

**Ferris State University**

# B.S. Marketing Program

2010-2011 Academic Program Review



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B.S. Marketing with Concentrations

Academic Program Review

2010-2011

## **Section 1 - Program Overview**

### **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, October 2007*). As a practice, it consists of coordination of 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 at Ferris**

The Marketing program began offering four year marketing degrees at Ferris in 1948. However, marketing courses have been taught at Ferris for nearly 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 2005 Academic Program Review**

The marketing program has seen several significant changes since undergoing our last program review in 2005. There have been updates and additions to the curriculum, a new faculty advising model has been developed and implemented, and the American Marketing Association student chapter has been revitalized. Other significant changes involve personnel with the retirements of faculty and staff, hiring of new faculty, transitions of staff and administration, and the implementation of a program champion for the marketing program.

## Curriculum

The marketing program curriculum is constantly undergoing review and updates. The last major curriculum change in 2004 streamlined the program check sheet to include a choice of concentrations within the marketing degree. Over the past five years the marketing program outcomes have been created and assessed using the TracDat curriculum measurement tool. Course level outcomes, assessment measures, and criteria for success were also reviewed and created where necessary. Every semester course and program level outcomes are assessed and entered into TracDat. Due to the results of this assessment, the curriculum has been upgraded to change prerequisites to create a clearer direct sequencing of marketing core classes.

The marketing program also launched a new industry specific concentration in sports marketing. This concentration, created in collaboration with Ferris Athletics, requires students to complete an internship. The concentration launched in Fall 2010 and currently has approximately 30 students enrolled in the curriculum.

## Advising

The marketing faculty embrace their role of advising students. Over the past four years students have been assigned a faculty advisor using the following criteria. All new program majors are assigned to the same advisor for review of their prior coursework, assessment of interest area, and development of a personalized curriculum plan. Following their first year in the program, students are assigned to an advisor in their area of concentration. This assignment facilitates efficient advising for faculty by narrowing the focus of the students to their area of expertise. It also provides all students multiple contact points with faculty early in their academic program.

## American Marketing Association (AMA)

The student chapter of the American Marketing Association has been completely revitalized over the past five years. A strong focus on faculty advising has empowered the students to achieve success on a national level. The chapter has gone from no participation at the national level to recognition as one of the top 20 chapters in the nation in 2011 (out of approximately 350 collegiate chapters).

## Faculty/Staff/Administration

Over the past five years the program has endured the retirements of four faculty, the resignation of two faculty, and the hiring of four tenure track faculty members. More than half of the current marketing program faculty were not teaching at Ferris in 2005 and only 2 marketing faculty were teaching at Ferris prior to 2003. This transition in faculty has created opportunities and necessitated changes within the marketing program.

Concurrent to the faculty transition, the administration and staff also experienced turnover. The department head search of 2005-6 resulted in a failed search. Consequently, the department and program transitioned with an interim chair Richard Hansen and subsequent chair Mike Cooper. As Dr. Cooper was not a member of the marketing program faculty, he also created a program champion to lead the marketing program. Under his direction, program champions have emerged to lead programs through future transitions. The marketing department also experienced the retirement of our staff

person Kay Anderson who provided support for the marketing program as well as other programs in the department.

### **Results of 2005 Priorities/Goals**

The 2005 Academic Program Review cited eight top priorities. Each of these is listed with the results or status of each goal. The program faculty believe we have met each goal and are continuing to improve in each area.

- **Hire Department Head** – A department head search undertaken in 2006 resulted in a failed search. The marketing department contains 5 programs (Marketing, Advertising/Integrated Marketing Communications, Public Relations, Graphic Design, and Business Data Analytics). The diversity of these programs, the faculty transition due to retirements and the College of Business reorganization all contributed to the complexity of the search. An interim Department Chair (Richard Hansen) was appointed and Mike Cooper accepted the Department Chair position in 2007. Mike Cooper infused the department with energy and empowered the faculty to continuously improve programs.
- **Hire New Faculty to Replace Retiring Program Faculty** – The past 5 years have seen retirements of Professors Rolland Ream, Don Jackson, Eric Panitz, and Richard Hanson. We were fortunate to hire Tim Brotherton (Ph.D. Alabama), William Ward (Ph.D. Michigan State, resigned 2010), Clay Dedeaux (Ph.D. Michigan State), and Priyoo Manakote (PH.D. Southern Illinois, in progress ABD).
- **Devise Plan to Improve Faculty Advising** – A new model for advising has been implemented. All new program majors are assigned to the same advisor for review of their prior coursework, assessment of interest area, and development of a personalized curriculum plan. Following their first year in the program, students are assigned to an advisor in their area of concentration. The implementation of this plan has resulted in higher satisfaction levels of advising as evidenced by our student and alumni perception measures.
- **Infusion of Global Concepts into all Marketing classes** – All classes have been enhanced to include global concepts. Additionally, the four recent faculty hires all had varying degrees of global marketing experience.
- **Encourage Internships** – The faculty and the College of Business internship coordinator have worked with students to facilitate credit based internships. Although many students continue to pursue internship opportunities without the academic credit option, there has been an increase in the number of students completing a credit based internship. Of the students graduating in 2008/2009, 32% had completed at least one credit based internship. Those numbers increased to 41% for the 2009/2010 academic year and currently are at 68% for the 2010-2011 academic year (summer graduates are not yet included).
- **Engage More Students in the American Marketing Association** – With faculty encouragement, the AMA student chapter has grown consistently over the past 5 years. The organization had only 4 members in 2005, but grew each year to attain membership of 12 members in 2006/2007, 23 members in 2007-2008, 28 members in 2008/2009, 33 members in 2009/2010, and most recently recorded 45 members in 2010/2011.

- **Infuse More Writing into the Marketing Curriculum** – Each of the required marketing program courses require a written work product with most taking the form of a comprehensive project. These assignments are used in the outcome assessments of each course and the marketing program assessment recorded using the TracDat recording tool.
- **Increase Alumni and Professional Speakers** – Through the AMA and faculty contacts, the use of marketing professionals has increased on campus. Marketing professionals engage students in classes with special topics, at open sessions held on campus hosted by the AMA, and at networking and professional seminars in Grand Rapids.

## **Program Mission and Goals**

*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)*

The marketing program faculty meet and collaborate continuously throughout the year. We formally meet during a fall retreat to discuss program priorities and other times throughout the year as deemed necessary. The above mission statement was created during our Fall 2010 retreat. The following program goals have been identified from the retreat and subsequent program faculty meetings.

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.

## **Curriculum**

- Provide compelling curriculum with a balance of marketing theory and applied marketing skills delivered using multiple methods (i.e. client based projects, case analysis, simulations, etc.)
- Continuously assess curriculum to strengthen and adapt offerings to current and future industry needs
- Continue assessing program and course level outcomes for every marketing program course each semester using the TracDat recording tool and making curriculum revisions where necessary
- Develop industry specific concentrations as demand develops from student's preferences and industry opportunities



## **Advising**

- Provide students with the tools to successfully navigate their academic program, giving them flexibility to meet program requirements and to develop skills necessary for future success
- Assist students in defining their academic goals.
- Assist students in creating a realistic program plan based their skill and preparation level and encourage students to schedule classes to fulfill their program plan
- Prepare students for diverse marketing career opportunities by discussing career plans and options, encouraging internships and job shadow experiences, and assisting students in finding these opportunities.

## **Professional Business Organization (American Marketing Association)**

- Develop student leaders through experience with the student chapter of the American Marketing Association (AMA). AMA is an international organization of marketing professionals.
- Provide networking opportunities for students to network with working marketers in the AMA West Michigan professional chapter located in Grand Rapids.
- Enhance students applied marketing skills by competing in intercollegiate competitions sponsored by the AMA
- Support students in their goal of being recognized as a top chapter of AMA at the Spring Intercollegiate Conference in New Orleans

## **Faculty Development**

- Hire and retain a diverse faculty with strong educational credentials (Ph.D. in Marketing or related area) and relevant industry work experience to fill tenure track positions
- Hire industry experts and marketing specialists to meet needs for specialty courses within the marketing program and our service courses
- Provide opportunities for faculty to enhance professional skills by attending conferences, workshops, and seminars
- Maintain professional memberships in marketing related organizations to enhance networking and gain industry knowledge in specialty areas.

## **Faculty Service**

- Utilize the talents of the marketing faculty to promote the marketing program, college and university to prospective students, employers, local communities and the general public
- Have each faculty member serve on at least one department, college, or university committee so that the program remains visible and is represented at all levels of the university

The program goals prepare students for future marketing careers by providing them the curriculum necessary to develop skills to meet employer demands, the experience necessary to provide immediate contributions to their employers, and the advising to assist students in creating realistic expectations for their future career goals.

## **Program Visibility and Distinctiveness**

### **Unique Features and Components of the Marketing Program**

The marketing program is unique in terms of curriculum choices, program admission process, and faculty delivery methods. First, the curriculum features extensive course offerings. Students complete nine specifically required marketing courses and have the opportunity to choose six additional elective classes. These electives can be combined to create a concentration unique to Ferris such as E-commerce marketing, or combinations uniquely placed in the business curriculum such as Retailing, Advertising/Integrated Marketing Communications, Public Relations or Sports Marketing. Students may also complete a sales concentration with the addition of specific communications courses. Our graduates have a breadth and depth of marketing knowledge that compares favorably to other schools.

Admission into the marketing program is unique at Ferris as students may be admitted directly into the marketing program. Most schools require a separate admission to the business school after completing a two year pre-business curriculum. Marketing students at Ferris can take some marketing classes within their first two years of the program. This allows our students to immerse themselves into the field of marketing years before other members of their cohort group from other universities.

Program faculty at Ferris compose another unique feature of the program. The marketing program faculty all have completed a Ph.D. in a marketing field and have work experience relevant to their teaching expertise. Most of the classes contain hands-on projects, many of which are client based. Students enjoy applying their newly learned skills to identify and solve clients' problems. Our students understand marketing theory and can apply it to real world situations better than graduates of other marketing programs.

The following quotes from alumni surveys reflect the unique nature of a Ferris Marketing Education.

"Keep up the good work, I am proud of my education and have advanced faster than those of my peers with MI or MI St. educations. The hands-on team aspect is something that should be constant. Doing real world problems and case studies helped me greatly."

"Apply as much real world topics and issues as possible. Working on the case studies and problem solving with my classmates was some of the best things I worked on."

"Reach for more excellence in students, faculty and alumni. Get Ferris on the map for Business Schools. My colleagues went to Michigan, Duke, Northwestern, UC, and I compete equally with them."

"I have been fortunate during my career to hire Ferris grads for Marketing jobs, and I have found their education prepared them well to hit the ground running. Compared to the "big school" grads I hired and/or inherited, the Ferris grads had a well-rounded education, had a realistic view of the work world, and were willing and very able to work. The only area they "lacked" in (when compared to "big school" grads) was in some

of the more theoretical market research and marketing areas. However, unless I was hiring for research scientists or a marketing process analysts, this did not matter - as this tends to be graduate level work anyway. I found the Ferris grads to be very competent, very motivated, willing to pitch-in, and very economical (because they weren't "big school" grads)."

"I was able to apply ideas and concepts from virtually every Ferris class during my first year of work. The preparation for the 'real world' work place was excellent."

"Although Ferris is not recognized as a top tier school, I thought the marketing program was far superior to a number of people I worked with that had degrees from top tier universities. I currently own a \$40 million business and believe I got an excellent education at Ferris"

"the core principles of marketing are more or less universal across institutions provided faculty stay abreast of developments, which FSU faculty did during my time at Ferris. More importantly, they took a genuine interest in me as an aspiring professional, both during my studies and in those crucial early years of my career after graduation."

"Back when I was getting my Marketing degree at FSU, I seem to recall the excellent diversity of each Marketing professor. This helped prepare you for the real world when no two individuals, cohorts, or customers are the same."

"I really liked the marketing professors. They had industry experience which I believe to be very necessary."

### **Ability to Attract Quality Students**

The marketing program continues to attract students into the program from several sources. Approximately 10-20 FTIAC students choose the marketing program at Ferris as their first choice program. If students meet admission requirements to the University but not the higher standard of the College of Business bachelor programs, students are placed in a pre-business designation. Approximately 5 students per year enter with this designation. A second source of marketing program students are transfer students from community colleges and other universities. Approximately 25% of marketing program graduates have transferred into Ferris. A final source of marketing majors is transfer students from other programs within Ferris. Students tend to transfer into marketing from career exploration, pre-professional programs such as Pharmacy, Allied Health, Golf Management, and Business Administration programs.

### **Competitors**

Marketing programs are located in most business schools. The university programs selected as comparison schools due to their proximity and name recognition among our current marketing students are Central Michigan University, Grand Valley State University, Western Michigan University, and Michigan State University. A comparison of our program requirements with marketing programs over 40 peer schools can be found in appendix 1.

A key difference between our competitors' programs and the Ferris marketing program is the admission policy. The four comparison schools all have a 2 tier admissions process where students must be admitted to the university in a pre-business curriculum. After completion of the 2 year pre-business courses student must apply to be admitted to the business school and program of choice. Also marketing courses at the 300-400 level are restricted to business majors. Students from other schools spend a shorter period of time with the marketing faculty and might not develop the relationships necessary for early career guidance.

Another difference noted at Western Michigan is the addition of "differential tuition," a premium fee for students admitted to the business programs. One of the reasons cited for the premium tuition is to reduce class sizes in the higher level courses from 45 to a range from 25-35. In the Ferris marketing program upper level class sizes are typically 20-25 and introductory level classes are capped at 40 students.

Direct comparisons in curriculum were made between the Ferris State University Marketing Program and marketing program offerings at the identified comparison schools. The Ferris State University Marketing program was also compared with 20 other marketing programs on the basis of required curriculum in a Fall 2010 study (see the appendix for the complete results).

The curriculum comparison table presented here indicates the courses required for the marketing program major at Ferris in the left column. The requirements for all other marketing programs at the comparison schools are listed. Michigan State offers a separate degree in sales (appears to be similar to our minor) and Western Michigan offers a separate degree in Sales that does not contain the same requirements as their marketing degree.

### Marketing Program Curriculum Comparison

Ferris MKTG	CMU	GVSU	MSU-MKTG	MSU-Sales	WMU-Mktg	WMU-Sales
Marketing Principles	Bus Core	Bus Core	Bus Core	Bus Core	Bus Core	Bus Core
Advertising/IMC	Required				Required	
Professional Selling				Required		Required
Consumer Behavior	Required	Required	Required	Required	Required	
Marketing Data Analysis						
Marketing Research	Required	Required	Required	Required	Required	Required
International Marketing			Bus Core	Bus Core	Required	
Supply Chain Management	Required		Bus Core	Bus Core		
Marketing Strategy	Required	Required	Required	Required	Required	Required
Internship/Elective	Required			Required		
Elective(# required)	Required(2)	Required(3)	Required(2)	Required(2)	Required(2)	Required(1)
Concentrations						
E-commerce Concentration						
Retailing Concentration						
Sales Concentration	Available(3)	Available(3)		Required(4)		Required(3)
Sports Marketing Concentration						
Industry Specific Concentration	IMC (4)	Dist.(3)				

All programs require a Principles of Marketing course as a business core class. Other specific classes required by all comparison schools are Consumer Behavior, Marketing Research, and Marketing Strategy. All comparison schools also require at least 2 marketing elective courses chosen from a list of approved marketing electives.

One class unique to Ferris is the Marketing Data Analysis class. This class prepares students for the type of data analysis required in a typical marketing research class. Other schools may offer this type of analysis in an inferential statistics class. The current statistics class required in the business core focuses

mainly on descriptive statistics and does not cover inferential statistics necessary to analyze typical marketing research data.

Ferris also appears unique in requiring all marketing students to complete a professional selling class. Michigan State and Western only require this class for sales majors. Professional selling skills are used in all aspects of business to communicate ideas to colleagues as well as product offerings to customers.

From the comparison chart it appears that the Ferris marketing program contains all of the classes deemed necessary for a marketing core by our competitors. We offer more concentrations than all of our competitors and are the only school to offer concentrations in E-Commerce, Retailing, and Sports Marketing as a part of the business curriculum.

## **Program Relevance**

### **Labor Market Analysis**

Marketing graduates are employed in a variety of occupations. Three key areas according to the Bureau of Labor Statistics are marketing and sales managers, market researchers, and sales representatives. Employment is expected to *grow about as fast as average* in marketing management and *faster than average* for sales related positions. Employment growth of market researchers is projected to be *much faster than average*. Each section details the nature of the work, job outlook, and average earnings cited in the *Occupational Outlook Handbook, 2010-2011 Edition*.

#### Marketing Managers

**Nature of the Work** - Marketing managers work with advertising and promotions managers to promote the firm's or organization's products and services. With the help of lower level managers including product development and market research managers, marketing managers estimate the demand for products and services offered by the firm and its competitors and identify potential markets for the firm's products. Marketing managers also develop pricing strategies to help firms maximize profits and market share while ensuring that the firm's customers are satisfied. In collaboration with sales, product development, and other managers, they monitor trends that indicate the need for new products and services and they oversee product development.

**Employment Outlook** – Employment of marketing managers is expected to *grow about as fast as average* at 12% between 2008 and 2018. College graduates with related experience, a high level of creativity, and strong communication and computer skills should have the best job opportunities. In particular, employers will seek those who have the skills to conduct new types of marketing campaigns involving new media, particularly the internet.

**Average Wages** – Median annual wages for marketing managers in May 2008 were \$108,580. Wages vary substantially, depending upon the employee's level of managerial responsibility, length of service, and education; the size and location of the firm; and the industry in which the firm operates. Many managers earn bonuses equal to 10% or more of their salaries. According

to a survey by the National Association of Colleges and Employers, starting salaries for marketing majors graduating in 2009 averaged \$43,325.

### Sales Managers

**Nature of the Work** – Sales managers direct the distribution of the product or service to the customer. They assign sales territories, set sales goals, and establish training programs for the organization’s sales representatives. Sales managers advise the sales representatives on ways to improve their sales performance. In large multiproduct firms, they oversee regional and local sales managers and their staffs. Sales managers maintain contact with dealers and distributors, and analyze sales statistics gathered by their staff to determine sales potential and inventory requirements and to monitor customer’s preferences. Such information is vital in the development of products and the maximization of profits.

**Employment Outlook** – Employment of sales managers will *grow faster than average* at 15% between 2008 and 2018. College graduates with related experience, a high level of creativity, and strong communication and computer skills should have the best job opportunities. In particular, employers will seek those who have the skills to conduct new types of sales campaigns involving new media, particularly the internet.

**Average Wages** - Median annual wages for sales managers in May 2008 were \$97,260. Wages vary substantially, depending upon the employee’s level of managerial responsibility, length of service, and education; the size and location of the firm; and the industry in which the firm operates. Many managers earn bonuses equal to 10% or more of their salaries. According to a survey by the National Association of Colleges and Employers, starting salaries for marketing majors graduating in 2009 averaged \$43,325.

### Market Researchers

**Nature of the Work** – Market researchers gather information about what people think. Market research analysts help companies understand what types of products people want, determine who will buy them and at what price. Gathering statistical data on competitors and examining prices, sales, and methods of marketing and distribution, they analyze data on past sales to predict future sales. The information also may be used to determine whether the company should add new lines of merchandise, open new branches, or otherwise diversify the company’s operations. Market research analysts also help develop advertising brochures and commercials, sales plans, and product promotions such as rebates and giveaways based on their knowledge of the consumer being targeted.

**Employment Outlook** – Employment of market researchers will *grow much faster than average* at 28% between 2008 and 2018. Market research analysts, the larger specialty will experience much faster than average job growth because the competition between companies seeking to expand their market and sales of their products will generate a growing need for marketing professionals.

**Average Wages** - Median annual wages for market research analysts in May 2008 were \$61,070. The middle 50% earned between \$43,990 and \$85,510. The lowest 10% earned less than \$33,770 and the highest 10% earned more than \$112,410.

### Sales Representatives

**Nature of the Work** –Sales representatives generally work for manufacturers, wholesalers, or technical companies. Rather than selling goods directly to consumers, sales representatives deal with businesses, government agencies, and other organizations. The process of promoting and selling a product can be extensive, at times taking up to several months. Sales representatives describe their products, conduct demonstrations, explain the benefits that their products convey, and answer questions that their customers may have. Sales representatives have several duties beyond selling products. They analyze sales statistics, prepare reports, and handle administrative duties such as filing expense accounts, scheduling appointments, and making travel plans. They also read about new and existing products and monitor sales, prices, and products of their competitors.

**Employment Outlook** – Employment of sales representatives is expected to grow *about as fast as average* at 7% between 2008 and 2018. Job prospects will be best for those with a college degree, the appropriate technical expertise, and the personal traits necessary for successful selling. Opportunities will be better in independent sales companies than with manufacturers, who are expected to continue contracting out field sales duties.

**Average Wages** - Median annual wages of sales representatives, wholesale and manufacturing, scientific and technical products were \$70,200 including commission in May 2008. Median wages for sales representatives, wholesale and manufacturing, except scientific and technical products were \$51,330 including commission in May 2008.

### **Program Response to Emerging Issues**

The program faculty stay current with emerging industry trends by working with industry, attending seminars, and networking with marketing professionals. Emerging issues in marketing are brought into the classroom by faculty and knowledgeable guest speakers. New courses are also created in response to student demand or innovations in the marketing industry. For example the addition of the Sports marketing concentration was due to requests from business students and research with the Athletic department.

### **Student Expectations**

Students come to Ferris for the marketing program to get the hands-on approach to learning and development of marketing skills. Ferris allows the students flexibility and choice of concentration options while delivering a strong foundation of marketing theory. The majority of students currently choose the sales concentration (25%) or the new sports marketing concentration (31%). Student satisfaction is measured using surveys while at Ferris and after graduation. The results show both students and alumni are satisfied.



## **Program Value**

### **Benefit to University**

The results of the faculty survey conclude that the marketing program is a positive asset to Ferris State University. Ninety-three (93%) of the faculty respondents indicated they were familiar with the marketing program. All respondents (100%) indicated that the marketing program was a benefit to the university and ninety-three (93%) indicated strong agreement. Ninety-five (95%) of faculty respondents reported they perceived the marketing program to be comparable to the quality found in similar marketing programs across the country.

Faculty comments on open-ended survey questions regarding the strengths of the program were very positive. A complete list of comments may be found in section 2. A few example comments include “the faculty – they are current, aligned with industry and are dedicated” and “Marketing is a major that is in demand and can be used in many fields of employment.”

### **Benefit to Students Enrolled in Marketing Program**

The faculty survey concluded that the marketing degree is a benefit to students enrolled in the marketing program. All faculty (100%) respondents perceive the curriculum as relevant to current business practice. Students are employed in many marketing roles in a variety of industries throughout the United States. Alumni of the Marketing program report high levels of satisfaction with their Ferris marketing education as evidenced in Section 2, Graduate Follow-up Survey.

### **Program Value to Employers**

The marketing program faculty believe the Ferris marketing program is of high value to employers. Consistent with the employer survey, graduates are ready to make immediate contributions in the workplace. Graduates have the requisite skills to complete assignments in multiple marketing areas. Graduates can develop and implement marketing plans, conduct market research, and present results and solutions for their employers. A Ferris marketing education combines theory and applied practical skills necessary to make an immediate impact.

### **Benefit to Entities External to the University**

The faculty of the marketing program provide benefits to organizations external to the university in many ways. Ferris Marketing program faculty serve as peer reviewers for marketing publications and conference proceedings. Our faculty share knowledge by making presentations at conferences for marketing professionals and marketing educators. Marketing faculty serve as judges for collegiate and high school marketing competitions. Our faculty also serve as editors and board members of marketing related publications and organizations. A brief list of contributions is included here.

