring semesters. Especially when coordination responsibilities include all AIMC, HCMK, MKT, and PURE program degrees and minors.

The program coordinator has indicated plans to retire in 2018 and initial succession planning has begun. However, there are no specific plans to replace the coordinator faculty line, or plans for maintaining the quality of the program without coordination assignments.

Department Chair: Jeff Ek

Chair Comments re: The Marketing Program

Program Rating: 100

The Marketing program faculty are extremely committed to providing: a curriculum that is relevant, advising and faculty engagement that meets and exceeds expectations, and a visible and distinctive program that attracts and retains students. This program sets the example for others in its commitment to the assessment process.

The Marketing curriculum is continually under review and assessment by its stakeholders. Faculty meet regularly with industry leaders and advisors to understand and implement current trends and industry needs through significant curriculum adjustments implemented regularly through the formal university process. Faculty have engaged in course and program outcomes assessment for many years and are diligent in recording those results and actions so they can be implemented and used for accreditation reporting.

Faculty are actively engaged in service to the students, college and university and that activity is clearly stated in this APR document. The excellent advising provided by the program coordinator and faculty have clearly contributed to increased retention and graduation rates. Faculty assist students in developing academic plans early, adjust them when necessary and most importantly hold them accountable so they are progressing towards timely degree completion.

The program has achieved distinction through visibility generated by its nationally top ranked American Marketing Association (AMA) chapter. Enrollment is up and has grown steadily through the years and a significant factor contributing to this is the success of the AMA student chapter as they consistently place in the top 5 at national competitions. This success is made possible by the dedication and hard work of faculty and students investing many additional hours above and beyond those spent in marketing courses. The program's graduates are visible and successful in all levels of the profession from entry to upper management.

B.S. Marketing Program 2016-2017 APR

As the program continues to grow and succeed it is important that the number of faculty and support staff be evaluated and increased as appropriate. A major area of concern is the retirement of an extremely dedicated program coordinator who has led the Marketing faculty and students to this time of growth and success. Throughout this coming academic year it is critical that faculty and administration plan for the support needed to continue these critical activities provided by the current coordinator.

### **Implementation of Findings**

The findings of the APR review reported here are consistent with the ongoing program improvement efforts as presented above and set forth in the strategic plan. The Marketing program has already incorporated processes to ensure that goals are identified and planned for, with responsibility assigned for setting and achieving objectives.

Specific to program review, the draft of this report will be shared with Marketing Program APR Committee members prior to broader dissemination to program faculty at the annual Marketing Department Faculty Retreat in August of 2017. Findings will become action items to be incorporated into planning for the upcoming academic year and be rolled out into specific activities to be addressed by appropriate program faculty.

Additional dissemination of findings will take place at the annual advisory board meetings for both the Marketing program and the Marketing/Sales program in the Fall of 2017. Progress toward achieving goals identified and addressing any shortcomings will also be shared with these groups as follow-up communications with individual stakeholders. Such progress is also reported routinely throughout the academic year at monthly departmental and college-wide meetings.

Documentation of the activities and progress toward completion as presented here also becomes part of the record for accreditation review for both the HLC and ACBSP at the university and college levels, respectively.



**Signature Page**

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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

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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:

---

David Nicol

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## Appendices

Appendix A: Marketing Faculty Vitae APR 2017, p. 4

<https://www.dropbox.com/s/ikp162gdn8i80k/Appendix%20A%20Marketing%20Faculty%20Vitae%20APR%202017.pdf?dl=0>

Appendix B: Marketing Program Strategic Plan, p. 8

<https://www.dropbox.com/s/oqgxyiaqstq7ztg/Appendix%20B%20Marketing%20Program%20Strategic%20Plan.pdf?dl=0>

Appendix C: Marketing Program Check Sheets, p. 12

<https://www.dropbox.com/s/6i1uwjq7ioylda7/Appendix%20C%20Marketing%20Program%20Checksheet%20MKT BS BU 2017-2018.pdf?dl=0>

Appendix D: Marketing Curriculum Binder, p. 12

<https://www.dropbox.com/s/1d5padi9xgb7v6d/Appendix%20D%20MKTG%20Curriculum%20Binder.pdf?dl=0>

Appendix E: Marketing Program TracDat Results, p. 13

<https://www.dropbox.com/s/ccg86ze640ut59v/Appendix%20E%20marketing%20Program%20TracDat%20Results.pdf?dl=0>

Appendix F: 2017 APRAssessment\_ Course Four Column .pdf

<https://www.dropbox.com/s/tsk1d9pqhiyzhki/Appendix%20F%202017APR%20Assessment%20Program%20Four%20Column.pdf?dl=0>

Appendix G: Marketing Capstone Survey Spring 2017, p. 13

<https://www.dropbox.com/s/f1315447a05zrgo/Appendix%20G%20Marketing%20Capstone%20Survey%20Spring%202017.pdf?dl=0>

Appendix H: Marketing Program Curricular Map, p. 13

<https://www.dropbox.com/s/iqqjvtc2rgheu2i/Appendix%20H%20Marketing%20Program%20Curricular%20Map.pdf?dl=0>

Appendix I: 2016 APR Headcount Marketing, p. 14

<https://www.dropbox.com/s/eeciey6x54y06gh/Appendix%20I%202016%20APR%20Headcount%20Marketing?dl=0>

Appendix J: 2016 APR SCH MKTG

<https://www.dropbox.com/s/gawu902e6wxlgha/Appendix%20J%202016%20APR%20SCH%20MKTG.pdf?dl=0>

Appendix K: Marketing Program Competitor Analysis, p. 21

<https://www.dropbox.com/s/aw5b3m9btuzttbu/Appendix%20K%20Marketing%20Program%20Competitor%20Analysis.pdf?dl=0>

Appendix L: Marketing Program Student Survey, p. 23

<https://www.dropbox.com/s/7g7kdk42gtg4itf/Appendix%20L%20Marketing%20Program%20Student%20Survey.pdf?dl=0>

Appendix M: Labor Market Statistics Marketing Jobs, p. 23

<https://www.dropbox.com/s/bx286zjgtvqcg7c/Appendix%20M%20Labor%20Market%20Statistics%20Marketing%20Jobs.pdf?dl=0>

Appendix N: Marketing Program Alumni Survey, p. 28

<https://www.dropbox.com/s/i45ir0hbowjk8w8/Appendix%20N%20Marketing%20Program%20Alumni%20Survey.pdf?dl=0>

Appendix O: Marketing Program Internship Employer Survey, p. 28

<https://www.dropbox.com/s/va6c8c2jpggkijk/Appendix%20O%20Marketing%20Internship%20Employer%20Survey.pdf?dl=0>

Appendix P: Marketing Advisory Board Minutes, p. 36

<https://www.dropbox.com/s/4z03enwls1ojupl/Appendix%20P%20Marketing%20Advisory%20Board%20Minutes.pdf?dl=0>

Appendix Q: FactBook 16-17 Org Chart, p. 38

<https://www.dropbox.com/s/5tzdkmpzgoeg2ep/Appendix%20Q%20FactBook16-17%20Org%20Chart.pdf?dl=0>