## American Marketing Association

- Collegiate Division – Judge Website Competition (Brotherton, Dix)
- Judge Case Competition (Brotherton)
- Reviewer Chapter Plans/Annual Reports (Brotherton, Dix)
- West Michigan Professional Chapter –Board Collegiate Relations Officer (Ward)
- Faculty Conference- Manuscript Reviewer (Brotherton, Dix)

Association for Education in Journalism and Mass Communication – Panelist (Dedeaux)

Case Writers Workshop – Presenters and Reviewers (Brotherton, Trybus)

Conference on Historical Analysis and Research in Marketing – Presenter, Reviewer (Dix)

Distributive Education Clubs of America – Regional Judge (Brotherton, Dedeaux, Dix, Entenmann, Manakote, Plank, Trybus)

Journal of Critical Incidents – Editor (Brotherton), Reviewers (Plank, Dedeaux, Trybus)

Lilly North Regional Educators Conference – Presenters (Brotherton, Plank)

Michigan Marketing Educators – Presentation at Teachers Conference (Dix)

## **Services for Extra-University General Public Groups**

Students in the marketing program have made several presentations to extra-University public groups under the direction of marketing program faculty. Three examples are described here to demonstrate the types of contributions made.

From 2006-2008 marketing research students measured perceptions of community residents in Iosco and Arenac counties relative to their use and satisfaction with the Iosco Arenac District Library services. Studies were conducted and presentations were made on three separate occasions. Two studies were of a general nature and a third study was completed regarding the East Tawas branch of the district library.

In 2008 a market research study was completed for the City of Big Rapids. The results of the research were presented to the City of Big Rapids planning commission for use in the development of the City of Big Rapids 10 year master plan. The students were awarded a certificate of appreciation for service in the community by Mayor Warba during a city commission meeting March 2, 2009.

A final example of service to extra-university groups is the creation of international marketing plans consistent with the Governors Michigan Export Initiative in 2011. Students identified Michigan made products and developed marketing plans to expand product offerings to other countries. These

presentations were made during poster sessions where government officials were invited to participate.

## **Section 2 – Collection of Perceptions**

### **Graduate Follow-up Survey**

The survey of graduate perceptions was completed during the spring of 2011 using an online instrument with a link e-mailed to all graduates of record. The e-mail addresses were supplied by the Ferris State University Alumni office. Alumni perceptions were measured relative to their educational experience including faculty, facilities, and advising. Perceptions were also measured regarding their preparedness level for their careers and further education. Alumni perceptions were also measured regarding internships and their current job status. Additionally, demographic information was collected regarding their gender, year of graduation, current and starting salaries.

The results reported here represent those graduates of the marketing program between 2005 and 2010 and do not include marketing graduates with a Marketing/Professional Golf Management degree or a Marketing/Professional Tennis Management degree.

### **Summary Findings**

Alumni are satisfied with the quality of the marketing program classes (mean = 4.13, Note: scale 1-5), marketing faculty (mean = 4.18), and facilities (mean = 3.91). Alumni reported a high level of satisfaction with their decision to take marketing classes at FSU (mean = 4.14). While still satisfied, alumni rated satisfaction with how well the marketing classes prepared them for their current career lowest (mean = 3.69).

Alumni rated their level of agreement with “the marketing faculty really seemed to care” high (mean = 4.16). They also found faculty advisors to be helpful or very helpful for several measures of advising. 81.4% of respondents rated faculty as helpful or very helpful in “Defining my academic goals.” 88.3% found faculty to be helpful or very helpful in “Program planning” and 86% in scheduling classes. The lowest response was in “career exploration” where only 53.5% of alumni respondents rated faculty as helpful or very helpful.

Internship results indicate that 67.4% of alumni respondents believe internships should be required while 32% of respondents believe internships should only be strongly recommended or encouraged. There was no difference in these finding based on whether they had completed an internship.

76.7% of responding alumni reported being fully employed in marketing (includes those owning their own business). An additional 16.3% of alumni respondents were fully employed in an occupation not related to marketing. 7.0% of alumni respondents reported as currently unemployed.

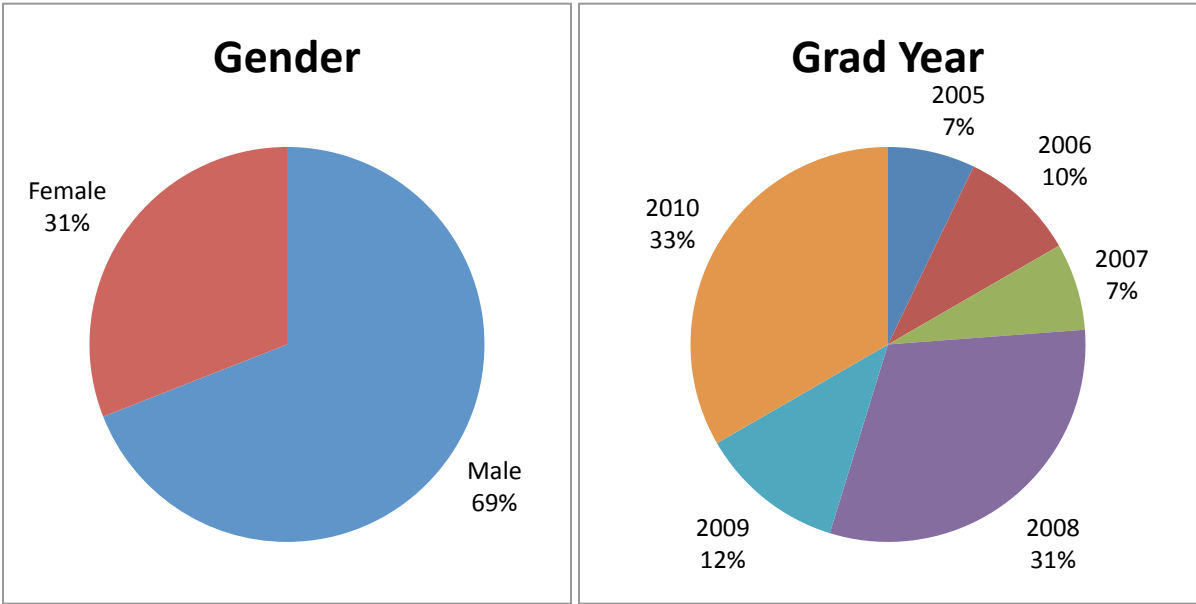
84% of alumni respondents reported their Ferris marketing education was related to their employment since graduation.

**Method**

Alumni perceptions were gathered using an internet based survey. 259 Alumni were emailed using addresses received from the alumni office. Of these, 80 students were marketing majors not including students with a marketing/PGM or marketing PTM alumni. Responses were received from 47 of the marketing alumni for a response rate of 58.8%.

**Sample Demographics**

Marketing alumni responding to the survey were predominantly male (69%) and represented graduates of each of the past 6 years.



**Results**

The results of the survey are presented with the survey question statement followed by the analyzed data from the respondents.

## Measures of Satisfaction

Students were asked to respond using a scale 1-5 (1= very dissatisfied, 5=very satisfied)

### How satisfied were you with...

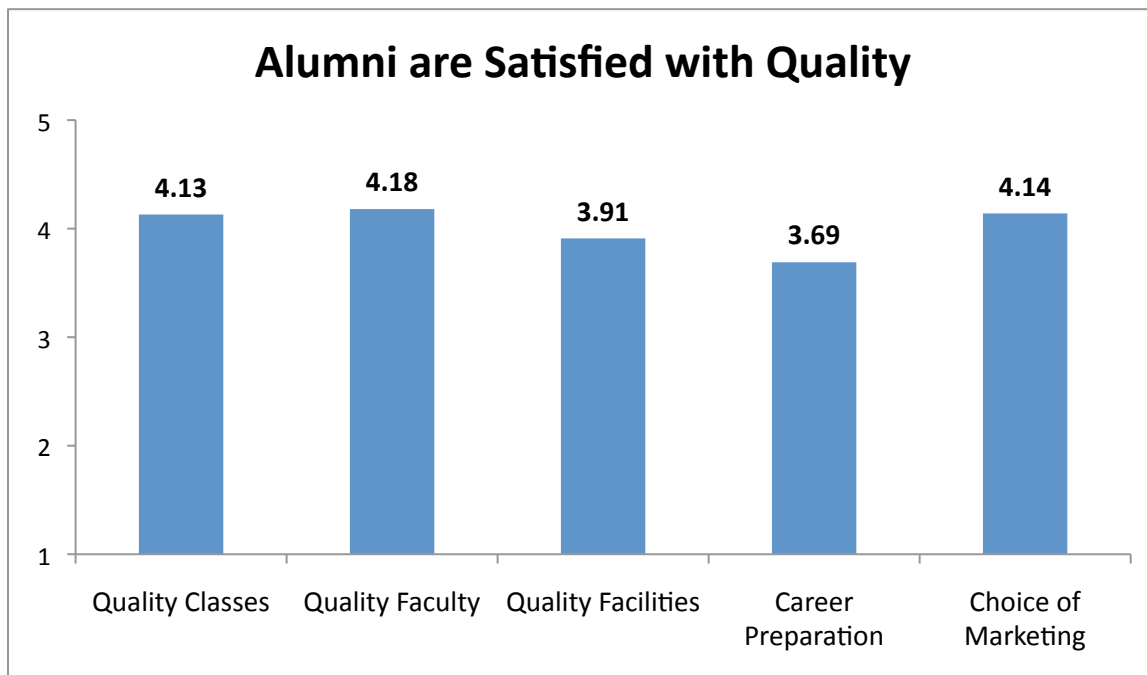
the overall quality of the marketing classes at FSU?

the quality of the marketing professors at FSU?

the quality of the marketing classroom facilities?

how well the FSU marketing classes prepared you for your current career?

your decision to take marketing classes at FSU?



How satisfied were you with...	N	Mean	Std. Dev.
the overall quality of the marketing classes at FSU?	45	4.13	0.786
the quality of the marketing professors at FSU?	45	4.18	0.747
the quality of the marketing classroom facilities?	45	3.91	0.900
how well the FSU marketing classes prepared you for your current career?	42	3.69	1.047
your decision to take marketing classes at FSU?	43	4.14	0.804

## Measures of Agreement

Students were asked to respond using a scale 1-5 (1= strongly disagree, 5=strongly agree)

### Please check your level of agreement with the following statements.

The quality of my Marketing education from FSU compares favorably to my co-workers' education from other universities.

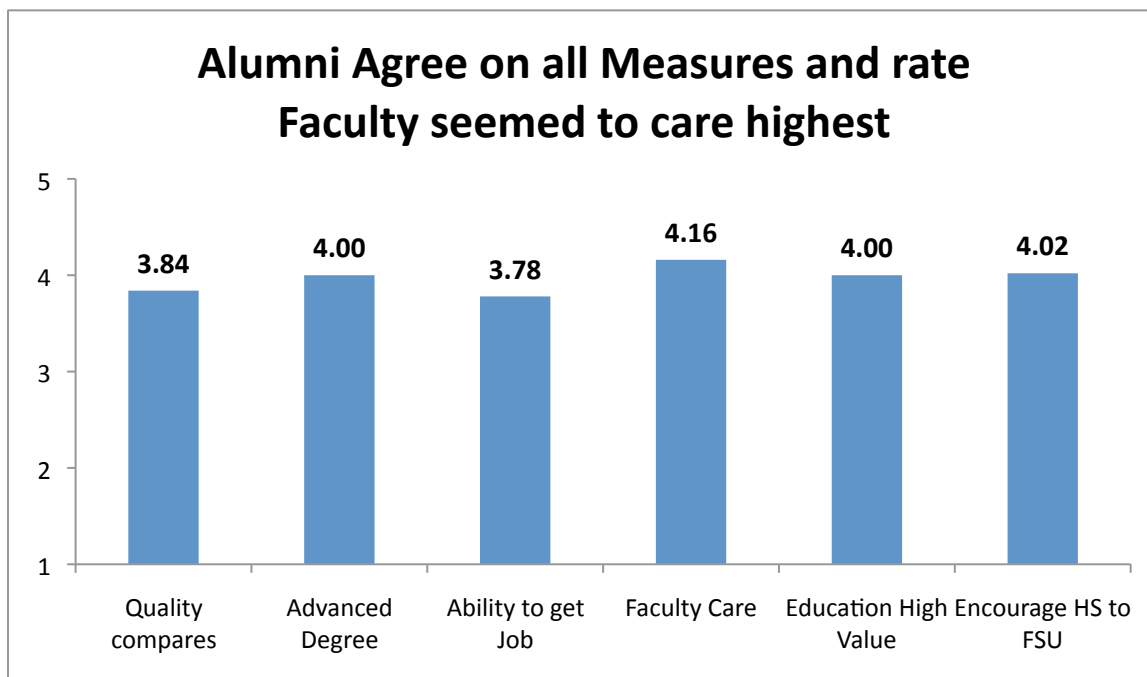
The FSU Marketing classes I took prepared me to pursue an advanced degree if I had wanted to.

The FSU Marketing education enhanced my ability to get or keep a job.

The FSU Marketing faculty really seemed to care.

I would rate the overall value of my FSU Marketing education quite high.

I would encourage interested high school students to major in Marketing at FSU.



Level of Agreement	N	Mean	Std. Dev.
The quality of my Marketing education from FSU compares favorably to my co-workers' education from other universities.	38	3.84	1.027
The FSU Marketing classes I took prepared me to pursue an advanced degree if I had wanted to.	41	4.00	0.837
The FSU Marketing education enhanced my ability to get or keep a job.	41	3.78	1.107
The FSU Marketing faculty really seemed to care.	43	4.16	0.949
I would rate the overall value of my FSU Marketing education quite high.	43	4.00	0.926

I would encourage interested high school students to major in Marketing at FSU.	43	4.02	0.988
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### Advising Perceptions

Students were asked to rate the marketing faculty using the following scale 1-3 (1=Not Helpful, 2=Helpful, and 3=Very Helpful)

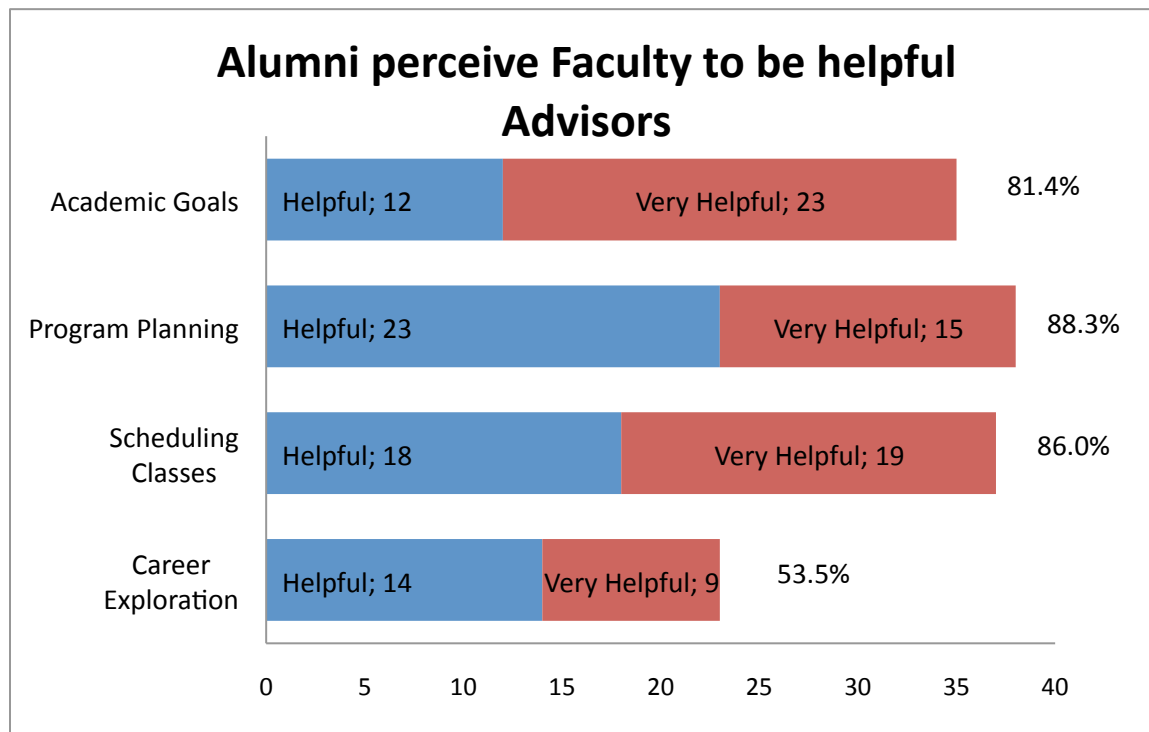
#### How helpful were the Marketing faculty for each of the following aspects of Advising?

Defining my academic goals

Program Planning

Scheduling classes

Career Exploration



Advising Count (%)	N	Not Helpful	Helpful	Very Helpful	% Helpful/Very helpful
Defining my academic goals	43	8 (18.6%)	23 (53.5%)	12 (27.9%)	81.4%

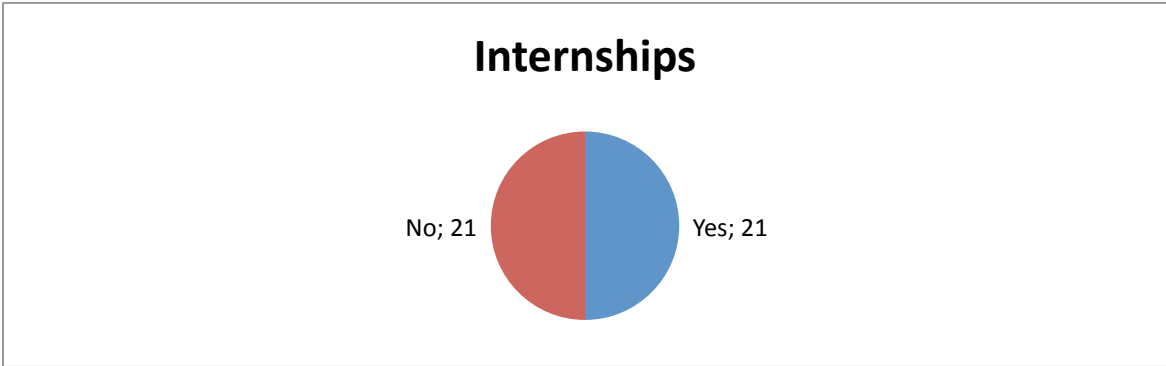


Program planning	43	5 (11.6%)	23 (53.5%)	15 (34.9%)	88.3%
Scheduling classes	43	6 (14.0%)	18 (41.9%)	19 (44.2%)	86.0%
Career exploration	43	20 (46.5%)	14 (32.6%)	9 (20.9%)	53.5%

**Internships**

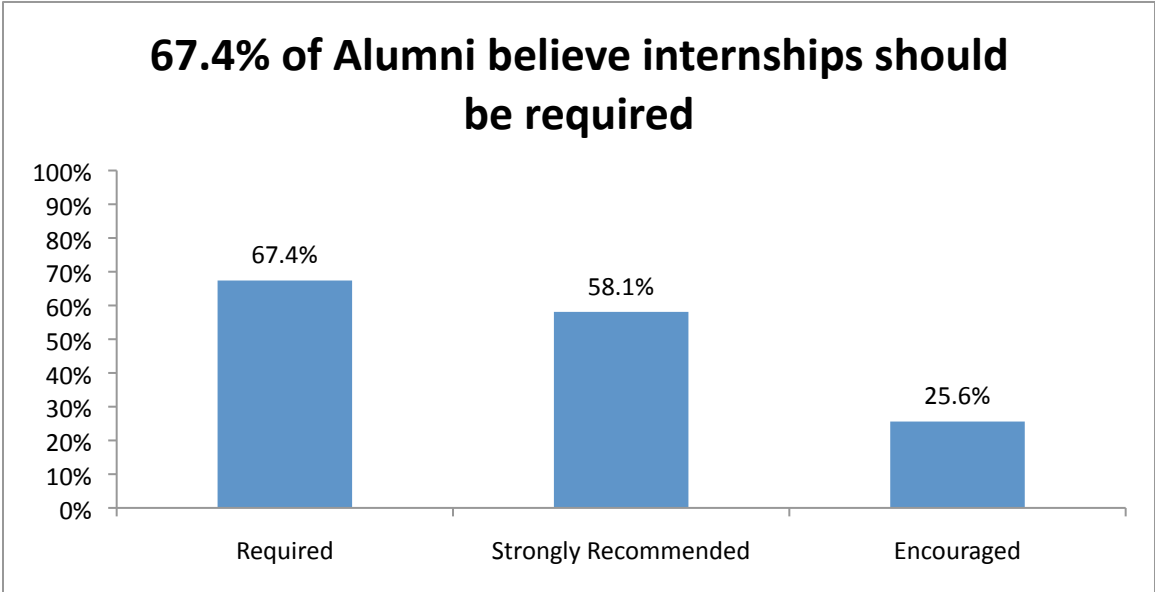
Alumni were asked whether internships should be required, strongly recommended, encouraged, and/or discouraged in the marketing program. Alumni were also asked to provide additional comments on internships.

**Did you have a Marketing internship while at Ferris State?**



**Internships in Marketing should be... (check all that apply)**

- Required
- Strongly recommended
- Encouraged
- Discouraged
- Solely the responsibility of the student



Internships	N	Count	%	Highest Response
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Required	43	29	67.4%	29 (67.4%)
Strongly recommended	43	25	58.1%	12 (27.9%)
Encouraged	43	11	25.6%	2 (4.7%)

### **Do you have any additional comments on Internships?**

They should all be paid.

Offer more internship opportunities and educate the students on the possible use of a Marketing focused degree, e.g. research, marketing, or e-commerce. Also, a better use of Alumni connections (such sponsoring formal socials or a better use of the annual homecoming event).

I would have liked more help finding an internship--career services was not much help in this department. Also, "marketing" internships should be a wide variety of choices, not selling knives or siding door-to-door.

Nothing in the classroom can really prepare you for what happens in the field... internships help bridge that gap.

More opportunities for students. I had to find my own.

I did two internships with the PGM and realized it wasn't what I wanted. Internships are critical for both resume building and getting a taste of what different careers can offer.

Working within the University or BR for students that take summer classes or build relations with some in GR. I couldn't commit to internship because of classes and work during the summer and it set me back the first year after school. I wish I would have been pressured more and more ops for an internship brought to me. It is the students responsibility but having the info everywhere and pressured helps the student realize the importance.

Education means nothing without multiple work experiences.

I took 3 internships while at Ferris and I strongly agree this has set me apart from many other candidates!

I think the department should be more heavily involved in helping students obtain internships rather than just directing them to an online list. Possibly similar to Hospitality's program- although I believe those are required.

Highly recommended. Huge advantage especially if you want a full time job with that company.

I think in order to graduate with a marketing degree a student should have at least one mandatory internship. I personally did not have one and I believe that it would've helped.

## Employment Status

### What is your employment status?

Fully employed in an occupation related to marketing

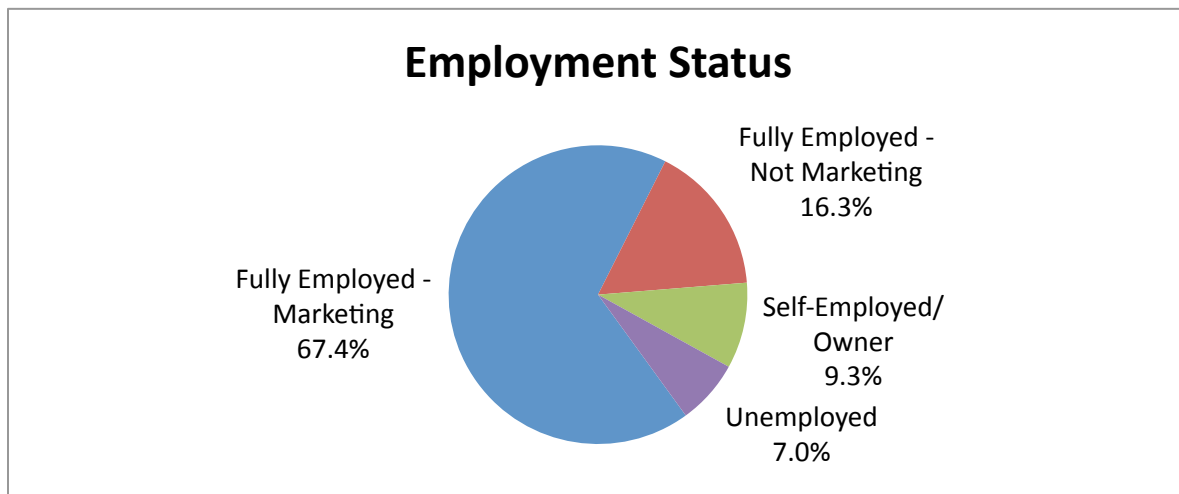
Fully employed in an occupation NOT related to marketing

Self-employed/owner

Voluntarily unemployed

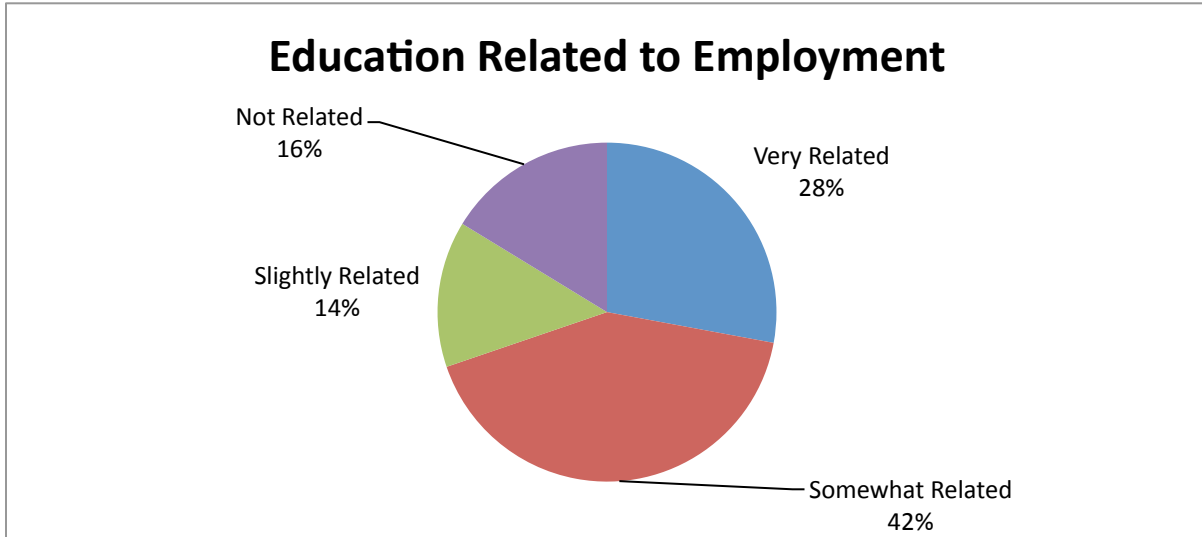
Unemployed

Other (please specify)



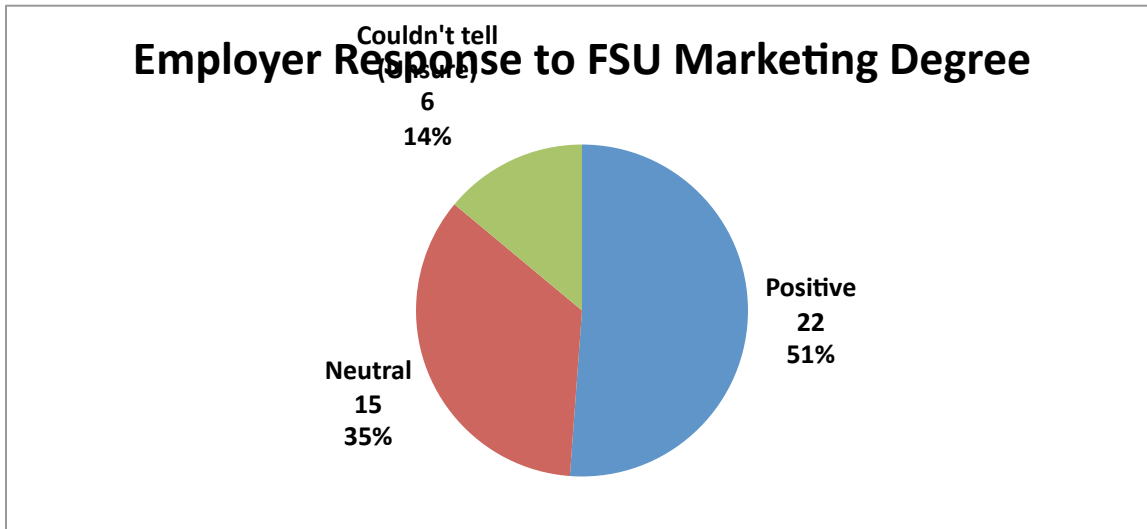
Employment	N	Frequency	%
Fully Employed – Marketing	43	29	67.4%
Fully Employed – Not Marketing	43	7	16.3%
Self Employed/Owner	43	4	9.3%
Unemployed	43	3	7.0%

**How related was your Marketing education to your employment since graduation?**

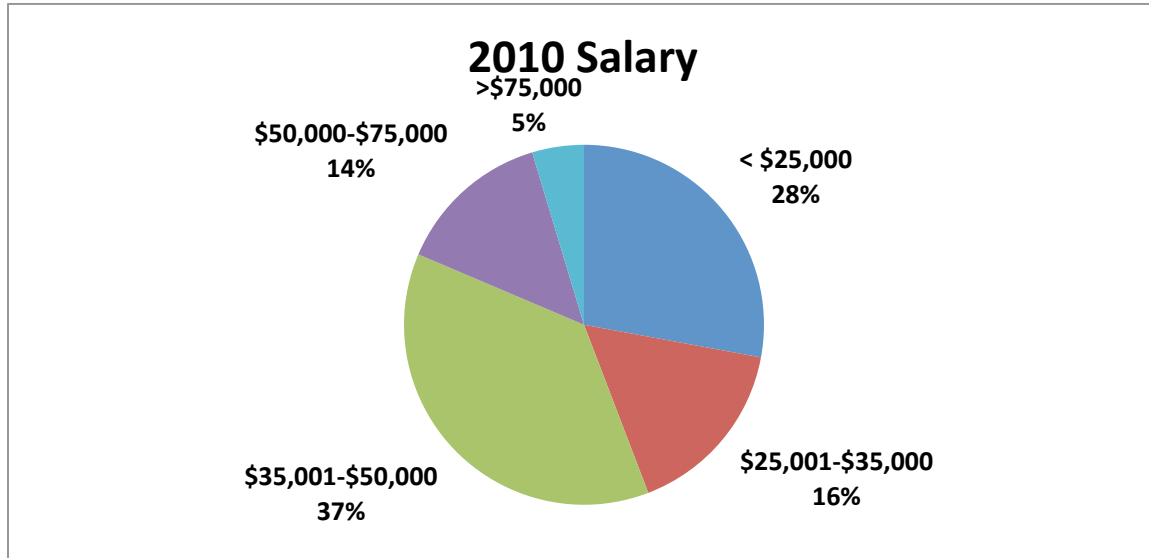


Education related to Employment	Freq.	%
Very Related	12	27.9%
Somewhat Related	18	41.9%
Slightly Related	6	14.0%
Not Related	7	16.3%

**How have prospective employers responded to your FSU Marketing degree?**



### What was your salary in 2010?



2010 Salary	N	Freq.	%
< \$25,000	43	12	27.9%
\$25,001-\$35,000	43	7	16.3%
\$35,001-\$50,000	43	16	37.2%
\$50,001-\$75,000	43	6	14.0%
> \$75000	43	2	4.7%

### What was your starting Salary?

This was an open-ended question. Thirty alumni responded with a range of \$18,000 - \$60,000. The average of all salaries reported was \$32,712. The median response was \$32,000 and the mode response was \$35,000.

## **Are there any additional comments that you would like to make to the Marketing Department?**

The best a college student can do is seek as much knowledge and advice from the professionals teaching the program. Also, students should understand there is always a steep learning curve initially entering the work force.

Teach how to negotiate a salary

Students have to realize that employers expect a lot from them. Everybody has a 4 year degree in business which means students need more (2 employers minimum) work experience through internships. However, I also firmly believe that marketing majors need to have a working knowledge of adobe suite products and should also know how to write basic html code. There should be a required course in digital advertising which displays how to use everyday marketing tools (PPC Campaigns, Branded Email, etc). Trust me, this is what employers want.

Laura Dix and Susan Jones really helped me in earning my degree. Professor Dix really made a commitment to make sure everything i needed to do was done. She certainly is a key player in our organization and i hope you have her for many years to come.

Keep up the good work, i am proud of my education and have advanced faster than those of my peers with MI or MI St. educations. The hands-on team aspect is something that should be constant. Doing real world problems and case studies helped me greatly. Sales jobs are usually what many people will first go into, its tuff but gets you experience, I would put more time in Sales within the Marketing degree.

I enjoyed the experience, staff, and facilities. Laura Dix was great to me as a teacher and advisor.

Having the college of business being accredited has helped but that should be communicated more openly.

A personal finance class to be offered which would also discuss 401Ks, Roth 401Ks, etc. to help prepare graduates for the real world.

## Employer Follow-up Survey

Employer results were obtained using a survey of intern employers. In general, Employers are extremely happy with our students. Employers were asked to rate the employees using a 1-5 scale (1=Poor, 2=Unsatisfactory, 3=Fair, 4=Satisfactory, 5=Exceptional). The results of the survey are included in this section by category.

### A. Ability to Learn N Mean Std.Dev.

Asks pertinent and purposeful questions	50	4.62	0.567
Seeks out and utilizes appropriate resources	50	4.50	0.580
Accepts responsibility for mistakes and learns from experiences	50	4.72	0.536

### B. Reading/Writing/Computation Skills N Mean Std.Dev.

Reads/comprehends/follows written materials	50	4.62	0.530
Communicates ideas and concepts clearly in writing	49	4.63	0.602
Works with mathematical procedures appropriate to the job	47	4.55	0.544

### C. Listening & Oral Communication Skills N Mean Std.Dev.

Listens to others in an active and attentive manner	50	4.70	0.614
Effectively participates in meetings or group settings	50	4.64	0.598
Demonstrates effective verbal communication skills	50	4.58	0.702

### D. Creative Thinking & Problem Solving Skills N Mean Std.Dev.

Breaks down complex tasks/problems into manageable pieces	50	4.52	0.677
Brainstorms/develops options and ideas	50	4.54	0.676
Demonstrates an analytical capacity	50	4.58	0.575

### E. Professional & Career Development Skills N Mean Std.Dev.

Exhibits self-motivated approach to work	50	4.70	0.580
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Demonstrates ability to set appropriate priorities/goals	50	4.54	0.676
Exhibits professional behavior and attitude	50	4.62	0.635

F. Interpersonal & Teamwork Skills N Mean Std.Dev.

Manages and resolves conflict in an effective manner	50	4.64	0.631
Supports and contributes to a team atmosphere	50	4.80	0.495
Demonstrates assertive but appropriate behavior	50	4.64	0.631

G. Organizational Effectiveness Skills N Mean Std.Dev.

Seeks to understand and support the organization's mission/goals	49	4.69	0.548
Fits in with the norms and expectations of the organization	50	4.72	0.536
Works within appropriate authority and decision-making channels	50	4.74	0.565

H. Basic Work Habits N Mean Std.Dev.

Reports to work as scheduled and on-time	50	4.80	0.452
Exhibits a positive and constructive attitude	50	4.82	0.438
Dress and appearance are appropriate for this organization	50	4.80	0.495

I. Character Attributes N Mean Std.Dev.

Brings a sense of values and integrity to the job	50	4.80	0.452
Behaves in an ethical manner	50	4.84	0.422
Respects the diversity (religious/cultural/ethnic)of co-workers	50	4.82	0.482



## Graduating Student Exit Survey

The College of Business at Ferris State University participates in the EBI Educational Benchmarking Study. All graduating students are requested to complete the survey when they clear for graduation in the College of Business Dean's office. The EBI confidentiality policy does not permit reporting of specific quantitative results, but does allow generalized descriptions of the institution's own data.

The marketing program faculty use the results of the EBI benchmark survey to drive program improvement. The results are presented here in a format permissible by the EBI confidentiality agreement. Each factor is identified and a percentage increase/decrease is reported from the baseline measurement taken in 2005, the last year of academic program review. The data collected are measured on a 7 point likert scale. All measures were above the neutral measure of 4 (out of 7) in the baseline year of 2005 with the exception of Factor 10 *Placement and Career Services*.

There has been significant improvement in the results of the graduating student exit survey over the past five years. All 16 factor measures have noticeable improvement and all factors are measuring above neutral on the satisfaction scale. Each factor is identified below with the percentage increase from the 2005 baseline year.

	<b>Improvement</b>
Factor 1: Required Courses: Quality of Faculty Instruction	8.0%
Factor 2: Required Courses: Faculty Responsiveness, Grades, and Student Effort	7.7%
Factor 3: Major Courses: Quality of Faculty and Instruction	7.4%
Factor 4: Major Courses: Faculty Responsiveness, Grades, and Student Effort	2.4%
Factor 5: Breadth of Curriculum	13.2%
Factor 6: Size of Enrollments for Required and Major Courses	6.4%
Factor 7: Student Organizations and Extracurricular Activities	14.9%
Factor 8: Facilities and Computing Resources	22.1%
Factor 9: Characteristics of Fellow Classmates	9.4%
Factor 10: Placement and Career Services	31.3%
Factor 11: Advisor	19.3%
Factor 12: Learning Outcomes: Effective Communication and Teamwork	0.6%
Factor 13: Learning Outcomes: Use and Manage Technology	3.3%

Factor 14: Learning Outcomes: Effective Management and Leadership Skills	12.8%
Factor 15: Learning Outcomes: Critical Thinking and Problem Solving	9.4%
Factor 16: Overall Program Effectiveness	12.9%

## **Student Program Evaluation**

Overall, the marketing program majors are satisfied with their program and 89% of marketing students would recommend the program to others. 68% of students agree that the marketing program is a good value for their money, while 9% disagree and 22% remain neutral.

Students were asked their satisfaction levels with various aspects of the program. Students were also asked about internships and their perception of program value. Additionally, student perceptions were measured to determine their level of preparedness for the skills necessary for a marketing career. The final section of the survey asked for their opinions related to what they liked most and what they would most like to see changed regarding the marketing program.

### **Summary Findings**

Students are highly satisfied with the quality of instruction (mean= 3.97/5.00 scale), faculty advising (mean= 4.03), and faculty to student ratio (mean=3.93). There is also a high level of satisfaction with their internship experience (mean=3.66), American Marketing Association RSO (mean=3.6), and availability of computers in labs (mean=3.53). Students were not satisfied with the job fair (mean=2.69).

Regarding internships, 77% of marketing students agree internships should be required, 7% do not think internships should be required and 16% of students reported neutral. An open ended question regarding internships revealed that students would like more help finding internships and more information about internships early in the education process.

Students generally perceive that classes are preparing them for their future. 85.8% of respondents feel prepared or very prepared for necessary communication skills. 81.1% of respondents feel prepared or very prepared for a career in marketing. 76.4% of respondents feel they are prepared or very prepared with problem solving skills. The least prepared area reported by students was global knowledge where 59.8% of respondents reported feeling prepared or very prepared.

When asked what students like most about their program, great faculty was most often cited followed by class sizes and interactive classes. Students also like the choices of different concentrations, opportunities provided by Ferris and the job opportunities that arise after graduation.

Students also offered suggestions on what they would like to change. Most comments centered on classes (i.e. more hands-on projects/learning and more class schedule options). Others identified faculty issues (i.e. faculty improvement/enrichment, teachers willing to see you succeed & enthusiasm). The complete results are included here.

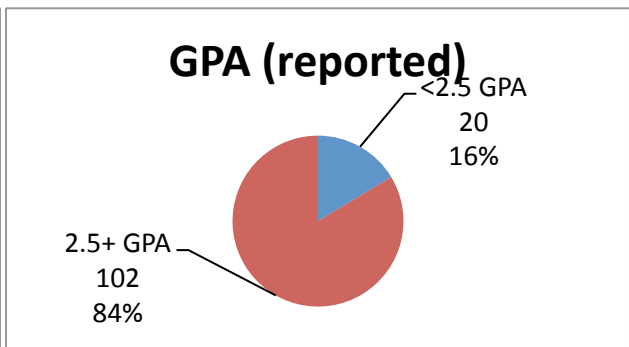
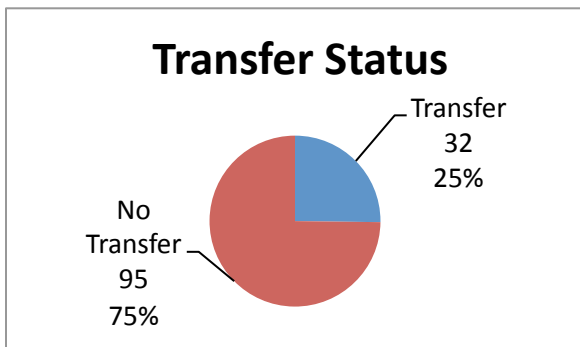
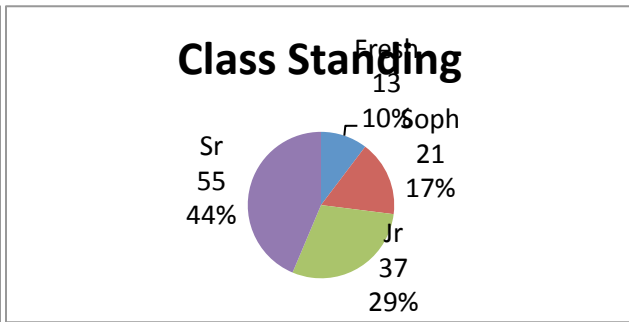
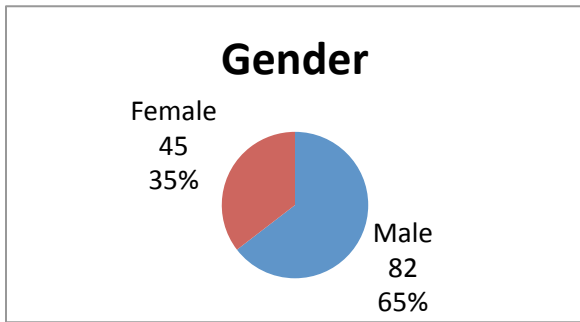
### **Method**

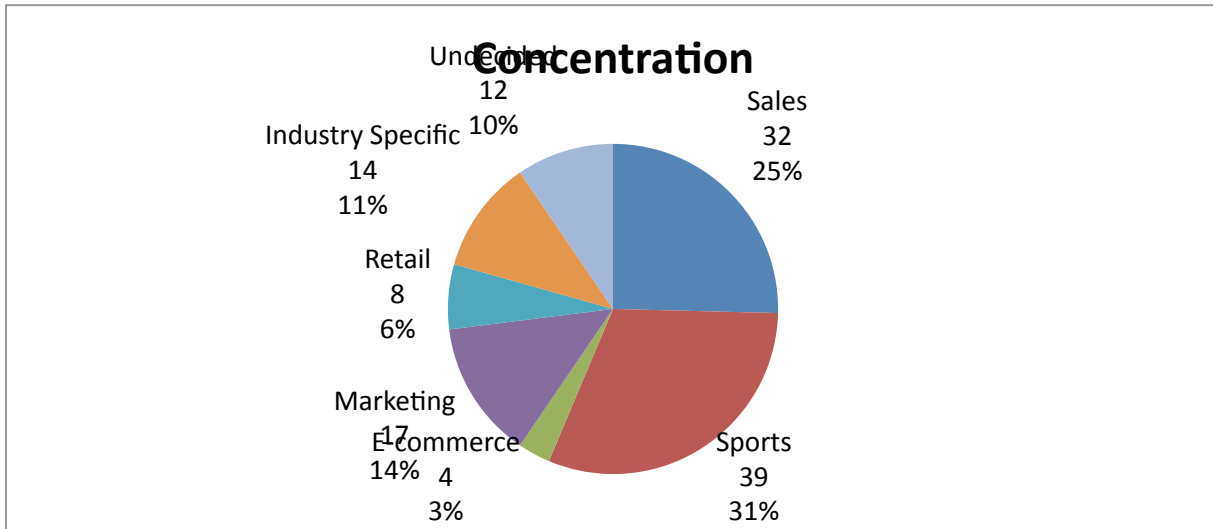
Marketing program students were surveyed during the 2011 Spring semester as a client based project for MKTG 425 – Marketing Research. Of the 136 identified marketing program majors, 127 students

completed the written survey instrument for a response rate of 93.5%. The survey was administered during regular sections of multiple business classes.

**Sample Demographics:**

- 65% of respondents are male
- 44% of respondents are Seniors, 29% Juniors, 17% Sophomores and 10% Freshman
- 75% of majors did not transfer credits into Ferris State University
- 84% of respondents reported their GPA to be 2.5 or higher
- Students marketing concentration choice is varied. 31% of students are in Sports Marketing (new concentration added 2010), 25% are in the Sales concentration, 14% marketing concentration, 11% industry specific (customized) concentration, 7% retailing, 3% e-commerce, and 9% have not selected a concentration.



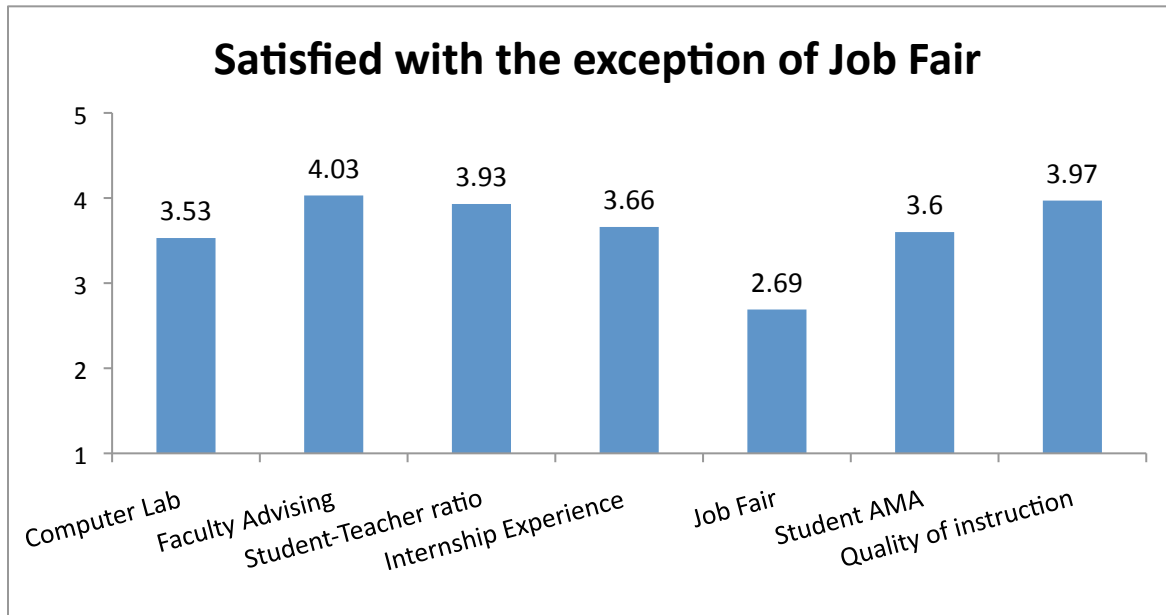


**Survey Results:**

Each of the survey questions are stated followed by the relevant data analyzed using SPSS

Please rate your satisfaction level: (Scale 1=Very Unsatisfied, 5=Very Satisfied)

Computer Lab – Availability of computers
Faculty Advising
Student-Teacher ratio in my program
Internship Experience (if applicable)
Job Fair (if applicable)
Student AMA club (if applicable)
Quality of instruction of marketing faculty

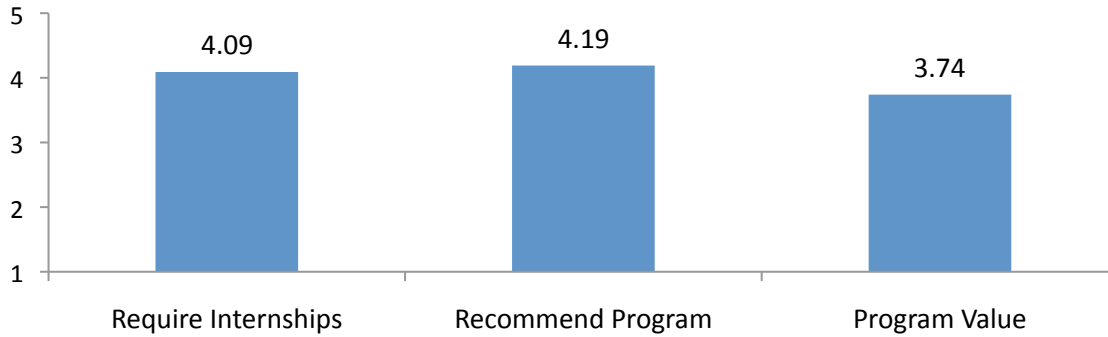


	N	Mean	St. Dev
Computer Lab – Availability of computers	127	3.53	0.862
Faculty Advising	127	4.03	0.908
Student-Teacher ratio in my program	127	3.93	0.747
Internship Experience (if applicable)	91	3.66	0.909
Job Fair (if applicable)	93	2.69	1.142
Student AMA club (if applicable)	96	3.60	0.888
Quality of instruction of marketing faculty	127	3.97	0.854

Do you agree or disagree?

Internships should be required in my program
I would recommend my program to others
My program classes are a good value for the money

## Students would require internships and recommend program to others

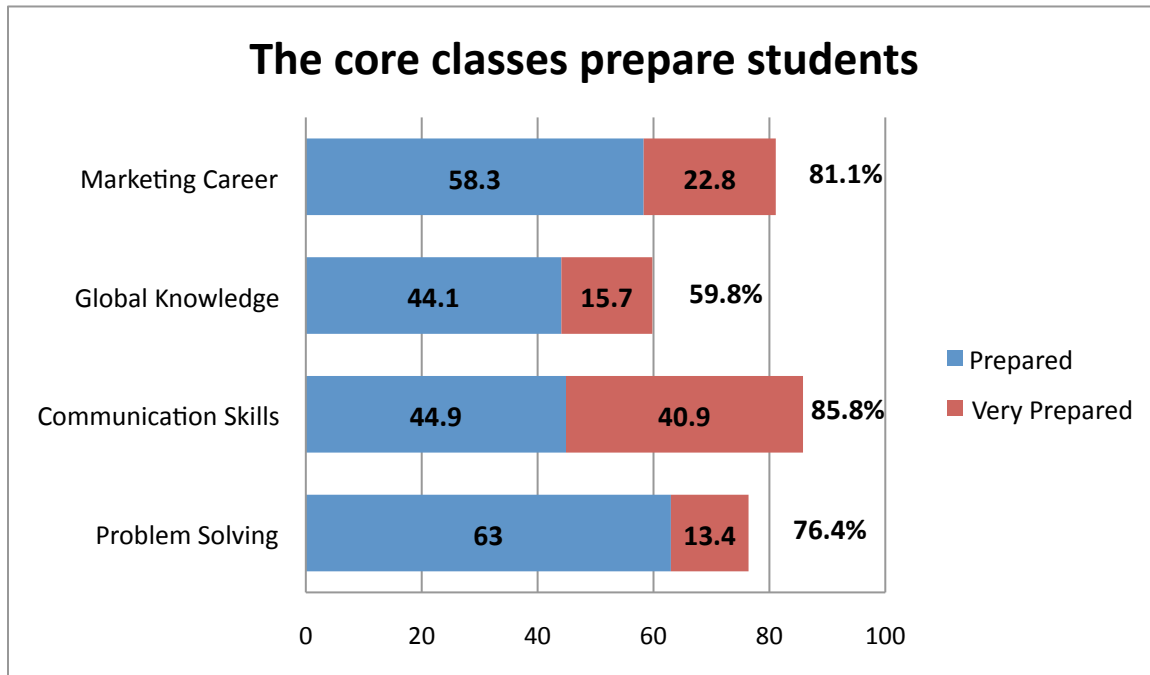


	N	Mean	St. Dev
Internships should be required in my program	127	4.09	0.935
I would recommend my program to others	127	4.19	0.663
My program classes are a good value for the money	127	3.74	0.910

How well do your core classes prepare you in these areas?

Problem Solving Skills
Communication Skills
Global Business Knowledge

A Career in Marketing



N (%)	Not Prepared	Somewhat Prepared	Prepared	Very Prepared
Problem Solving Skills	1 (.8%)	29 (22.8%)	80 (63.0%)	17 (13.4%)
Communication Skills	0 (0%)	18 (14.2%)	57 (44.9%)	52 (40.9%)
Global Business Knowledge	7 (5.5%)	44 (34.6%)	56 (44.1%)	20 (15.7%)
A Career in Marketing	0 (0%)	24 (18.9%)	74 (58.3%)	29 (22.8%)

What do you like most about the marketing program?

AMA-RSO's	
AMA	7
Courses and Majors	



Small class sizes and interactive classes	7
Hands-on activities	7
Different concentrations, certificates	6
Variety of classes offered	4
Marketing classes in concentration	4
Classes are good/fun	3
Short class length	2
Sports marketing	1
Diversified degree	1
Easy classes	1
It's what I want to do	1
Online availability	1
Really enjoy the advertising side best	1
Experience	
Internships	3
Depth of knowledge gained and diverse	1
Easy to major in while working	1
I enjoy interaction and actually talking in front of class like projects	1
Having the opportunity to work with different people	1
I like learning about business, products, and services	1
You learn something new everyday	1
Faculty	
Great faculty	24
Staff	3
Knowledge and experience of professors	5
Attention given by most professors, helpful	4
Enthusiasm of professors	1
Diversity in teachers careers	1
Opportunities, Career	
Opportunities that are provided by Ferris State	4
Job opportunities that arise after graduation	4
Prepares you for your career; helps develop communication skills	1
You can start it freshman year to gain knowledge about your course of study	1
Students	
Tight knit group of upper-classmen	1
Having the same people in all my classes	1

What would you most like to see changed regarding the marketing program?

AMA-RSO's	
More members join AMA	1
More student associations	1

More opportunities for non-AMA students	1
Classes	
More hands-on projects/learning	5
More class schedule options	4
Require less group work	2
More concentrations and certificates	2
Certificate in environmental marketing	1
More challenging coursework	1
Class in fashion merchandising	1
Classes in social media	1
Class in health care marketing	1
Concentration in health care marketing	1
Concentration in environmental marketing	1
More involvement with larger corporations	1
Enhance quality of the major/real world issues class	1
Less core classes, more marketing	1
Computers & COB	
Computers in College of Business	2
Furniture in COB	1
Faculty	
Faculty improvement/enrichment	5
Teachers willing to see you succeed & enthusiasm	3
Less textbook teaching, more projects/guest speakers	1
Instructors preparing us for business world	1
More variety of professors	1
More meetings with faculty advisors	1
No powerpoint lectures	1
Internships	
Internships-require	4
Internships-easier to find	1
Internships-more local	1
Job Fair, Career	
Job fair, more opportunities	3
More information on careers in marketing	1
Online	
Classes - more online	2
Program summer-completely online	2
Program	
More excitement of the program/interaction & more people in program	3
Focus on program from the university	2
<b>Students:</b> Student review after 2 yrs to determine eligibility in the	1

program (too easy to graduate)

## Faculty Perceptions

### Overview/conclusions:

Overall the COB faculty perceive the marketing program as a positive asset to Ferris State University and the College of Business.

93% faculty respondents are familiar with the marketing program.

All faculty respondents agree the marketing degree is a benefit to students.

All faculty respondents agree the curriculum is relevant.

93% of faculty respondents are familiar with the student chapter of the American Marketing Association (AMA).

88.8% faculty respondents agree internships should be required.

95% of faculty respondents agree the quality of the Ferris Marketing program is comparable to the quality in similar Marketing programs around the country.

90% of faculty respondents agree the facilities and equipment are adequate to meet instructional needs of the program.

70% of faculty respondents agree there is a sufficient number of tenure/tenure track faculty teaching in the marketing program to meet student program needs.

64.7% of faculty respondents agree the Marketing program receives adequate funding and resources.

Strengths of the program include Faculty, curriculum, and pedagogy.

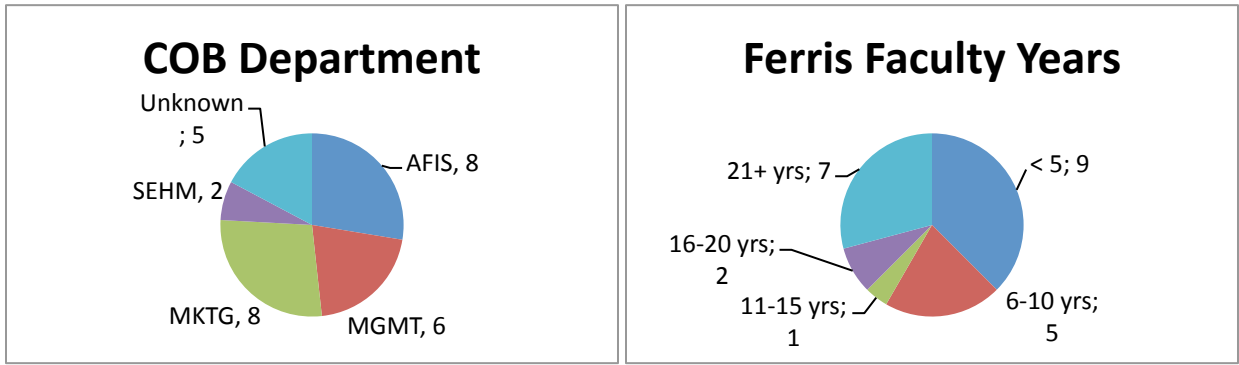
Suggestions for improvement include more internships and current technology and skills

**Method:** Faculty perceptions were gathered using a paper survey handed to all faculty members at the April 2011 regular College of Business meeting. Respondents were asked to complete and return the survey at the end of the meeting or later that day. Surveys were returned by 29 faculty members. The following analysis was performed using simple counts and percentages.

**Sample:** The demographic analysis indicates the convenience sample collected is a representative sample of faculty respondents. Faculty from each of the four departments responded. There was also diversity in their years of service.

Q4: Please specify the department where you are currently employed.

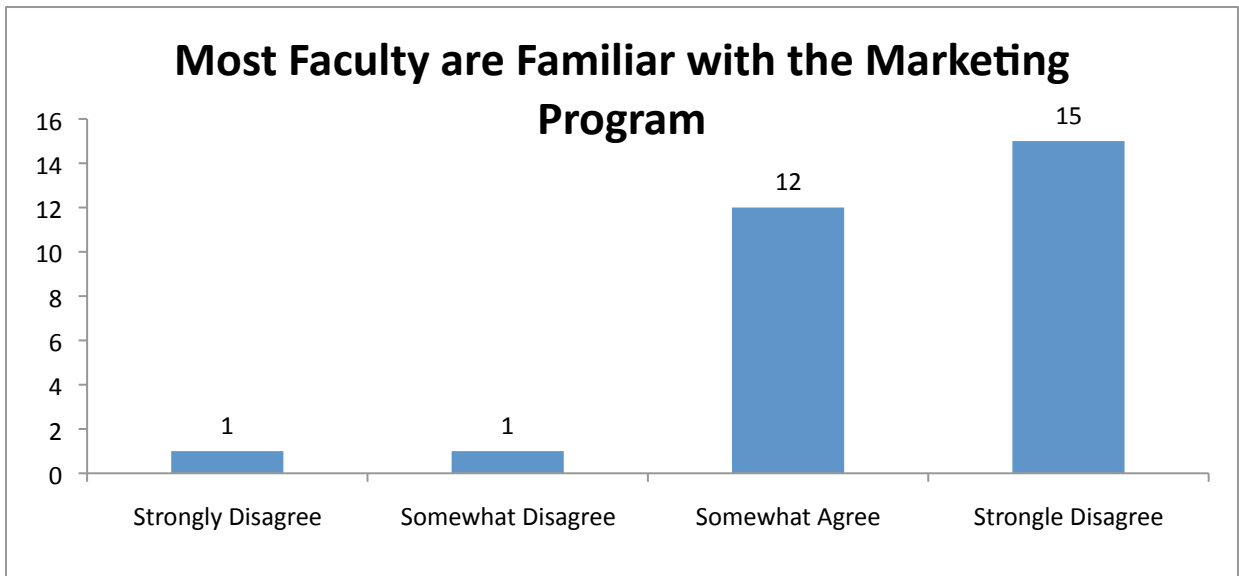
Q5: How long have you been employed at Ferris State University?



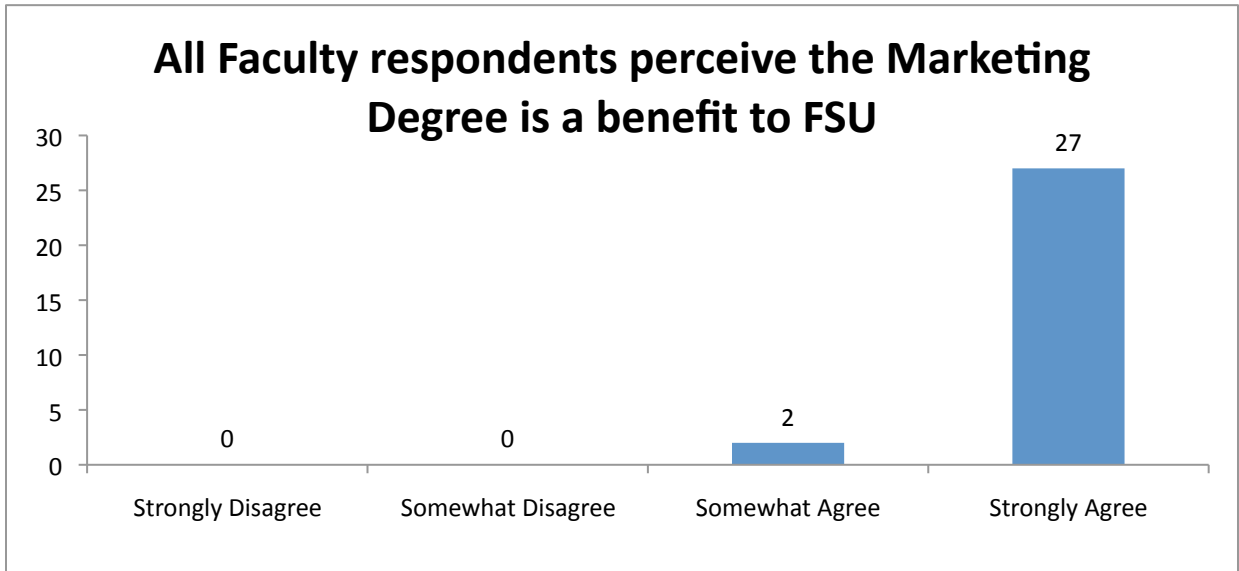
**Results:**

The faculty members of the College of Business were asked to rate their level of agreement with each of the following statements. Each question is stated with a graphic representation of the results.

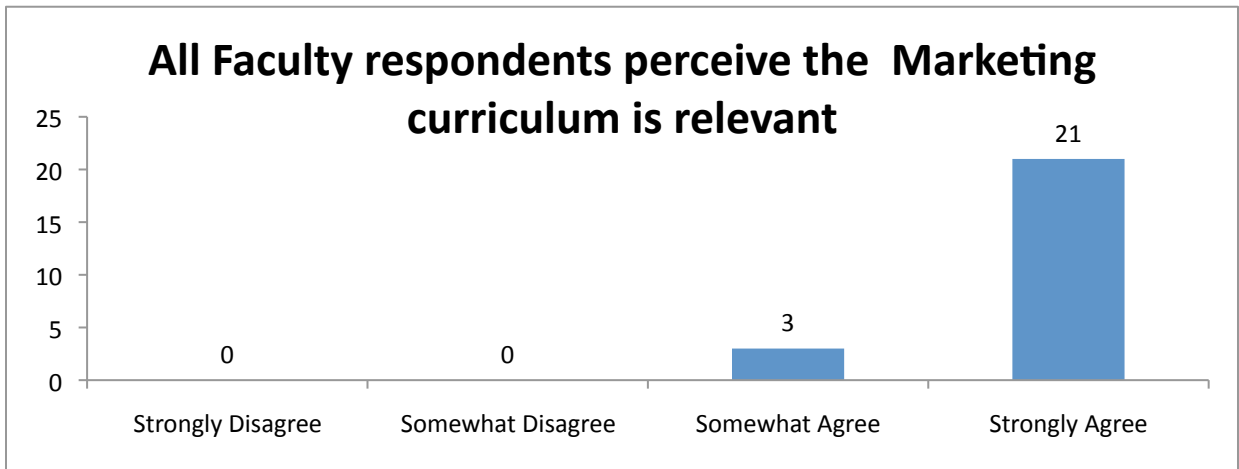
Q1a: I am familiar with the Marketing program



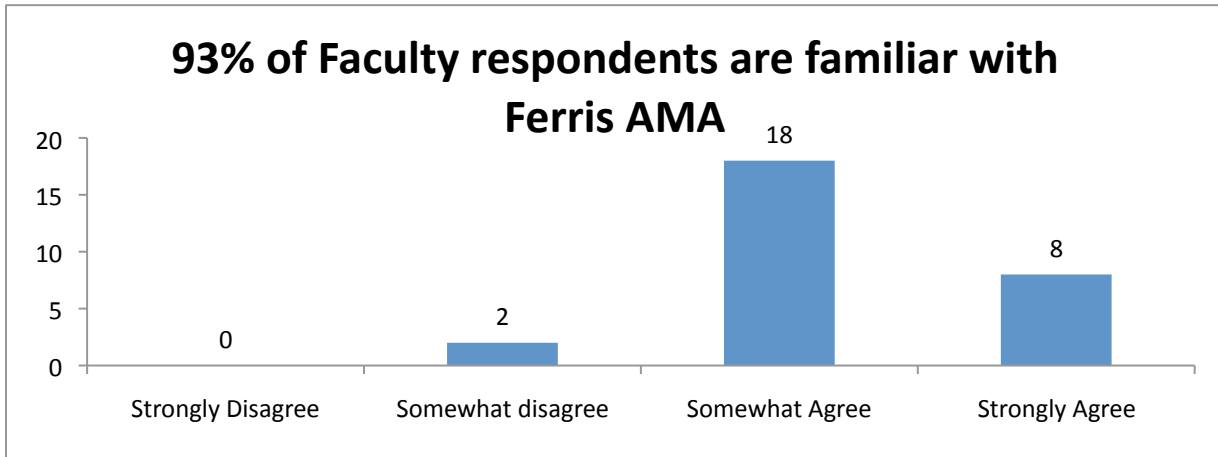
Q1b: I feel the Marketing Degree is of benefit to students in FSU's College of Business.



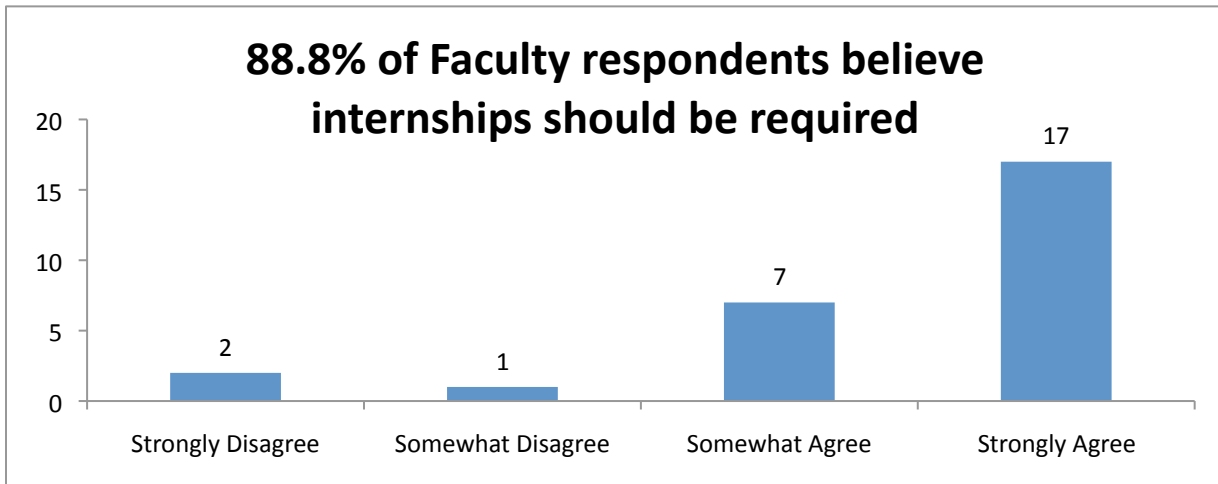
Q1c: The Marketing program’s curriculum includes courses relevant to current business practices.



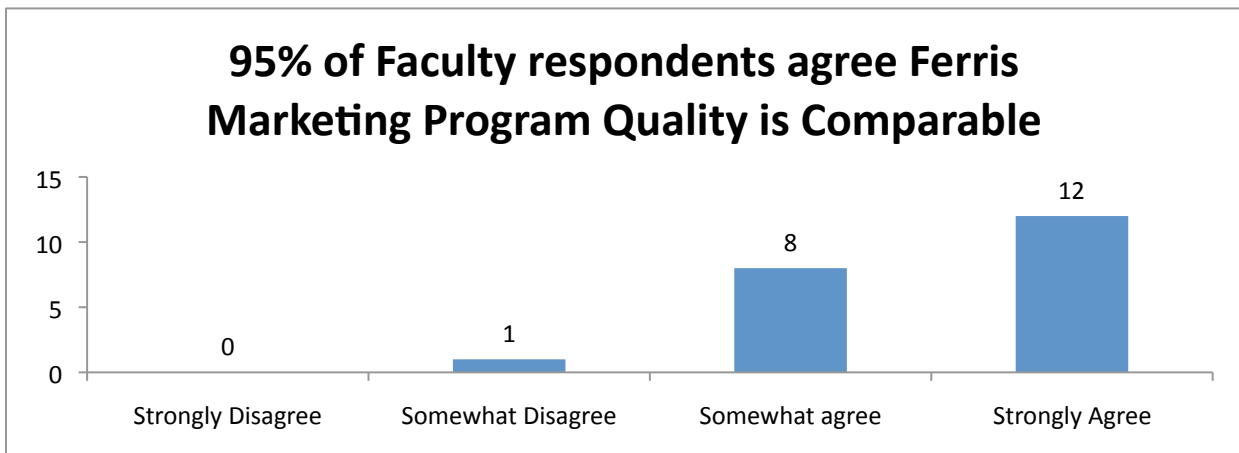
Q1d: I am familiar with the student chapter of the American Marketing Association.



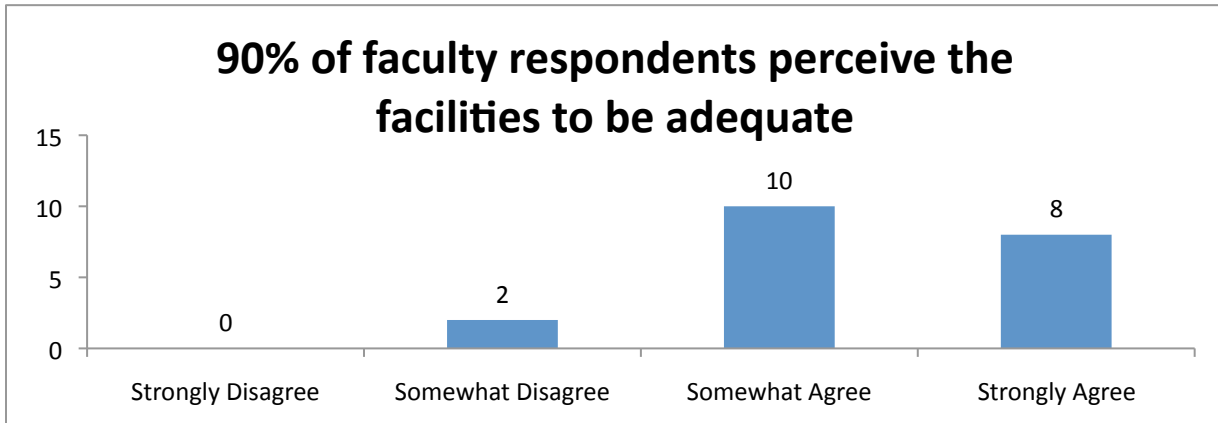
Q1e: Students enrolled in the Marketing program should be required to complete an internship.



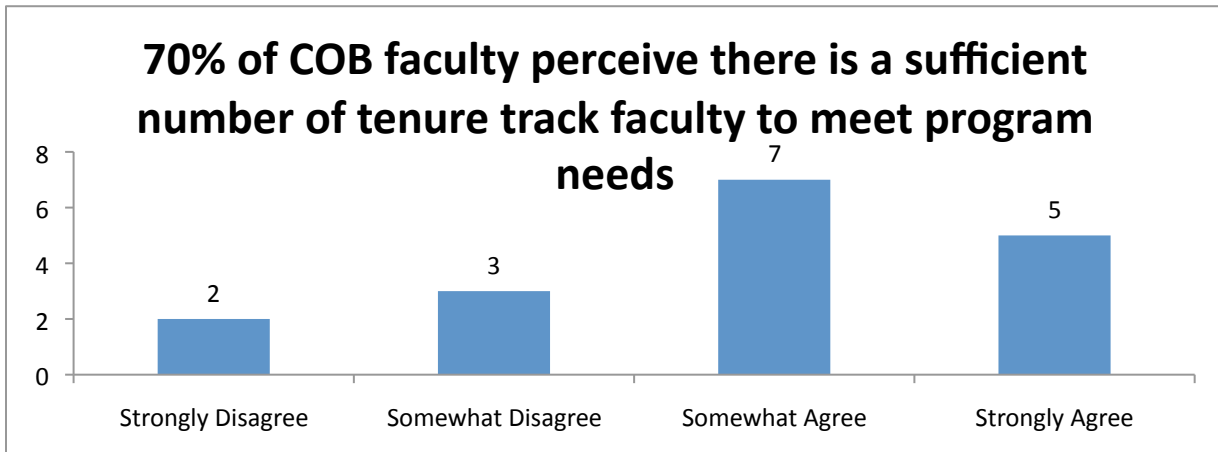
Q1f: The quality of FSU's Marketing program is comparable to the quality found in similar Marketing programs across the country.



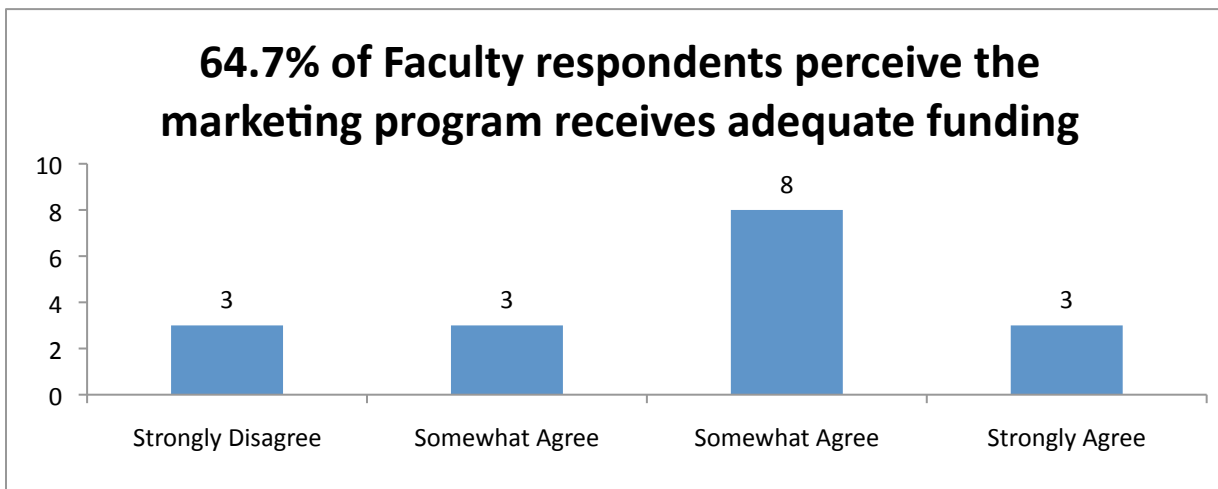
Q1g: The facilities and equipment are adequate to meet the instructional needs of the marketing program.



Q1h: Currently, there is a sufficient number of tenure track faculty teaching within the marketing program to meet student program needs.



Q1i: The marketing program receives adequate funding and resources.



Q2: What do you think are the strengths of the Bachelor degree in marketing?



The faculty – they are current, aligned with industry and are dedicated  
Cohesive group of faculty, who appear to be working towards the same goals  
My experience with the marketing faculty is they have strong feeling of making sure students will be successful.

The program is defined by a specific area the student is interested in. Marketing is a major that is in demand and can be used in many fields of employment.

Committed faculty, innovative programs/majors

Faculty, relevance of program

Faculty, Prof. Dix, Sport marketing

Faculty

Its faculty

Strong new professors and curriculum. Great AMA chapter

As I understand, the classes reflect the latest technology

Business core required

Up to 45 credits in marketing specific classes. Strong faculty. Clay pushing them in strategy & international. Many good student comments.

The program incorporates principles/theory to practice. The department offers multiple opportunities for students to get actively involved in organizations. This enhances the student's overall academic experience.

The practical hands-on approach

Practical application of today's business requirements. Students can "start tomorrow" at a new job and be successful

Small class size which allow talented professor the opportunity to conduct in-depth dialog and frequent assessment

Those involved in the AMA RSO. The faculty is also very supportive

Q3: What suggestion(s) do you have to improve the current Bachelor degree in Marketing?

Make sure you continue to be current with new trends

Increase access to databases protected by paid subscriptions. We need to teach at higher level which requires some resources available at other institutions of higher learning

I believe students could use more computer skill like database and spreadsheet skills

Integrate business speakers into the curriculum

Better marketing to high school students and transfer students

Required internship

Required internships to give students hands on experience and build their resumes. Writing skills and decision making skills

More internships

Internship

Keep encouraging internships and encourage students to be proactive in finding their own as practice for job search.

Pay more

More full time tenure track professors. More promotion of specialty programs

Q6: Please use this space for any additional comments you would like to make.

Good Program!

Continue to add areas such as sports marketing and more internships for all areas

Great program and faculty

The marketing team is wonderfully collaborative and works well together. Mike Cooper is the best.

Best/strongest group of faculty in perhaps 50 years. Awesome dept. head. Awesome L. Dix with AMA & advising

Laura Dix does a fantastic job w/the program

## **Advisory Committee Perceptions**

The marketing advisory board is scheduled to meet once per year. The most recent meeting occurred April 2010. At this meeting recent program information was shared with advisors and their perceptions were gathered in several areas related to the marketing program. Overall, there was consensus that the current marketing program check sheet was suitable. Some of the new initiatives were discussed and suggestions have been noted below.

## **Advisory Board Members**

Lynn L. Colby, Financial Advisor, Morgan Stanley Smith Barney

Jon Coles, Associate Athletic Director, Ferris State University Athletics

Blair Entenmann, Principal, Marketing Help and Ferris Marketing Alumnus

Thomas J. Hogenson, Director, Community Relations & Foundation, Mecosta County Medical Center

Tom Kirinovic, Athletic Director, Ferris State University Athletics

Debra K. Walsh, Marketing Consultant, Retired Amway Global Corporation

## **Curriculum**

Transition to Employment Seminar/class: What should this include?

Communication – role playing of effective communication

Business communication

Managing meetings and teams

Negotiations

Online screening for employment

Telephone interviews

How to address conflict with clients and employees

Marketing Major and Internships: Why do employers want them?

Practical application of knowledge

Valuable learning experience and resume value

Transition from classroom to work (talk and dress differently, work on Friday and Saturday)

At Amway 30% of interns leave with a job offer

“Try before you buy them”

## **Advice/Concerns from Advisory Board Members:**

Recent grads do not think on their feet

Students need to understand relationship marketing, ask for referrals, networking

Students should attend networking events in Grand Rapids (e.g. Chamber of Commerce meetings and activities)

## Section 3 – Program Profile

### Profile of Students

#### Student Demographic Profile

The demographic profile of marketing majors is shown in the following tables. The data show that consistently more men (65%) than women (35%) are enrolled in the marketing program. The racial and ethnic diversity of the program students is consistent with the University enrollment with the marketing program (18%) reporting slightly more diversity than the University (15.2%). The program students are of traditional college age (mean age=21.8). Nearly all marketing majors (94%) enroll full time and 90% are Michigan residents. Approximately one quarter (25%) of students transfer in from community colleges and other universities.

All marketing program courses are offered during the week. The courses are rotated between morning, afternoon, and evening to accommodate students each semester for single section courses. Multiple section courses are offered in each of the time of day slots. Online offerings are also available for several of the marketing program courses although not all courses are offered online at the present time.

The marketing B.S. program is currently offered only on the Big Rapids campus. However, the marketing certificate is offered in Traverse City and other certificates (e.g. e-commerce marketing, business-to-business marketing, and direct marketing) are offered fully online to accommodate working students and those on other campuses.

MKTG BS Program – Student Gender					
Gender\Year	200608	200708	200808	200908	201008
Female	(38%) 56	(37%) 50	(36%) 47	(37%) 43	(35%) 41
Male	91	86	82	72	77
Total	147	136	129	115	118

*NOTE: Figures for 2010 combine those for BS and BB Degrees; pct female in parentheses*

*SOURCE: FSU Website, Institutional Research and Testing, Academic Program Review Reports Fall 2010*

MKTG BS Program – Student Ethnicity					
Ethnicity\Year	200608	200708	200808	200908	201008
Unknown	7	0	0	0	(1.7%) 2
Black	8	9	11	11	(9.3%) 11
Hispanic	2	2	1	1	(1.7%) 2
Indian/Alaskan	1	4	2	3	(0.8%) 1
Asian/Pacific Isl.	5	2	3	2	(2.5%) 3
White	123	118	111	97	(82%) 97
Foreign	19	1	1	1	(1.7%) 2
Total	147	136	129	115	(100%)118

NOTE: Figures for 2010 combine those for BS and BB Degrees; pct's in parentheses

SOURCE: FSU Website, Institutional Research and Testing, Academic Program Review Reports 2010

MKTG BS Program – Student Age					
Age\Year	200608	200708	200808	200908	201008
Average Age	21	22	21	22	21.8

NOTE: Figure for 2010 is weighted average for reported BS ages and BB ages

SOURCE: FSU Website, Institutional Research and Testing, Academic Program Review Reports 2010

MKTG BS Program – Residency Status					
Status\Year	200608	200708	200808	200908	201008
Resident	128	124	120	106	107
MW Compact	13	7	8	8	10
Non-Resident	6	5	1	1	1
Total	147	136	129	115	118

SOURCE: FSU Website, Institutional Research and Testing, Academic Program Review Reports 2009

MKTG BS Program – Full/Part-Time Status					
Status\Year	200608	200708	200808	200908	201008
Full Time	137	124	117	107	111
Part Time	10	12	12	8	7
Total	147	136	129	115	118

NOTE: Figures for 2010 combine those for BS and BB Degrees

SOURCE: FSU Website, Institutional Research and Testing, Academic Program Review Reports 2010

MKTG BS Program – Transfer Status		
Transfer	No. of Respondents	Pct of Respondents
Yes	32	25%
No	95	75%
Total	127	100%

SOURCE: Marketing Program Student Survey, Spring 2011 – Respondent Reported Data

MKTG BS Program – Enrollment (Headcounts) by Class by Mode				
200908				
Class\Mode	On Campus	Off Campus	Online	Total
Freshman	7	0	0	7
Sophomore	30	0	0	30
Junior	22	0	0	22
Senior	56	0	0	56
Total	115	0	0	115
201008				
Class\Mode	On Campus	Off Campus	Online	Total
Freshman	15	0	0	15
Sophomore	22	0	0	22
Junior	35	0	0	35
Senior	46	0	0	46
Total	118	0	0	118

## Quality of Students

The quality of students as evidenced by FSU GPA and ACT scores is presented in this section. The first two tables show FSU GPA and ACT scores of all students currently enrolled in the B.S. Marketing program. The second set of tables show the FSU GPA and ACT scores of the students that have graduated from the program.

### Current Students

The average GPA of marketing program students has remained consistent over the past several years. The average ACT scores do show an increase consistent with the recent enhancements to COB admission criteria. However, the marketing program embraces the core value of opportunity and encourages all students who wish to enter the marketing program by advising them within the confines of the pre-business designation.

As can be seen in the tables the marketing program includes a wide variety of student potential and success. The variety of concentrations available attracts students with differing skill sets. For example, the marketing research concentration requires a high quantitative aptitude while a sales concentration requires more interpersonal skills.

MKTG BS Program – Student FSU GPA					
GPA Metric \Year	2005/06	2006/07	2007/08	2008/09	2009/10
Average	2.80	2.74	2.77	2.77	2.79
Minimum	0.827	1.87	1.6	1.8	1.24
Maximum	4.00	3.93	3.79	3.85	3.96

NOTE: Min and Max figures rounded to two decimal places

SOURCE: FSU Website, Institutional Research and Testing, Administrative Program Review Reports 2010

MKTG BS Program – Student ACT Scores					
ACT Metric\Year	2005/06	2006/07	2007/08	2008/09	2009/10
Average	19.76	20.14	20.17	20.72	20.79
Minimum	13	13	13	13	14

Maximum	30	29	30	28	30
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SOURCE: FSU Website, Institutional Research and Testing, Administrative Program Review Reports 2010

### Program Graduates

The following tables represent the FSU GPA and ACT scores of students that graduated from the marketing program. As with current students a wide range in GPA and ACT scores are evident. FSU GPA reports indicate that underperforming students are dismissed or go on to other majors. The ACT scores show that some underprepared (lower scoring on ACT) students do indeed take advantage of the opportunity afforded by FSU and have obtained a B.S. marketing degree.

MKTG BS Program – Graduated Student FSU GPA					
GPA Metric \Year	2005/06	2006/07	2007/08	2008/09	2009/10
Average	2.85	2.87	2.99	2.82	2.85
Minimum	2.22	1.85	2.13	2.08	2.04
Maximum	3.89	3.91	3.69	3.85	3.85

NOTE: Min and Max figures rounded to two decimal places

SOURCE: FSU Website, Institutional Research and Testing, Administrative Program Review Reports 2010

MKTG BS Program – Graduated Student ACT Scores					
ACT Metric\Year	2005/06	2006/07	2007/08	2008/09	2009/10
Average	19.93	20.46	20.65	20.23	20.23
Minimum	15	14	13	16	13
Maximum	29	28	30	28	30

SOURCE: FSU Website, Institutional Research and Testing, Administrative Program Review Reports 2010

### Student Recognition

Marketing students consistently receive recognition for high achievement both on campus and by the American Marketing Association. At Ferris State University marketing program students are recognized through annual COB Student Excellence Awards, enrollment in the university wide FSU Honors program, and the COB Dean's List. During the past six years, 128 Marketing program



majors have been on the COB Dean’s List; six have been recognized at the annual COB Student Excellence Awards (COB Dean’s Office); and 18 have been Honors students (COB Dean’s Office). Since its inception on the Ferris campus in 2008, 50 students have been inducted into *Alpha Mu Alpha*, the international marketing honor society.

Marketing students have also been recognized numerous times as part of the American Marketing Association Collegiate competitions. Most recently the student organization received a Bronze Chapter award signifying their accomplishments as a Top 20 national chapter (approx 350 collegiate chapters). The chapter has also received awards for participation in AMA Saves Lives, a national organ donation challenge for marketing and social media campaigns. The table below summarizes the most recent accomplishments.

American Marketing Association Collegiate Awards (National)		
2007-2008	Outstanding Chapter Planning Outstanding Communications Sales Competition Participants (3)	
2008-2009	Outstanding Community Service Outstanding Membership Saber Business Simulation 3 <sup>rd</sup> place Exhibit Booth Participant	
2009-2010	Outstanding Community Service Outstanding Fundraising Exhibit Booth Participant Saber Business Simulation Participant 5 <sup>th</sup> place Case Competition Participant	
2010-2011	Bronze Chapter (Top 20) * 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)

Ferris students also made 2 presentations at the AMA International intercollegiate conference in 2011. Two students presented as part of a panel on AMA Saves Lives organ donation campaign activities. Eight student officers presented a professional development session on E-board team building challenges. These students were selected from the 1300 in attendance for their exceptional experience and accomplishment over the past year.

## Employability of Students

Ferris Marketing graduates continue to find employment in a variety of marketing related professions. The data in this section from Institutional Research and Testing is limited by the low response rate of alumni. Additional information is included from the marketing alumni survey.

FSU Graduate Follow-up Survey Reports: The (weighted) placement rate for MKTG BS program graduates (or other program graduates w/ MKTG certificate) completing the Graduate Follow-up Survey Reports from 2004/05 through 2008/09 is 91%. The corresponding (weighted) average salary is \$34,668.

MKTG BS/CERT Program – Employment Placement						
Metric\Year	04/05	05/06	06/07	07/08	08/09	09/10
# Sent Survey	1+39=40	4+34=38	5+37=42	3+44=47	5+44=49	UA
# Responded	30	22	19	10	15	UA
Response Rate	75%	58%	45%	21%	31%	UA
# Employed/CE	28*	21*	18	9	11	UA
Placement Rate	95%**	95%	95%	90%	73%	UA
Average Salary	29,833	34,956	37,830	38,132	37,600	UA

NOTE: \*Figures computed by applying response rate and placement rate to # surveyed (successively).

NOTE: \*\*This placement rate may be closer to 93% than the reported 95%

NOTE: Figures for number surveyed include grads of MKTG BS program of holders plus grads /w MKTG Certificate i.e. # Sent Survey = # MKGT BS grads + # grads w/ MKTG Cert. SOURCE: FSU Website, Institutional Research and Testing, Graduate Follow-up Survey Reports

The marketing program alumni survey indicates that over 75% of alumni continue to be employed in marketing related occupations. Graduates are concentrated in the Michigan and Midwest geographic locations but have a presence in many U.S. locations. The following tables list the locations, position titles, and firms of the last 5 year graduate respondents as reported in the alumni survey.

2005-2009 Graduate Geographic Locations			
Big Rapids, MI (4)	Grayling, MI	Jacksonville, FL	Las Vegas, NV
Detroit Area, MI (8)	Kalamazoo, MI	Orlando, FL	Chambersburg, PA
Grand Rapids Area, MI (7)	Saginaw, MI	Tampa, FL	Pittsburgh, PA
Muskegon/Holland (3)	Traverse City, MI	Seminole, FL	Greenville, SC
Chicago, IL Area (7)	Ubyly, MI	Atlanta, GA	Sugarland, TX
Indianapolis, IN (2)	Woodhaven, MI	Boise, ID	Virginia Beach, VA
Adrian, MI	Phoenix, AZ	Wayzata, MN	Seattle, WA
Carson City, MI	Palm Desert, CA	Lebanon, NH	Appleton, WI

Dewitt, MI Frankenmuth, MI	Denver, CO (2) Ft. Myers, FL (2)	New York City, NY Charlotte, NC	Wausau, WI Berlin, Germany
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2005-2009 Marketing Graduates Employers and Title			
Employer	Title	Employer	Title
Echo Global Logistics	Account Executive	NGK Spark Plug	Tech & Training Specialist
Big Rapids Radio Network	Marketing Specialist	Service Master	Marketing Administrator
Ameriprise Financial	Financial Advisor	Enterprise RAC	Manager
Binder Park Zoo	Marketing Assistant	Gartner	Account Manager
Mariott Resort & Spa	National Research Specialist	Amway Corporation	Digital and Experience Marketing
Steel Warehouse Co.	Sales Representative	Starwood Hotels	Assistant Marketing Mgr.
IMG Academics	Activities Coordinator	Dex Media	Account Executive
Chicago Apartment Seekers	Leasing Agent	Jostens	Sales Associate
Turface Athletics	Sales Representative	Holister	Store Manager
Indiana Pacers NBA	Ticket Sales Rep	Sam's Club	Assistant Manager
Gordon Food Service	Category Analyst	UNUM	Benefit Consultant
Disney & Enterprise Holdings	Manager	Campbell Soup	Retail Business Mgr.
Abercrombie Kids	Manager	Newell Rubbermaid	Leader – Marketing Research
Mutual of Omaha	Sales Representative	Pfizer Pharmaceuticals	Field Sales Territory Manager
Carson City Hospital	Asst. Marketing Coordinator	Preferred Hotel Group	Coordinator, Web Content
Platinum Promotions	Owner/Manager	Staples	Inside Account Manager
Fluent, Inc.	Resource Manager	Centurion Properties	Property Manager

Many marketing program graduates continue their education with advanced degrees. Most typically, the Master of Business Administration is the degree of choice. However, some students have taken other educational choices as evidenced in the table below. Ninety-five (95%) percent of alumni surveyed indicated they perceived Ferris marketing classes prepared them to pursue an advanced degree. Most students choose to get work experience before pursuing an advanced degree. Only a few (2-3) per year choose to go directly into a master program. Most pursue a degree 3-5 years after graduation. Graduates have selected a variety of universities including Global locations. The following table reflects the answer to the survey about advanced degrees in the alumni survey.

## 2011 Alumni Survey – Advanced Degree Results

MBA, University of Phoenix MA Liberal Studies, DePaul University Ph.D., Universidad Autonomia de Barcelona  
MBA - University of Michigan - Flint (Finance)  
MBA University of Detroit-Mercy  
Masters degree in quality and operations management.  
MBA Finance Indiana University  
Masters in Homeland Security - American Military University  
MBA- Eastern Michigan University  
Masters, Central, Mt. Pleasant, MI  
MBA, Northwestern University (Kellogg)  
MBA - San Diego State University  
Masters in Organizational Leadership at Lourdes College in Sylvania, Ohio.  
MBA - Campbell University (NC)  
MS, Logistics Management US Air Force Institute of Technology Wright-Patterson AFB, Ohio 1969  
masters in teaching Wayne State  
MBA - Grand Valley State University PhD - University of Kentucky  
Sport Administration Central Michigan University  
Masters in Education  
A.A.S. Food Service Mgmt - FSU - 1981 B.S. Hospitality Mgmt - FSU - 1984 M.A. Computer Info Sys Mgmt - FSU - 1995  
Masters - Criminal Justice from Ferris  
Master of Public Health Columbia University  
MBA Fontbonne University, St. Louis, Missouri  
A.S. Davenport College and M.A. Western Michigan University  
MBA - Virginia College  
Masters of marketing Research, Southern Illinois University Edwardsville  
Masters of Arts, The College of Mount Saint Joseph. Master in Education Administration, The University of Cincinnati  
6 hrs short of a masters degree @ Illinois State University  
MBA - University of Wisconsin Oshkosh  
MA Management, Stanford University  
BS Eastern Michigan University:1972 MS: Eastern Michigan University:1976  
clu,chfc American College  
MBA - 2004  
masters business education, Eastern Michigan  
M.B.A. University of Houston  
M.A.T. - Special Education, National Louis University  
MBA- Shippensburg University  
MA in Journalism and Public Affairs, The American University, Washington, DC  
teaching certification - University of MN  
MBA University of New Haven, CT  
mba - Temple University  
working on mfa in sculpture at the academy of art university, san francisco, ca  
MBA Webster University

Masters in Human Resources from Keller Graduate School Of Management

Master of Business Administration Master of Public Affairs

MBA-Ferris in 2010

## Enrollment

Enrollments are remaining steady with anticipated Fall 2011 enrollment at 126 marketing program majors. These numbers do not include the pre-business majors following the marketing program check sheets. Pre-business majors include students in the TIP scholars (Tuition Incentive Plan) program and those needing to complete Math/English prerequisite classes to meet COB admission requirements. Approximately 25 marketing students are classified currently as pre-business and are not included in the program enrollment counts.

Enrollments: Enrollment trended down from 06 through 09 – but the variation from 09 to 10 appears not significant. This likely reflects the efforts of the program to streamline the curriculum and schedule of course offerings (to create cleaner pathways toward four year graduation) coupled with an enhanced system of advising). See increased graduation numbers in the retention and graduation section for corresponding data that reflects this trend.

MKTG BS Program – Enrollment (Headcounts)						
Counts\Year	200508	200608	200708	200808	200908	201008
BS Degree	128	147	136	129	115	118

SOURCE: FSU Website, Institutional Research and Testing, Academic Program Review Reports 2010

Student Credit Hour Production (SCH Production): Student Credit Hour production trended upward during summer terms. This likely reflects efforts to better predict summer offering needs for major internal customers requiring summer internships (e.g. PGM, MIM) coupled with increased summer online offerings (to accommodate summer internships). The presented variation in SCH production for Fall and Spring semesters appears to align with natural semester to semester and year to year variation.

MKTG BS Program – Student Credit Hours (SCH) Aggregated by MKTG Prefix						
Term \Year	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Summer	604	628	783	783	860	NA
Fall	2235	2316	2508	2163	2220	NA
Spring	2070	2205	2127	2244	2361	NA
Fall + Spring	4305	4521	4635	4407	4581	NA

NOTE: Figures for 2007/08 through 2010/11 include one FTE w/ 0.5 release as Marketing programs coordinator – inflating actual FTE figure for Marketing program instruction

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SOURCE: FSU Website, Institutional Research and Testing, Administrative Program Review Reports 2010 and FSU Productivity Report Fall 2005 – Spring 2010

Applications and Admits: For Fall 2009, the number of applicants to the Marketing program was 115 of which 55 (48%) were admitted to the program. For Fall 2010, the number of applicants to the Marketing program was 117 of which 59 (50%) were admitted.

MKTG BS Program – Applicants, Accepts, Admits, Enrollees		
Status\Year	Fall 2009	Fall 2010
# Applicants	115	117
# Admitted	55	59
% Applicants Admitted	48%	50%

SOURCE: Institutional Research and Testing

The program recognizes the need to enhance program enrollments (e.g. through recruitment and retention) to in turn enhance resource utilization. The program is currently enhancing recruitment efforts to increase application and admission numbers for FTIACs as well as external transfers. The program is working with the COB embedded Admissions Office recruiter as well as other resources to develop a system where by prospective students (e.g. identified by ACT or application submission) receive timely and relevant contacts from program faculty coordinated with other FSU and college communications the prospect may receive. The goal is to make five or six such contacts as the prospect moves from an initial expression of interest to applicant to admit to enrollee to orientation. The program believes a succession of such contacts will increase the rate of conversion to each successive stage and finally to an enrollee who successfully matriculates into the program. This campaign includes a dynamic mix of the following sorts of activities:

- Utilizing existing University program promotion activities (e.g. Dawg Days)
- HS Teacher/Student Campus Visitation Event (starting Fall 2011)
- Strong AMA Student Chapter as program ambassadors
- Faculty/student visits to targeted high schools, community colleges, and tech centers
- A succession of timely and relevant faculty/student contacts with prospects, applicants, admits, enrollees, students in the classroom

In terms of retention, two efforts are well underway: more effective advising to both retain students and streamline the pathways and reduce time to graduation.

## Program Capacity

The marketing program capacity is currently limited by the number of faculty available to teach the senior level courses. Recent hires have increased the capabilities of the department to offer more sections each semester. The department has increased use of adjunct faculty to teach lower level introductory courses. Additionally online instruction requires more faculty attention and reduces the number of students served by class section.

Referencing data presented in Section 3-K, the peak SCH/FTEF ratio of 617.20 occurred in 2006/07 along with a corresponding FTEF of 7.33. Assuming the same peak SCH/FTEF with the current FTEF of 8.46, the achievable SCH is 5222. Of course achieving an SCH of 5222 assumes enrollments matching maximum FTEF based capacity – without considering that scheduling conflicts and classroom space precludes actually attaining and serving the implied enrollment.

MKTG BS Program – Full Time Equated Faculty (FTEF)						
Term\Year	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Summer	2.50	2.00	3.50	3.50	4.76	UK
Fall	7.25	7.65	7.81	8.00	8.25	8.00
Spring	6.63	7.00	6.92	8.00	8.67	7.25
Fall + Spring	6.94	7.33	7.36	8.00	8.46	7.63

*NOTE: Figures for Fall 2007/08 through 2010/11 include one FT faculty w/ 0.5 release as Marketing programs coordinator – inflating actual FTEF figure for Marketing program instruction*

SOURCE: Figures for 2005/06 to 2009/10 - FSU Website, Institutional Research and Testing, Administrative Program Review Reports 2010 and FSU Productivity Report Fall 2005 – Spring 2010; Figures for 2010/11 computed by Marketing Department - ignoring internships and independent study

MKTG BS Program – Student Cr. Hrs. to Full Time Equated Faculty (SCH/FTEF)					
Semester\Year	2006/07	2007/08	2008/09	2009/10	2010/11
Summer	314.00	233.71	233.71	180.56	NA
Fall	302.75	321.02	270.38	269.24	NA
Spring	315.00	307.52	280.50	272.42	NA
Fall + Spring	617.20	629.36	550.88	541.74	NA

SOURCE: FSU Website, Institutional Research and Testing, Administrative Program Review Reports 2010 and FSU Productivity Report Fall 2005 – Spring 2010



## Retention and Graduation

Recruitment/Retention/Graduation: From 2004 to 2005 there was a clear shift from a modest level of four year graduation rates to zero in four years – coupled then with an increase in five year graduation rates. The same two years present an improvement in pct of students not persisting (not graduating from FSU and not staying enrolled in any FSU program). Factors driving these figures are local to the Marketing program/department as well as global to the College of Business and University.

The Marketing program curriculum and course scheduling system have been re-designed (e.g. in terms of prerequisites and schedules minimizing conflicts) to afford students a relatively clear pathway from enrollment to graduation in four years. This re-design has not been in place long enough to determine if four-year graduation rates will increase. However, assuming most persistent FTIAC's in recent years have continued in the Marketing program, the "Still Enrolled In" figures in Section 3-D suggest a likely positive outcome from these efforts.

Over the course of the years covered by these tables there has also been a somewhat steady decline in the number of enrolling FTIAC's – from 36 in 2000 to 3 in 2009. Note these figures do not include FTIAC's enrolled in a Marketing program curriculum under the auspices of pre-Business. The program is engaged in renewed efforts to recruit FTIAC's (and internal/external transfers). However the past 2 years have seen a dramatic increase in FTIAC's choosing marketing as a first choice. The number of enrolling FTIAC's for Fall 2010 was 19 (students enrolled in FSUS 100 for Marketing majors only) and Fall 2011 currently has 22 enrolled FTIAC's.

MKTG BS Program – Retention/Graduation Rates for Full-time FTIACs						
Enrolled 200008 00 N = 36	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
% Graduated By	0	0	3	14	25	25
%Still Enrolled In	50	39	36	19	11	8
% Persisters	50	39	39	33	36	33
%Non-Persisters	50	61	61	67	64	67
Enrolled 200108 N = 26	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
% Graduated By	0	0	8	12	19	19
%Still Enrolled In	42	31	15	11	0	8
% Persisters	42	31	23	23	19	27

%Non-Persisters	58	69	77	77	81	73
Enrolled 200208 N = 10	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
% Graduated By	0	0	0	20	20	20
%Still Enrolled In	50	40	40	0	0	0
% Persisters	50	40	40	20	20	20
%Non-Persisters	50	60	60	80	80	80
Enrolled 200308 N = 16	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
% Graduated By	0	0	6	13	31	44
%Still Enrolled In	69	56	44	31	7	0
% Persisters	69	56	50	44	38	44
%Non-Persisters	31	44	50	56	62	56
Enrolled 200408 N = 13	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
% Graduated By	0	0	8	23	31	38
%Still Enrolled In	54	38	30	15	7	0
% Persisters	54	38	38	38	38	38
%Non-Persisters	46	62	62	62	62	62
Enrolled 200508 N = 9	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
% Graduated By	0	0	0	22	44	NA
%Still Enrolled In	89	78	78	45	12	NA
% Persisters	89	78	78	67	56	NA
%Non-Persisters	11	22	22	33	44	NA

Enrolled 200608 N = 16	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
% Graduated By	0	0	0	38	NA	NA
%Still Enrolled In	63	56	56	18	NA	NA
% Persisters	63	56	56	56	NA	NA
%Non-Persisters	37	44	44	44	NA	NA
Enrolled 200708 N = 8	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
% Graduated By	0	0	0	NA	NA	NA
%Still Enrolled In	63	63	63	NA	NA	NA
% Persisters	63	63	63	NA	NA	NA
%Non-Persisters	37	37	37	NA	NA	NA
Enrolled 200808 N = 13	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
% Graduated By	0	0	NA	NA	NA	NA
%Still Enrolled In	77	77	NA	NA	NA	NA
% Persisters	77	77	NA	NA	NA	NA
%Non-Persisters	23	23	NA	NA	NA	NA
Enrolled 200908 N = 3	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
% Graduated By	0	NA	NA	NA	NA	NA
%Still Enrolled In	67	NA	NA	NA	NA	NA
% Persisters	67	NA	NA	NA	NA	NA
%Non-Persisters	33	NA	NA	NA	NA	NA

NOTE: Pct Persisters indicates pct of students starting in Marketing Program who are still enrolled in or graduated from any FSU program – not necessarily the Marketing Program

SOURCE: Institutional Research and Testing; Provided document

Degrees Conferred: Over the past several academic years the level of Degrees Conferred for Marketing majors shifted from the high 20s to mid-to-high 30s and then to mid-to-low 40s – with a dip for 2010/11. The data appears to reflect the slight downturn in overall marketing program enrollments coupled with an increase in four/five year graduation rates (which correspond with specific program changes and improvements such as pre-requisite streamlining, proactive advising, and course scheduling).

MKTG BS Program – Degrees Conferred To FTIACS By Academic Year								
Year	03/04	04/05	05/06	06/07	07/08	08/09	09/10	10/11
Degrees	28	39	35	38	45	46	43	30

*NOTE: BB degrees awarded through 09/10; BS degrees awarded starting 10/11*

*SOURCE FOR 2008/09 and 2009/10: FSU Website, Institutional Research and Testing, Administrative Program Review Reports 2010*

*SOURCE FOR 2010/11: COB Dean’s Office (Focus Report)*

## Access

Admission to the marketing program is not currently limited. All students meeting the minimum criteria for admission to the College of Business may be admitted directly into the marketing program.

FTIAC Admission Criteria: Currently, to be placed directly into the Marketing program, applicants are expected to meet three of the four following criteria:

High school GPA of 2.5 (4 point scale)

English ACT at least 16 or SAT at least 370

Math ACT at least 19 or SAT at least 460

Reading ACT at least 19

Transfer Admission Criteria: Currently, to be placed directly into the Marketing program, applicants are expected to meet the following set of standards:

(A) Combined college or university GPA of 2.35 (4 point scale) from all institutions attended

AND

(B1) Transfer in credit for ENGL 150 or qualify for immediate placement (i.e. first FSU semester) into ENGL 150 (i.e. ACT at least 16 or SAT at least 370)

OR

(B2) Transfer in credit for or qualify for immediate placement (i.e. first FSU semester) into MATH 115 (ACT at least 19 or SAT at least 460)

Applicants not meeting this COB standard but meeting FSU admissions criteria are placed into the COB in the Pre-Business program until they meet the COB criteria.

The Marketing program is designed primarily around f2f delivery for full-time or part-time enrollment – with selected evening delivery. The program has developed and continues to improve and expand development of online and mixed delivery options. For example, MKTG 321 Principles of Marketing is offered nearly every semester in f2f, blended, and online modes. In recent years the Marketing program has engaged collaboratively with key internal customers (e.g. PGM, MIM) to assure summer term access to students within these programs – particularly those on internships who benefit from online offerings.

The increased use of online classes has decreased productivity measures slightly. The higher level of one-to one communication necessary in the online environment reduces the number of students a faculty member can effectively teach per section. The majority of marketing classes utilize f2f delivery and collaborative client based projects and presentations. These learning tools are not as easily converted to the online environment.

The program outcomes remain the highest priority for faculty and classes are only offered in the online or blended format when program and course outcomes can be effectively met.

## **Curriculum**

The marketing curriculum underwent a significant change in 2005 with a revised check sheet to include marketing program concentrations. The past 5 years have seen additional reviews and revisions to curriculum to remain consistent with the marketing program outcomes. The current program check sheet includes a four year semester by semester suggested course completion guide. The current program check sheet and master course syllabi can be found in the appendix.

## **Program Requirements**

The marketing program requirements can be summarized into 3 areas, general education (48 credits required to meet ACBSP guidelines), Business core (30 credits + economics and business writing), and the Marketing major courses. The marketing major includes 8 required courses, 2 elective courses, and a 12 credit concentration. There are no hidden prerequisites other than the Math, English, and Reading skills necessary to meet university requirements.

General Education classes that are specified by the program and underlying rationale are included here:

COMM 121 – Fundamentals of Public Speaking – The marketing profession requires graduates to be able to make presentations and comfortable speak to customer audiences. This class provides the foundations necessary to make sales presentations and is a necessary skill for marketing majors.

ENGL 325 – Advanced Business Writing – Meets the Business Core curriculum requirements under the ACBSP accreditation guidelines.

ECON 221 and ECON 222 – Principles of Macroeconomics and Principles of Macroeconomics - – Meets the Business Core curriculum requirements under the ACBSP accreditation guidelines.

PSYC 150 – Introduction to Psychology – Psychology forms the foundation science of consumer behavior and is therefore a required prerequisite for all marketing majors.

COMM 251 or COMM 332 – Argumentation and Debate or Persuasive Speaking (is required for Sales Concentration Majors only) Sales majors need additional communication competencies to perform well in their chosen field.

Business Core classes are specified by the ACBSP accreditation and include the following:

ACCT 201 – Principles of Accounting 1  
ACCT 202 – Principles of Accounting 2  
BLAW 321 – Contracts and Sales  
BUSN 499 – Integrating Experience  
FINC 322 – Financial Management  
ISYS 321 – Business Information Systems  
MGMT 301 – Applied Management  
MGMT 370 – Quality/Operations Management  
MKTG 321 – Principles of Marketing  
STQM 260 – Introduction to Statistics

Marketing Major courses:

AIMC 222 – Principles of Advertising/Integrated Marketing Communications  
MKTG 231 – Professional Selling  
MKTG 322 – Consumer Behavior  
MKTG 378 – Marketing Data Analysis  
MKTG 425 – Marketing Research  
MKTG 441 – International Marketing  
MKTG 472 – Supply Chain Management  
MKTG 476 – Marketing Strategy  
2 - MKTG Electives or MKTG Internship highly recommended

Marketing Program Concentrations:

E-Commerce Marketing

ECOM 375 – Business to Business E-Commerce Marketing  
ECOM 383 – Business to Consumer E-Commerce Marketing  
MKTG 383 – Direct Marketing

Choose one:

AIMC 375 – Business to Business Advertising/IMC  
GRDE 226 – Principles of Interactive Design

Marketing Concentration

12 credits MKTG, RETG, PREL, AIMC or GRDE related courses

Industry Specific Concentration

12 credits of related courses in an industry where marketing is used (Must be approved by program advisor)

Retailing Concentration

RETG 337 – Principles of Retailing

RETG 339 – Retail Merchandising

RETG 438 – Retail Management

MGMT 310 – Small Business Management

Sales Concentration

COMM 205 – Effective Listening

MKTG 434 – Advanced Selling

MKTG 436 – Sales Management

MKTG 466 – Purchasing

Sports Marketing Concentration

MKTG 420 – Sports Marketing

MKTG 491 – Sports Marketing Internship

PREL 240 – Public Relations Principles

Choose one:

PREL 341 – Public Relations Writing/Tools

Directed Elective of sports marketing career interest

### **Program Revisions since last APR**

The program has been revised significantly since the last review. The last major revision in 2005 updated the program check sheet to include the multiple concentration choices. Since that improvements have been made to the sequencing of classes. The check sheet now includes a semester by semester course completion guide to assist the full time students in completing the program requirements in 4 years. Other significant changes include revising prerequisites and sequencing courses to improve course outcomes.

The marketing program faculty are also teaching a FSUS-100 section specific to marketing majors. This orientation to Ferris allows freshman students to meet and interact with program faculty before they have courses with their program faculty. It also helps students assess their preference for a marketing career. These changes combined with improved advising and course offering guides have allowed the program faculty to increase requirements for course outcomes and enhance related program outcomes.

The marketing program is continuously reviewed for necessary changes to the curriculum. There are several curriculum enhancements under review. The marketing faculty are collaborating with the College of Allied Health faculty to create a program and related minors in health care marketing. A curricular proposal to add a minor in e-commerce marketing is also in the approval process. The proposal to move the internship from “highly recommended” to “required” is also in process and under

discussion at the program faculty level. This is receiving serious consideration and the mechanics of implementation are currently in process.

## **Quality of Instruction**

Based on regular student feedback through SAI's, regular evaluation of student classroom performance from the perspective of teaching effectiveness (in addition to assigning grades), peer-to-peer collaboration, and formal assessment of student learning – the Marketing program faculty sustain a high level of quality and effectiveness of instruction i.e. student learning is high.

Alumni response to *Quality of Instruction* related questions indicate that alumni perceive a high level of satisfaction. Their mean response was 4.13 (5 point scale) on satisfaction with the quality of marketing classes and a mean response of 4.18 on satisfaction with the quality of marketing faculty. Current students also rated their satisfaction high with *quality of instruction of marketing faculty* receiving a mean score of 3.97. The Graduating student exit survey indicated a 7.4% improvement in the factor *Major Courses: Quality of Faculty and Instruction* over the past five years.

The advisory committee and employers perception of the quality of instruction was also high. Program advisors commented that students have an excellent marketing foundation but could use more direction in basic transition to employment skills such as managing meetings, telephone skills, and negotiation.

In response to this concern, the program some faculty have begun teaching an FSUS 100 seminar for marketing students to model some of the professional skills necessary for marketing professionals. All marketing courses are taught by marketing faculty with professional experience. The marketing program does not use students or graduate assistants to teach or assist classroom teaching.

The majority of marketing faculty have been trained in the use of Ferris Connect or Blackboard to enhance their classroom teaching. Marketing faculty have also participated in active teaching/learning sessions and several seminars on the millennial student. Marketing program faculty have also participated in several advising seminars to improve faculty advising. Advisors have been trained on the available advising tools to assist students with a variety of student needs.

The marketing program faculty have made involvement the American Marketing Association student organization a priority. Faculty oversee involvement with student competitions, participate in student activities, and assist with bringing marketing professionals to campus. Several faculty have made presentations or ran special seminars to assist the students with professional development.

Marketing program faculty are encouraged to have multiple measures of performance in each class. Students have many ways to demonstrate mastery of curricular outcomes. Use of client based projects is prevalent in most upper level marketing courses. Students are encouraged to work in teams to complete work with complementing skill sets. Students have rated client based projects as one of their preferred styles of learning.



## **Composition and Quality of Faculty**

The current portfolio of Marketing program faculty the clearly most significant program asset – including a full complement of experience, knowledge, skills, and attitudes to sustain and improve the program. In particular the portfolio includes a foundation of expertise in consumer behavior, marketing principles, research, and strategy – along with relevant expertise and experience in application areas of marketing as well as a range of industry experience. In addition to competence and depth of marketing and marketing related content – each faculty sustains a learning-centered teaching/advising practice coupled with a philosophy of continuous improvement.

The marketing program faculty are also supplemented by faculty associated with the Advertising/Integrated Marketing Communications and the Public Relations programs. Additionally, a management faculty member teaches one of the marketing courses on a regular basis. The marketing program also employs 2-3 adjunct faculty to teach specialty courses at the current time.

## **Tenure and Tenure Track Faculty by Rank**

The marketing program currently has 3 tenured faculty and 3 tenure-track faculty. Each faculty member is listed with their associated rank and qualifications. There are five other program faculty that teach marketing program courses as needed and are also included in this section.

The marketing program tenured faculty have received 3 promotions and/or merit awards since the 2005 academic program review. The tenure track faculty have not been employed at Ferris long enough to qualify for promotion/merit under the COB policy.

A Digital Measures report (COB repository of faculty vita data) for the period 2005 to present indicated the following reported professional activities for the six program dedicated tenure and tenure-track Marketing program faculty:

- Nine papers published (all but one in refereed journals)
- Four conference proceedings
- One (current) editor of an academic refereed journal
- Seven presentations
- Twenty-seven professional development activities attended
- Forty-nine university, college, or department committees
- Thirteen awards and honors (e.g. COB Outstanding Faculty of the Year; Outstanding Academic Advisor Award Finalist)

### Tenured Program Faculty

Laura Dix, Ph.D. (Professor of Marketing) – University of Illinois at Urbana-Champaign, Ph.D. Business Administration: Major Marketing and Minor International Business. Courses taught at Ferris include: Principles of Marketing, Marketing Research, International Marketing, Supply Chain Management, Sports Marketing, and Industrial Marketing.

Marilyn Keigley, Ph.D. (Professor of Marketing) – Michigan State University, Ph.D. Educational Administration with emphasis in Marketing. Courses taught recently at Ferris include: Marketing Data Analysis and Marketing Research.

Ahmed Mekky, Ph.D. (Professor of Marketing) – University of Illinois at Urbana-Champaign, Ph.D. Business with marketing emphasis. Courses recently taught at Ferris include: Marketing Strategy and Principles of Marketing.

#### Tenure Track Program Faculty

Timothy Brotherton, Ph.D. (Associate Professor of Marketing) – University of Alabama, Ph.D. Marketing. Courses taught at Ferris include: Marketing Strategy, Marketing Research, Principles of Marketing, Consumer Behavior, and BUSN 499 Integrating Experience

Clay Dedeaux, Ph.D. (Associate Professor of Marketing) – Michigan State University, Ph.D. Media and Information Systems. Courses taught at Ferris include Marketing Strategy and International Marketing. Also taught Advertising Management for Advertising program.

Priyoo Manakote, Ph.D. in progress, (Assistant Professor of Marketing) – Southern Illinois University – Carbondale, Ph.D. (expected 2011) Marketing. Courses taught at Ferris include: Principles of Marketing, Consumer Behavior and Supply Chain Management.

#### Other Tenured Faculty Teaching Marketing Program Courses

Patrick Bishop, Ph.D. (Associate Professor) – Western Michigan University, Ph.D. Higher Education Leadership with emphasis in Public Relations. Marketing program courses taught Professional Selling and Principles of Marketing.

Paul W. Jackson (Associate Professor) – University of Illinois at Urbana Champaign, M.S. Advertising, Marketing program courses taught Principles of Marketing and Professional Selling.

Susan K. Jones (Professor) – Northwestern University, M.S.J Advertising, Marketing program courses taught include principles of marketing, professional selling, direct marketing, and e-commerce marketing courses.

Thomas G. Mehl (Associate Professor)- Central Michigan University, M.B.A. with emphasis in Economics. Marketing courses taught include Professional Selling and Consumer Behavior.

Steve Lyman, Ph.D. (Professor) – Michigan State University, Ph.D. Operations Management. Marketing program courses taught include Supply Chain Management and Purchasing.

## **Workload**

The normal annualized teaching load is 24 credits per year with 12 credits per semester. All marketing program courses are 3 credits, therefore the normal teaching load is four courses per semester. Marketing faculty have taken a 1 credit overload to teach the FSUS 100 freshman seminar class. One faculty member currently has .5 reassigned/release time to complete duties assigned as the marketing programs coordinator. These duties include course scheduling and program advising for the marketing, public relations, and advertising/integrated marketing communications programs.

## **Recruitment**

The marketing program follows the approved university process for faculty recruitment. Open faculty positions are posted on the Ferris Website and advertised in multiple locations including ELMAR, the electronic marketing listserve, and the *Chronicle of Higher Education* job posting sections to attract a qualified diverse pool of candidates. All marketing doctoral candidates are encouraged to join ELMAR as part of their doctoral education.

Posted marketing faculty qualifications include Ph.D. in Marketing (or closely related field) and relevant work experience beyond entry level. The program faculty make every attempt to hire the best candidate regardless of gender or race/ethnicity. The program faculty do not have numeric goals for gender or race/ethnicity diversity. However, the program faculty are sensitive to the need to have diverse faculty teaching marketing to our diverse student population. The six tenure/tenure track faculty include two females and two faculty of race/ethnicity other than Caucasian. Only two program faculty members are considered Caucasian males.

## **Orientation**

New marketing program faculty complete the Ferris faculty orientation week in the summer and continue with the year-long orientation program. Each new faculty member is also paired with a tenured faculty member for additional mentoring. New faculty are trained as advisors and are assigned advisees in their second year of employment.

## **Reward Structure**

The following funding structure has been applied for professional development activities aligned to the goals and needs of the program, department, college and university as well as the professional growth of the individual faculty. The Marketing program faculty coordinate professional development requests with the needs and goals of the program, department, and college. The following allocation is for the department level of which the marketing program is one of five programs.

The Dean allocates to the department \$200 per full-time faculty which may be used for travel, dues, subscriptions, books, and the like. The Dean also provides more direct incentive moneys according to the following schedule: \$200 for conference attendance; \$150 for presentation at a conference; \$150 for active service within the Department and/or FSU. In addition, the Department typically receives CPTS Incentive Payouts.

For the 2010/11 Academic year the Department Allocation (\$200 per faculty) totaled \$4,200 allocated across 18 full-time and 3 temporary full-time faculty. The Dean also allocated under Direct Incentive

funding a total of \$11,717. Faculty also received a total of \$7384 from the VPAA's office and the Faculty Center for Teaching and Learning. CPTe incentive funds totaled \$2,677 (including a \$902 carry over) of which \$2,677 was appropriated for varied used including conference attendance, field trips, and other uses.

Recent marketing faculty position postings have included salary ranges based on national survey salary data compiled by the Knowledge Services Department of AACSB. The particular range selected is varies based on program area (e.g. marketing), rank (e.g. assistant professor), and quartiles (e.g. 25<sup>th</sup> to 50<sup>th</sup> percentiles). Recent experience suggests that posted salary ranges have been adequate in attracting qualified diverse applicants.

The current reward structure has generally supported faculty participation in proposed professional development activities aligned to program and department goals. Additional interest and need for professional development among program faculty is anticipated – this will increase the likelihood of stressing current funding levels.

The current reward structure enhances diversity and inclusion in the sense that the criterion of professional development funding are allocated and approved based on alignment program and department goals and needs consistent across all department faculty.

### **Non-Tenure-Track and Adjunct Faculty**

The marketing program has employed 3 adjunct faculty in the past year. Two adjunct faculty were employed with one year full time contracts and a third adjunct received 2 semester full time contracts due to a sabbatical leave in the fall and an unplanned employee leave of absence in the spring. Of the 66 sections of marketing program classes offered Fall 2010 and Spring 2011, 24 sections were taught by adjunct faculty (36%). The marketing program acknowledges the contributions made by the adjunct faculty to assist in temporary leaves of absence and to adjust for enrollment shifts. However, the recent retirement of faculty have left us with 2 positions unfilled.

Adjunct faculty are required to have a master degree in marketing or closely related field and relevant work experience in the field for courses they are teaching. Adjunct faculty jobs are posted using the Ferris Job Posting process and interviews are completed by marketing program faculty. All of the current marketing program adjunct faculty have met these criteria and are listed with their course load for 2010-2011 and year first taught for Ferris as adjunct in parenthesis.

Blair Entenmann (2010) – M.B.A. Indiana University,  
Fall 2010 – 3 sections Professional Selling and 1 section Consumer Behavior  
Spring 2011 – 2 sections Professional Selling and 2 sections Principle of Marketing

Linda Plank (2009) – Michigan State University, Ph.D (ABD)-Merchandising Management  
Fall 2010 – 1 section each - Principles of Retailing, Retail Merchandising, Retail Management, and Consumer Behavior  
Spring 2011 – 3 sections Principles of Retailing, 1 section Retail Management

Chester Trybus (2010) – M.A. Roosevelt University

Fall 2010 – 3 sections Professional Selling, 1 section Sales Management

Spring 2011 – 3 sections Professional Selling, 1 section Advanced Sales

## **Assessment and Evaluation**

The marketing program conducts regular assessment of student learning outcomes. The marketing faculty have collaboratively developed the program level learning outcomes for the B.S. Marketing program. These outcomes are reviewed and revised each year as necessary. This section contains the program level outcomes, assessment, and results of the assessment. A curriculum map is provided in the appendix along with the completed program level TracDat report and associated reports.

Over the past two years revisions have been made to the curriculum based on the results of this assessment process. Course prerequisites have been changed to allow a sequencing of major classes to improve program level performance. Additionally, assessments have been standardized across sections to reflect the common course outcomes.

## **Program Level Student Learning Outcomes**

The program level outcomes are measured as part of two senior level marketing courses. The Marketing Research class conducts a client-based market research project. In the marketing capstone class, Marketing Strategy, students create a comprehensive strategic marketing plan. These projects form the basis to measure the following program level outcomes.

1. Apply strategic marketing principles to Target Market and Marketing Mix (product, price, place, promotion) decisions.
2. Analyze markets in terms of their "enduring characteristics", stages of development, and how the nature of competition is affected.
3. Apply strategic marketing decisions within external constraints: product life cycle and economic (elasticity and competitive environment), legal, political, cultural, social, and global environments.
4. Organize the promotional mix (advertising, sales promotions, personal selling, public relations, and direct marketing) into a comprehensive integrated marketing communications framework.
5. Evaluate and interpret market research findings for strategic market research decisions.

The curriculum map in the appendix shows how these outcomes are reached with the current curriculum. Students are introduced to these concepts in the principles of marketing course. Courses such as consumer behavior, professional selling, and principles of advertising/integrated marketing communications reinforce the concept and expand knowledge for use in their strategic planning. In the capstone course, students integrate and apply their prior knowledge to develop a detailed strategic plan that demonstrates their mastery of the material.

## **Course Level Student Learning Outcomes**

Course level student learning outcomes are created for all marketing courses. Assessment of these outcomes takes place at the end of each semester. Course level outcomes are included here for Professional Selling and Principles of Marketing as examples.

### **MKTG 231 Professional Selling**

1. Demonstrate understanding of key concepts of professional selling.
2. Explain the difference between transactional selling and relationship selling.
3. Demonstrate understanding of the sales process and buying behavior.
4. Learn and role play individual professional sales presentation tactics.
5. Learn and role play improvisational presentation techniques.
6. Create and Present a basic individual sales call.

### **MKTG 321 Principles of Marketing**

1. Define marketing and explain the importance of discovering and satisfying customer wants and needs.
2. Describe the strategic marketing process and its three key phases: planning, implementation and control.
3. Distinguish between marketing mix elements and environmental factors.
4. Explain how market segmentation, targeting, and positioning can create a competitive advantage.
5. Recognize key characteristics of organizational buying that make it different from consumer buying.
6. Describe the elements of the marketing mix and how they fit into a comprehensive marketing plan.
7. Describe the elements of the promotions mix and how they are coordinated to create integrated marketing communications.

## **Program Level Results**

The results of the program level outcomes from the spring semester show that all students completed their projects demonstrating a high level of learning (see TracDat Program assessment in appendix). This is an improvement over former semesters where at least one student group performed average or below. This is the first semester that the new prerequisites were in place to ensure students were entering the capstone course after completing the economics requirement and consumer behavior classes.

## **Course Level Results**

Course level results are also included in the appendix. The results for each of the outcomes in the Professional selling course have improved from the fall to the spring semester. The results show that students have been performing at or above satisfactory levels. Although no specific plan of action was necessary, faculty discussed teaching strategies to improved performance across multiple sections.

MKTG 231 Outcome	Fall 2010	Spring 2011	Improvement
MKTG 231 - 1	High – 53% Med – 33% Low – 15%	High - 68% Med – 23% Low – 9%	5% increase in Med+High performance
MKTG 231 - 2	High - 39 Med – 43 Low - 17	High - 66 Med – 30 Low -4	14% increase in Med+High performance
MKTG 231 - 3	High - 53 Med – 29 Low -18	High - 66 Med – 30 Low -4	14% increase in Med+High performance
MKTG 231 - 4	High - 58 Med – 26 Low -16	High - 68 Med – 28 Low -4	12% increase in Med+High performance
MKTG 231 - 5	High - 40 Med – 42 Low -18	High - 67 Med – 30 Low -3	14% increase in Med+High performance
MKTG 231 - 6	High - 53 Med – 29 Low -18	High - 63 Med –32 Low -5	14% increase in Med+High performance

The course level results for the principles of marketing class show similar improvement results. A complete course level outcome listing can be found in the appendix.

MKTG 321 Outcome	Fall 2010	Spring 2011	Improvement
MKTG 321 - 1	High – 38% Med – 55% Low – 7%	High – 65% Med – 35% Low – 0%	7% increase in Med+High performance
MKTG 321 - 2	High – 30 Med – 63 Low - 7	High – 54 Med – 41 Low - 5	2% increase in Med+High performance
MKTG 321 - 3	High – 53 Med – 26 Low -21	High – 49 Med – 46 Low - 5	16% increase in Med+High performance
MKTG 321 - 4	High – 35 Med –43 Low - 22	High – 60 Med – 40 Low -0	22% increase in Med+High performance
MKTG 321 - 5	High – 35 Med – 62 Low - 3	High – 49 Med – 51 Low - 0	3% increase in Med+High performance
MKTG 321 - 6	High – 50 Med – 36 Low - 14	High – 49 Med – 46 Low -5	9% increase in Med+High performance

## Service to Non-Majors

The Marketing program serves every COB BS degree program that requires the BUS Core (nearly every COB program) through MKTG 321 Principles of Marketing. The recent BUS Core APR concluded that MKTG 321 provides a quality foundation in the principles of marketing to the BUS BS programs requiring the business core. In addition, MKTG 321 is required for GRDE and ISIN – two COB program exempt from the standard BUS Core. The Marketing program also services the BUS Core by allocating 0.5 load for one tenured faculty to deliver 6 credit hours per semester of BUSN 499 Integrating Experience (BUS Core capstone course).

The Marketing program provides coursing (in addition to MKTG 321) to the following ten BS programs in the COB: AIMC, MIM, OSM, PGM, PREL, PTM, and STQM. The program provides required coursing to some programs outside the COB (e.g. Dental Hygiene AAS to BS Completion program; BS Construction Management – Commercial/Industrial Building Concentration; Customer Energy Specialist Certificate).

The Marketing program maintains close contact with its major internal customers to assure continued quality of these offerings and services. For example, the program works collaboratively with MIM, PGM, and PTM to schedule courses to meet expected demand – Fall, Spring, and Summer terms. The program regularly collaborates with the PGM program to assure compliance with changing PGA curriculum requirements and constraints.

## Degree Program Cost and Productivity Data

The Marketing program SCH/FTEF productivity ratio of 541.74 for 2009/10 places the program at the 55th percentile of all programs listed in the 2005-1010 Productivity Report published by Institutional Research and Testing.

Student Credit Hour Production (SCH Production): Student Credit Hour production trended upward during Summer terms. This likely reflects efforts to better predict summer offering needs for major internal customers requiring summer internships (e.g. PGM, MIM) coupled with increased summer online offerings (to accommodate summer internships). The presented variation in SCH production for Fall and Spring semesters appears to align with natural semester to semester and year to year variation.

MKTG BS Program – Student Credit Hours (SCH) Aggregated by MKTG Prefix						
Term \Year	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Summer	604	628	783	783	860	NA
Fall	2235	2316	2508	2163	2220	NA
Spring	2070	2205	2127	2244	2361	NA
Fall + Spring	4305	4521	4635	4407	4581	NA

SOURCE: FSU Website, Institutional Research and Testing, Administrative Program Review Reports 2010 and FSU Productivity Report Fall 2005 – Spring 2010



Full Time Equated Faculty: The Marketing program utilizes six full-time tenured and tenure track faculty and temporary faculty (as needed) to deliver courses to majors and non-majors. From 2006/07 to 2010/11 the Marketing program's FTEF jumped from 7.00 to 8.46. However, one of the full-time tenure track faculty typically teaches two sections of BUSN 499 (per semester) for the Marketing Department.

MKTG BS Program – Full Time Equated Faculty (FTEF)						
Term\Year	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Summer	2.50	2.00	3.50	3.50	4.76	UK
Fall	7.25	7.65	7.81	8.00	8.25	8.00
Spring	6.63	7.00	6.92	8.00	8.67	7.25
Fall + Spring	6.94	7.33	7.36	8.00	8.46	7.63

*NOTE: Figures for Fall 2007/08 through 2010/11 include one FT faculty w/ 0.5 release as Marketing programs coordinator – inflating actual FTEF figure for Marketing program instruction*

SOURCE: Figures for 2005/06 to 2009/10 - FSU Website, Institutional Research and Testing, Administrative Program Review Reports 2010 and FSU Productivity Report Fall 2005 – Spring 2010; Figures for 2010/11 computed by Marketing Department - ignoring internships and independent study

Student Credit Hour to Full Time Equated Faculty:

MKTG BS Program – Student Cr. Hrs. to Full Time Equated Faculty (SCH/FTEF)						
Term\Year	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11
Summer	241.60	314.00	233.71	233.71	180.56	NA
Fall	308.28	302.75	321.02	270.38	269.24	NA
Spring	312.45	315.00	307.52	280.50	272.42	NA
Fall + Spring	620.54	617.20	629.36	550.88	541.74	NA

*NOTE: Figures for Fall 2007/08 through 2010/11 include one full time faculty w/ 0.5 release as Marketing programs coordinator – thus inflating actual FTEE figure and deflating productivity*

SOURCE: FSU Website, Institutional Research and Testing, Administrative Program Review Reports 2010 and FSU Productivity Report Fall 2005 – Spring 2010

## **Administrative Effectiveness**

The marketing program is combined in a department with 4 other programs, Advertising/Integrated Marketing Communications (AIMC), Business Data Analytics (BDA), Graphic Design (GRDE), and Public Relations (PURE). These five programs are administered by a Department Chair and assisted by the faculty program champions. There is only one clerical support person available to assist the department chair and all associated faculty. Additional clerical support is provided by student work study hours when available.

The Marketing Department is the most efficiently run departments in the College of Business. All marketing program faculty are teaching full course loads with the exception of a program coordinator at .5 release/reassigned time. The release/ reassigned time includes the supervision of interns, creation of faculty and classroom schedules for MKTG, AIMC, ECOM, PREL, and RETG prefixes, administration of the marketing program including 2 minors and associated certificates, coordination of the Public Relations and the Advertising/Integrated Marketing Communication's programs.

Class and teaching schedules are prepared putting the needs and preferences of the students first. The faculty preferences are then considered in building schedules to meet program needs. This process works to reduce conflicts in required student classes across the curriculum. With the master scheduling plan students are able to take the courses needed to complete their degrees in a timely manner.

## Section 4 – Facilities and Equipment

### Instructional Environment

While classroom facilities available to the Marketing program are generally adequate there is opportunity for improvement – particularly in relation to needed specialized classroom configurations and capabilities. For example, Marketing Data Analysis and Marketing Research courses are generally taught in BUS 329 – which was specifically configured for those classes several years ago. Through the COB and FSU room scheduling processes and inter-department cooperation, the Marketing program generally enjoys first-use of BUS 329. Alumni who graduated over the past five years and who were asked their level of satisfaction with the “quality of the Marketing classroom facilities” yielded a mean response of 3.93 (5 point scale, N = 42). Those who reported completing an internship yielded a mean level of satisfaction of 3.86 (N = 21). Ninety percent of N=20 faculty who completed the Faculty Perceptions survey somewhat or strongly agreed that “The facilities and equipment are adequate to meet the instructional needs of the marketing program”.

Faculty teaching Marketing Data Analysis and Market Research courses in BUS 329 have identified opportunities for improvement. BUS 329 is configured with six five-seat learning pods - facilitating the intensive project/group activities central to the analytics and research classes. Each pod is equipped with 1 27 inch DELL flat-screen digital display, 1 keypad and mouse, and 1 DELL Optiplex 755 box, and 1 electrical outlet below the display. One faculty commented that “The computers seem a little slow in there. Always appreciate upgrades. The room is great for my 2 classes & the groups and projects are facilitated and enhanced by the arrangement and technology available to the students”. Further conversation with faculty identified an immediate need for power extending across the pods to conveniently accommodate increasing numbers of students utilizing laptops, notebooks, or tablets during individual and collaborative in-class learning activities.

Another course needing specialized technology is MKTG 231 Professional Selling. This course requires individual student sales presentations which in turn demand in-classroom technologies supporting conduction of student sales presentations including remote presentations and meetings as well as simultaneous f2f and remote meetings. Delivery of realistic sales presentation and related business meeting experiences now demands technologies to delivery, record, and re-play such activities during class - allowing immediate review, appraisal, and feedback to students, enhancing student experience and learning from real-world simulation.

In addition, planned curricular and pedagogical changes to MKTG 476 Marketing Strategy will demand a classroom space with wireless access (and power) for laptops, notebooks, tablets as well as visual presentation and remote access technologies.

The Marketing Program’s Student AMA Chapter (RSO) has experienced tremendous planned growth during the past five years – in terms of both membership and professional/sponsored activities. On the Student Survey, 127 students who rated the importance of the “Student AMA” RSO yielded a mean response of 3.54 (5 point scale). The subgroup of respondents asked to rate their satisfaction with the

“Student AMA” RSO yielded a mean response of 3.60 (N = 96). The current membership level and expected growth have required that the weekly meetings move to a BUS classroom with capacity sufficient for the larger membership.

The AMA RSO appreciates use of office space within the Department’s Professional Collaboration in BUS 112. These offices provide students with a sense of “their own space” within the COB – fulfilling a recommendation by the COB retention committee report submitted several years ago. In addition these office spaces provide participating students the opportunity and need to cooperatively occupy and make use of these spaces – promoting COB values such as collaboration and diversity. These offices are generally open for RSO use during regular and officially extended BUS hours. For example, to accommodate current venting limitations, when these offices are occupied the doors must remain open. These offices are in need of further renovations.

## **Computer Access and Availability**

Current and emergent technologies play an increasingly significant role in marketing. The Marketing program faculty incorporate technology driven changes in the Marketing program curriculum. Providing access to these technologies to students and faculty is critical to their success.

Computing facilities available to students include open computer labs across campus as well BUS 106 – the COB’s open PC lab with 20 plus computers. Open hours during Fall/Spring semesters are generally M-R 8 AM to 10 PM and F 8 AM to 5 PM. In fact 106 is typically opened before 8 AM (i.e. sometime after 7 AM). BUS 104 is also a PC lab w/ 48 computers. This lab is primarily scheduled for classroom use – however, limited access is available when not in classroom use.

Access and use of marketing related software is critical to marketing student success within the curriculum as well as the employment market. In addition to the standard array of office tools (e.g. MS Word, Excel, and PP) students are exposed to specialized software where appropriate. For example, the data analytics and market research curriculum require utilization of SPSS and digital survey tools (e.g. Survey Monkey). The survey tools have been available on a pilot basis for several semesters. The program needs (and is identifying specifications for) a continuing license for a professional grade digital survey tool.

The program utilizes Ferris Connect for blended delivery of several courses (e.g. MKTG 321, MKTG 476) and some online delivery. The current Ferris Connect software and support services are generally viewed as adequate with specific needs for increased capability and service. For example, the current system is challenged to accommodate inclusion and deliver of high level media to the segment of students with limited high-speed internet access. This is more of a current barrier to raising the quality of online course design with high-end media. The adequacy of the pending upgrade to Ferris Connect is not yet known.

## **Library Resources**

Research is essential to students preparing for a career in marketing. The foundation of effective strategic and operational marketing plans is deep accurate knowledge of target market segments – knowledge informed by market data. Program majors learn to generate market data through market research (MKTG 425 – Marketing Research) as well as acquire/access market data provided by secondary sources. Access and use of secondary sources is critical to program majors and faculty. Tools currently available in the library include: Mergent, Standard and Poors.

Additional materials have been requested. The library has been very helpful and cooperative in reviewing these requests. For example, marketing faculty and the library recently arranged trial use of three key resources not currently available as library resources, including, Marketline Research, IBIS World Industry Research, and Gallup Worldview. Students accessed these resources to produce quality term paper projects. Both the library and faculty considered this trial a success.

In response to further conversation about these library resources, FLITE has requested of the COB a college wide recommendation of resources required for COB programs – including secondary database resources needed to support the Marketing program. The program looks forward to continuing collaboration with the library and COB in development a comprehensive library resource recommendation.

## **Recommendations**

The Marketing program/department has identified the following facility/equipment needs:

- Mix of library resources required to support curriculum and student learning needs of the Marketing program. Program and Department will provide input to comprehensive COB plan that addresses specific needs of Marketing programs.
- Technologies (e.g. Skype setup) to support (a) in-class real-world simulation of f2f and f2f/remote sales presentations and business meetings (b) access remote guest speakers for program classes. The program/department will work with faculty, IT, and others to develop recommendations in relation the need and technologies currently available or needed.
- Professional grade multi-year license for an online survey tool license (e.g. Survey Monkey – an organizational license professional acct at \$200 annually). The Department will request license purchase following final review of needs with faculty, IT, and COB.
- Extend power across BUS 329 pods in ways that conveniently accommodate student technologies increasingly incorporated for in-class learning activities (e.g. notebooks, tablets, etc.). Program/Department has included this request in prior COB planning process and will now work w/ faculty and IT to develop and implement solutions.
- Classroom space/technologies to support Marketing Strategy with classroom with wireless classroom access and power for laptops, notebooks, tablets as well as visual presentation and remote access technologies. The program/department is studying the need in relation to current classroom capabilities.
- Enhance RSO office venting to allow office occupancy with doors closed. RSO office renovation requests have been included in prior COB planning process – some requests of which have been implemented. Program/Department will continue requesting funding to provide enhanced venting.

## **Section 5 – Conclusions**

### **Relationship to FSU Mission**

The B.S. Marketing program at Ferris State University is fully aligned with the FSU mission to prepare students for successful careers, responsible citizenship, and lifelong learning. The marketing program prepares program graduates for successful marketing careers, responsible citizenship, and lifelong learning. Marketing is a natural discipline for integrative education; the theory and practice are emphasized throughout the curriculum. Students learn and demonstrate their learning through client-based projects. Marketing tactics change constantly requiring our students to be lifelong learners using the foundation principles of marketing.

### **Program Visibility and Distinctiveness**

The marketing program is unique in terms of curriculum choices, program admission process, and faculty delivery methods. First, the curriculum features extensive course offerings. Students complete nine specifically required marketing courses and have the opportunity to choose six additional elective classes. These electives can be combined to create a concentration unique to Ferris such as E-commerce marketing, or combinations uniquely placed in the business curriculum such as Retailing, Advertising/Integrated Marketing Communications, Public Relations or Sports Marketing. Students may also complete a sales concentration with the addition of specific communications courses. Our graduates have a breadth and depth of marketing knowledge that compares favorably to other schools.

Admission into the marketing program is unique at Ferris as students may be admitted directly into the marketing program. Most schools require a separate admission to the business school after completing a two year pre-business curriculum. Marketing students at Ferris can take some marketing classes within their first two years of the program. This allows our students to immerse themselves into the field of marketing years before other members of their cohort group from other universities.

Program faculty at Ferris compose another unique feature of the program. The marketing program tenured/tenure track faculty all have completed a Ph.D. in a marketing field and have work experience relevant to their teaching expertise. Most of the classes contain hands-on projects, many of which are client based. Students enjoy applying their newly learned skills to identify and solve clients' problems. Our students understand marketing theory and can apply it to real world situations better than graduates of other marketing programs.

Graduates of the marketing program are located all over the world giving us global visibility. The recognition of the marketing students at intercollegiate competitions has increased our visibility among peer institutions and national employers.

## **Program Value**

The program provides value for students, employers, the University and the community at large. Students receive an outstanding education and are ready to jump into careers making immediate contributions for their employers. The university benefits from the recognition of student and faculty accomplishments. Marketing program faculty are involved in many areas of the University providing marketing assistance where appropriate and contributing professionally in multiple capacities.

Marketing faculty are involved professionally in their communities, their professional associations, and are called upon to assist public groups. The marketing students have provided marketing expertise to the City of Big Rapids (Master Plan Research Project) and the Iosco Arenac District Library among others.

The marketing program faculty provide service courses for many other University programs such as Professional Golf Management, Professional Tennis Management, Music Industry Management, Healthcare Systems Administration and Construction Management. Program faculty also teach the business core capstone class. Marketing faculty serve as RSO advisors to many campus organizations.

## **Enrollment**

Enrollment in the B.S. Marketing program is steady and appears to be growing after seeing some decline from 2006-2009. Enrollment for Fall 2010 was 118 and enrollment for Fall 2011 is approximately 126 students. These numbers do not include approximately 25 students in the pre-business curriculum. The pre-business curriculum includes students not meeting COB admission requirements and other students who qualify for the TIP (Tuition Incentive Program) grant.

During the same period of enrollment decline, the number of marketing graduates increased. This increase correlates with the emphasis on advising and working to create completion plans for existing students. Now all students work with an advisor to develop a completion plan when they enroll in the marketing program.

## **Characteristics, Quality and Employability of Students**

The students seeking the B.S. Marketing degree span a wide range of the university population from honors program students to those needing some remedial coursework. On average there has been an increase in ACT scores and GPA consistent with the COB admission guidelines. The quality of marketing program graduates is increasing as evidenced by the TracDat assessment tracking.

The marketing program attracts more males than females (35%) at the current time. The two most popular concentrations are sales and sports marketing which may be a factor in the gender disparity. The other characteristics seem to mirror the overall student population.

Program graduates continue to find employment in a variety of marketing professions even in a down economy. The alumni survey indicates that over 75% of graduates continue to be employed in

marketing related occupations. Our students are employed by top international companies as well as local firms.

## **Quality of Curriculum and Instruction**

The quality and composition of the marketing curriculum is exemplary. The marketing program at Ferris includes the basic requirements of all of our peer institutions with additional opportunities to specialize in career and industry areas. Marketing concentrations allow students to specialize in a particular area of marketing or apply marketing core classes to an industry specific concentration.

Most marketing classes have project based components and many use client based projects to give students hands-on learning opportunities. Marketing students have rated the projects as one of the most influential learning styles. Case analysis and role playing presentations are another instructional method used in most marketing classes that have been highly successful.

## **Composition and Quality of the Faculty**

The quality of the marketing faculty is the highest ever. Students have rated the faculty as one of the highest areas of satisfaction. There have been significant changes in the marketing program faculty since the 2005 APR. In 2005, the marketing program had 8 tenure/tenure track faculty and one full time adjunct faculty member. Since 2005, four (4) tenured faculty members have retired, one tenure-track faculty did not receive tenure, and one tenure-track faculty resigned. The marketing program was fortunate to hire four (4) tenure-track faculty, although one resigned after only two years. Only three faculty remain from the 2005 complement of marketing program faculty and one has signed papers for reduced load retirement.

The current marketing faculty consists of three tenured faculty, three tenure track faculty, and 2-3 adjunct faculty. All marketing tenured/tenure track faculty have Ph.D. degrees with one ABD status. All of the marketing faculty have work experience in the marketing field. The current adjunct faculty all have master degrees and extensive work experience in their area of teaching expertise.

The marketing program acknowledges the contributions made by the adjunct faculty to assist in temporary leaves of absence and to adjust for enrollment shifts. However, the recent retirement of faculty have left us with 2 positions unfilled. Two adjunct positions have one year full time contracts and the third position received a semester by semester contract for Fall 2010 and Spring 2011. This meant that 36% of marketing program course sections were taught by adjunct faculty on 2010-11. Taking into account unexpected leaves and sabbaticals, there were still 24% of marketing program classes taught by adjunct faculty. With pending retirement of one-two faculty it is requested that these open positions be filled with tenure-track faculty.



# Appendix

*Appendix 1:*  
*Marketing Programs at*  
*Other Universities*





MARKETING B.S.	Georgetown Un.	Grand Valley	Un. of Hartford	Harvard	University of Hawaii	Hillsdale	Idaho State	Illinois	Iowa State	James Madison U.	Kansas State	Kent State U.	Michigan State	Murray State
<b>TOTAL CREDITS REQUIRED</b>	<b>21</b>		<b>21</b>	<b>51</b>	<b>42</b>	<b>21</b>	<b>18</b>	<b>45</b>	<b>45</b>	<b>15</b>	<b>42</b>	<b>27</b>	<b>24</b>	
<b>Are Internships Required?</b>	<b>No</b>		<b>Yes</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>
<b>Marketing Required (credits)</b>											12	18		
Principles of Marketing	r		r	r			r	r	r	r	r	r	r	r
Consumer Behavior	r	r	r		r		r	r	r	r	r	r	r	r
Professional Selling		r	e	e	r		e	r	r	r	r	r		e
Marketing Research	r	r	r		r	r	e	r	r	e	e	r	r	r
International Marketing	r		e	r	r	r	e	r	r	e	r	e	r	e
Marketing Strategy	r	r	r	r	r	r	e	r	r	e		r	r	e
Marketing Data Analysis				r	r		e							
Supply Chain/or Transportation		r									e			e
Advertising	e						r	e	e		e	e		r
Marketing Elective		9r	6r				12r	6r	6r	3r		2r	6r	r
Services Marketing	r			r								e		
Qualitative Mktg Research					r	r						r	r	
Business-to-Bus Marketing	e			r						r	r			e
<b>Concentrations ~ "not" classes</b>														
Marketing		x	x	x	x	x		x	x	x	x	x		
Retailing				x	x	x					x	x		
E-Commerce								x	x			x		
Sales		x		x	x	x		x	x		x			
Sports Marketing								x	x		x			
Industry Specific Concentration				x	x	x		x	x			x		
<b>Marketing Electives</b>														
Business-to-Bus E-Commerce	e							e	e					
Business-to-Consumer E-Com.												e		
Direct Marketing				e	e				e					e
Retailing Principles		r		e	e						e	e		
Retail Merchandising	e			e				e			e	e		
Retail Management			e	e	e						e	e	e	
Advanced Sales	e						e	e						
Sales Management	e	r	e		e		e					e	e	
Purchasing								e	e			e		
Sports Marketing											e			
<b>Marketing Internship Credits</b>			r	e	e	e	e			e				e
Public Relations Principles				e				e						
Marketing for Non-Profit				e										
New Product Dev./Innovation	e			e			e		e	r			e	
Entrepreneurial Marketing			e	e				e	e					
Special Topic/Resh/etc	e		e	e	e	e	e	e	e				e	
Industrial Marketing	e													
Competitive Intelligence							e							



***Appendix 2:***  
***Program Checksheets***

**Ferris State University - College of Business BACHELOR OF SCIENCE DEGREE IN BUSINESS – MARKETING  
(E-Commerce Marketing, Industry Specific, Marketing, Retailing, Sales, Sports Marketing Concentrations) - 120/121 credits**

**NAME:** \_\_\_\_\_

**ID#:** \_\_\_\_\_

Required	Course Title - Prerequisites Shown in Brackets ( )	Cr	Gr	GrPt
<b>COMMUNICATION COMPETENCE - 12 Credits Required</b>				
COMM 121	Fund of Public Speaking (none)	3		
ENGL 150	English 1 (ENGL 074 w/C- or better or min. 14 on ACT or 370 on SAT)	3		
ENGL	ENGL 250 English 2 (ENGL 150 w/grade of C- or better) OR ENGL 211 Industrial & Career Writing (ENGL 150 w/grade of C- or better)	3		
ENGL 325	Advanced Business Writing – (ENGL 250 or 211 with grade of C or better)	3		
<b>SCIENTIFIC UNDERSTANDING – 7-8 Credits Required</b>				
Consult the Ferris website: <a href="http://www.ferris.edu/hmis/academic/science/scicourses.html">www.ferris.edu/hmis/academic/science/scicourses.html</a> for approved courses.				
	Scientific Understanding with lab	4		
	Scientific Understanding	3-4		
<b>QUANTITATIVE SKILLS – 3 Credits Required</b>				
MATH 115	Intermediate Algebra (MATH w/C- or better, or 19 on ACT or 460 on SAT) if MATH ACT score is 24+; substitute a general education elective.	3		
<b>CULTURAL ENRICHMENT – 9 Credits Required*</b>				
Consult the Ferris website: <a href="http://www.ferris.edu/hmis/academic/science/cultcourses.html">www.ferris.edu/hmis/academic/science/cultcourses.html</a> for approved courses.				
	Cultural Enrichment Elective	3		
	Cultural Enrichment Elective	3		
	Cultural Enrichment Elective (200 level or above)	3		
<b>SOCIAL AWARENESS – 9 Credits Required*</b>				
<b>GENERAL AWARENESS CATEGORY SATISFIED THROUGH RELATED COURSE REQUIREMENTS.*</b>				
Consult the Ferris website: <a href="http://www.ferris.edu/hmis/academic/science/gened.html">www.ferris.edu/hmis/academic/science/gened.html</a> for approved courses.				
	Gen Ed Elec – SALES majors, take COMM 251 or 332 or equiv. (COMM 121)	3		
	General Education elective	3		
	General Education elective	2		
<b>BUSINESS CORE - 30 Credits Required</b>				
ACCT 201	Principles of Accounting 1 (MATH 110 w/C- or better or 19 ACT or 460 SAT)	3		
ACCT 202	Principles of Accounting 2 (ACCT 201 with a grade of C- or better)	3		
BLAW 321	Contracts and Sales (None)	3		
BUSN 499	Integrating Experience (FINC 322, MGMT 370, MKTG 321, S' status)	3		
FINC 322	Financial Mgmt 1 (ACCT 202, Math 115 or 116 or 117 or MATH ACT 24)	3		
ISYS 321	Business Information Systems (ACCT 202, MKTG 321, MGMT 301)	3		
MGMT 301	Applied Management	3		
MGMT 370	Quality/Operations Management (Soph Standing or Instructor Permit)	3		
MKTG 321	Principles of Marketing (Sophomore standing)	3		
STOM 260	Introduction to Statistics (MATH 115, 116, 120, 126, 130, 132 or 135 w/grade of C- or better or 24 ACT or 560 SAT)	3		
<b>RELATED COURSES – 12 Credits Required</b>				
ECON 221	Prin of Macroeconomics 1 (MATH 110 w/C- or better or 19 ACT or SAT of 460)	3		
ECON 222	Prin of Microeconomics 2 (ECON 221)	3		
PSYC 150	Intro to Psychology (ACT 17 READ or Verbal 430 SAT or READ 106 w/C or better)	3		

Required	Course Title - Prerequisites Shown in Brackets ( )	Cr	Gr	GrPt
<b>MARKETING MAJOR COURSES – 30 Credits Required</b>				
AIMC 222	Principles of Advertising (None)	3		
MKTG 231	Professional Selling (COMM 105 or 121 recommended, not required)	3		
MKTG 322	Consumer Behavior (MKTG 321 and PSYC 150)	3		
MKTG 378	Marketing Data Analysis (MKTG 321 and STOM 260)	3		
MKTG 425	Marketing Research (MKTG 321 and STOM 280)	3		
MKTG 441	International Marketing (MKTG 321, senior status) satisfied GLOBAL	3		
MKTG 472	Supply Chain Management (MKTG 321 and MGMT 370)	3		
MKTG 476	Marketing Strategy (MKTG 322 and ECON 221)	3		
	Internship <b>RECOMMENDED</b> (sub any 200-400 level co-op) OR MKTG Elec	3		
	Mktg Elective or MGMT 310 Small Bus Management (2 <sup>nd</sup> sem soph)	3		
<b>Choose one of the following concentrations:</b>				
<b>E-Commerce Marketing Concentration – 12 Credits Required</b>				
ECON 375	Business-to-Business E-Commerce Marketing (MKTG 321)	3		
ECON 383	Business-to-Consumer E-Commerce Marketing (MKTG 321)	3		
MKTG 383	Direct Marketing (AIMC 222 and MKTG 321)	3		
<b>Choose 1 of the following:</b>				
AIMC 375	Business-to-Business Advertising/AIMC (AIMC 222 and Junior status)	3		
GRDE 226	Principles of Interactive Design (GRDE 126 and GRDE 120)	3		
<b>Industry Specific Concentration – 12 Credits Required – DEPARTMENT APPROVAL REQUIRED – See advisor</b>				
<b>Marketing Concentration – 12 Credits Required – See list of suggested electives below.</b>				
	Marketing Elective (see list)	3		
	Marketing Elective (see list)	3		
	Marketing Elective (see list)	3		
	Marketing Elective (see list)	3		
<b>Retailing Concentration – 12 Credits Required</b>				
RETG 337	Principles of Retailing (MKTG 321)	3		
RETG 339	Retail Merchandising (RETG 337)	3		
RETG 438	Retail Management (RETG 339)	3		
MGMT 310	Small Business Management (2 <sup>nd</sup> semester sophomore)	3		
<b>Sales Concentration – 12 Credits Required</b>				
COMM 205	Effective Listening (None)	3		
MKTG 434	Advanced Selling (MKTG 231, senior standing) offered Spring only	3		
MKTG 436	Sales Management (MKTG 231 and MKTG 321) offered Fall only	3		
MKTG 466	Purchasing (MKTG 321) offered Fall only	3		
<b>Sports Marketing Concentration – 12 Credits Required</b>				
MKTG 420	Sports Marketing (MKTG 321)	3		
MKTG 491	Marketing Internship (Sports marketing related – see Advisor for approval)	3		
PREL 240	Public Relations Principles (ENGL 150)	3		
<b>Choose one of the following:</b>				
PREL 341	Public Relations Writing/Tools (ENGL 150 and 250 w/B or better and PREL 240)	3		
	Directed Elective (Advisor's approval required)	3		

**NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES**  
Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.

**Concentration:** \_\_\_\_\_

\* Courses satisfy Social Awareness requirements.  
Advising notes: FSUS 100 requirement satisfied by \_\_\_\_\_  
Global Consciousness requirement satisfied by \_\_\_\_\_  
Race, Ethnicity, Gender requirement satisfied by \_\_\_\_\_

Effective Fall 2010



# SUGGESTED SEMESTER COURSE COMPLETION

		<u>FIRST YEAR</u>	CrHrs	Grade
<b>Fall Semester</b>				
COMM 121	Fund of Public Speaking		3	
ENGL 150	English 1		3	
	Intermediate Algebra (if not needed, gen ed elective)		3-4	
MATH 115	Scientific Understanding elective w/lab		3	
	Cultural Enrichment Elective		3	
	<b>TOTAL</b>		<b>15-16</b>	

		<u>SECOND YEAR</u>	CrHrs	Grade
<b>Fall Semester</b>				
ACCT 201	Principles of Accounting 1		3	
ECON 221	Principles of Macroeconomics		3	
ENGL	250 English 2 <b>OR</b> 211 Industrial & Career Writing		3	
MKTG 321	Principles of Marketing		3	
	General Education Elective <b>OR</b> <b>COMM 205 - SALES CONCENTRATION ONLY</b>		3	
	<b>TOTAL</b>		<b>15</b>	

		<u>THIRD YEAR</u>	CrHrs	Grade
<b>Fall Semester</b>				
ENGL 325	Advanced Business Writing		3	
FINC 322	Financial Management 1		3	
MGMT 301	Applied Management		3	
MKTG 378	Marketing Data Analysis		3	
	Mktg Elec/Concentration Requirements		3	
	<b>TOTAL</b>		<b>15</b>	

		<u>FOURTH YEAR</u>	CrHrs	Grade
<b>Fall Semester</b>				
ISYS 321	Business Information Systems		3	
MKTG 472	Supply Chain Management		3	
	Marketing Elective/Concentration		3	
	Marketing Elective/Concentration <b>OR</b> MGMT 310		3	
	General Education Elective		3	
	<b>TOTAL</b>		<b>15</b>	

- Notes: See front of sheet for:**
1. Prerequisite information by course
  2. Specific course requirements and elective Suggestions.
  3. Graduation requirements
  4. Interrupted studies – re-admission

**SUGGESTED MARKETING ELECTIVES (for marketing concentration):**

AIMC 375	Business-to-Business Adv/IMC	AIMC 486	Advertising/IMC Management
ECON 375	Bus-to-Bus E-Comm Marketing	ECON 383	Bus-to-Consumer E-Comm Mktg
MKTG 375	Mktg for Non-Profit Organizations	MKTG 383	Direct Marketing
MKTG 410	Industrial Marketing	MKTG 420	Sports Marketing
MKTG 466	Purchasing	MKTG 475	Product Marketing
PREL 240	Public Relations Principles	RETG 337	Principles of Retailing

		<u>FIRST YEAR</u>	CrHrs	Grade
<b>Winter Semester</b>				
MKTG 231	Professional Selling		3	
PSYC 150	Introduction to Psychology		3	
STOM 260	Introduction to Statistics		3	
	Cultural Enrichment Elective		3	
	Scientific Understanding Elective		3	
	<b>TOTAL</b>		<b>15</b>	

		<u>SECOND YEAR</u>	CrHrs	Grade
<b>Winter Semester</b>				
AIMC 222	Principles of Advertising/IMC		3	
ACCT 202	Principles of Accounting 2		3	
ECON 222	Principles of Microeconomics		3	
MKTG 322	Consumer Behavior		3	
	General Education Elective <b>OR</b> <b>COMM 221 or 332 (FOR SALES CONCENTRATION ONLY)</b>		3	
	<b>TOTAL</b>		<b>15</b>	

		<u>THIRD YEAR</u>	CrHrs	Grade
<b>Winter Semester</b>				
BLAW 321	Contracts and Sales		3	
MGMT 370	Quality/Operations Management		3	
MKTG 425	Marketing Research		3	
	Cultural Enrichment Elective		3	
	Concentration Requirements		3	
	<b>TOTAL</b>		<b>15</b>	

		<u>FOURTH YEAR</u>	CrHrs	Grade
<b>Winter Semester</b>				
BUSN 499	Interdisciplinary Integrating Experience		3	
MKTG 441	International Marketing (satisfies global requirement)		3	
MKTG 476	Marketing Strategy		3	
	MKTG Elec (Internship highly recommended) <b>MKTG Concentration</b>		3	
	<b>OR</b> RETG 337 Prin of Retailing <b>RETG Concentration only</b>		3	
	Mktg Elective/Concentration Requirements		3	
	<b>TOTAL</b>		<b>15</b>	

***Appendix 3:***  
***Master Course Outlines***

# MASTER COURSE OUTLINE

## Course Identification:

Prefix:	Number	Title
AIMC	222	Principles of Advertising/IMC

## Course Description:

Scope and purpose of IMC, IMC cycles; writing copy, slogans; trademarks; methods of visualizing; layout; printing, newspaper, magazine, radio, television, billboard, transportation, direct mail, specialty, point-of-sale, and other special forms of advertising, packaging and labeling; testing of ads, agencies and campaigns; advertising laws.

Credits: 3

Pre-requisites: None

Typically Offered: Fall, Spring, Summer. Online summer semesters only.

## Course Outcomes and Assessment Plan:

1. Demonstrate an understanding of the essentials of an integrated marketing communication plan.  
Assessment: Written assignments, presentations.
2. Demonstrate, via written and/or artistic methods, a basic understanding of the elements of print and broadcast advertising, sales promotion, direct marketing, and public relations.  
Assessment: Written and or artistic assignments/projects
3. Explain the relationship between promotion and the other facets of marketing.  
Assessment: Class discussion, class presentation, written assignments.
4. Demonstrate an understanding of basic marketing principles, including the marketing concept, market segmentation, positioning, and the marketing mix.  
Assessment: Quiz and/or exam, written paper, presentation
5. Provide examples that show understanding of media strategy appropriate to target market/target audience identification.  
Assessment: Written assignments

## Course Outline including Time Allocation:

I.	Overview of the world of Integrated Marketing Communication - Dimension and components	2 hours
II.	The structure of advertising and promotion industry	2 hours
III.	The evolution of Advertising and IMC	1 hour
IV.	Social, ethical, and regulatory aspects of IMC	2 hour
V.	IMC and consumer behavior	2 hours
VI.	Advertising and promotion research	1 hour
VII.	Advertising and IMC - Creativity and execution	6 hours
VIII.	Print and broadcast production	4 hours
IX.	IMC planning with ethical and global components	3 hours
X.	IMC media planning and strategy	3 hours
XI.	Media planning and strategy for the internet	2 hours
XII.	Sales promotion, point-of-purchase, and support media	3 hours

XIII.	Product placement, event sponsorship, and branded entertainment	3 hours
XIV.	Integrating direct marketing and personal selling	3 hours
XV.	Public relations, influencer marketing, and corporate advertising	4 hours
XVI.	Testing	4 hours
		45 hours

**Textbook Information:**

Integrated Advertising, Promotion, and Marketing Communications, 4<sup>th</sup> edition, Clow/Baack,  
Prentice Hall, ISBN# 978-0136079422

# MASTER COURSE OUTLINE

## Course Identification:

Prefix:	Number	Title
MKTG	231	Professional Selling

## Course Description:

Basic course in selling, covering development of a sales personality, sales speech, opening and closing sales, buying motives and sales psychology, organization of sales talk, meeting objectives, suggestive selling, and building a customer following. Sales demonstrations in class are evaluated by both the class and the professor.

Credits: 3

Pre-Requisites: COMM 121 or COMH 121 highly recommended.

Typically Offered Fall, Spring, Summer (face to face), Summers online

## Course Outcomes and Assessment Plan:

1. Demonstrate understanding of key concepts of professional selling.  
Assessment: Test, project, role play, or presentation
2. Explain the difference between transactional selling & relationship selling.  
Assessment: Test, project, role play, or presentation
3. Demonstrate understanding of the sales process and buying behavior.  
Assessment: Test, project, role play, or presentation
4. Learn and role play individual professional sales presentation tactics.  
Assessment: Role play and presentation
5. Learn and role play improvisational presentation techniques.  
Assessment: Role play and presentation
6. Create and present (i.e. role play) a basic individual sales call  
Assessment: Individual role play and presentation

## Course Outline including Time Allocation (45 hours):

### Hours Planned Activity

- |   |                                                                                                      |
|---|------------------------------------------------------------------------------------------------------|
| 3 | I. Introduction to Course and Syllabus Review<br>The Role of Personal Selling<br>Selling as a career |
| 2 | II. Legal and Ethical Responsibilities                                                               |
| 3 | III. FLITE Business Reference Search Tools<br>Buyer Behavior<br>Effective Communication              |
| 3 | IV. Beginning the Relationship Selling Process<br>Role Playing Exercise                              |
| 3 | V. Successful Prospecting<br>The Approach                                                            |

- 3 VI. Professional Selling  
Problem Recognition  
Role Playing
- 3 VII. The Presentation  
Role Playing
- 3 VIII. Handling Objections  
Role Playing
- 3 IX. Professional Buying  
Sales Negotiation
- 3 X. The Art of Closing  
Role Playing
- 3 XI. Retail Selling  
Self Management  
Sales Force Management
- 7 XII Sales Presentation
- 6 XIII. Individual Sales Presentations and Role Playing

**Textbook Information:**

Personal Selling - A Relationship Approach, 7<sup>th</sup> edition, Marks, Atomic Dog Publishers, ISBN# 1-59260-229-0

# MASTER COURSE OUTLINE

## Course Identification:

<b>Prefix:</b>	<b>Number</b>	<b>Title</b>
MKTG	321	Principles of Marketing

## Course Description:

Introduction to the basic functions of marketing. Included as topics of study are: consumer behavior, marketing research, marketing planning, physical distribution, selling, promotion, retailing, pricing, wholesaling, purchasing, international marketing, and e-commerce.

Credits: 3

Pre-Requisites: Sophomore status or higher.

Typically Offered Fall, Spring, Summer (face to face), Summers online, other terms online if needed

## Course Outcomes and Assessment Plan:

- Define marketing and explain the importance of discovering and satisfying customer wants and needs.
- Describe the strategic marketing process and its three key phases: planning, implementation and control.
- Distinguish between marketing mix elements and environmental factors.
- Explain how market segmentation, targeting, and positioning can create competitive advantage.
- Describe the elements of the marketing mix (product, price, place (distribution) and promotion) and how they fit into a comprehensive marketing plan.
- Describe the elements of the promotions mix (advertising, sales promotions, public relations, personal selling, and direct marketing) and how they are coordinated to create integrated marketing communications
- Demonstrate the elements of a comprehensive marketing plan by producing a basic marketing plan with all elements

### Course Assessment

Course Objective	Exam and/or Quiz	Written Assignment	Case Analysis and/or Presentation	Class Participation
Define marketing and explain the importance of discovering and satisfying customer wants and needs.	X	X	X	X
Describe the strategic marketing process and its three key phases: planning, implementation and control.	X		X	X
Distinguish between marketing mix elements and environmental factors.	X		X	X

Explain how market segmentation, targeting, and positioning can create competitive advantage.	X	X	X	X
Recognize key characteristics of organizational buying that make it different from consumer buying	X		X	X
Describe the elements of the marketing mix (product, price, place (distribution) and promotion) and how they fit into a comprehensive marketing plan	X	X	X	X
Describe the elements of the promotions mix (advertising, sales promotions, public relations, personal selling, and direct marketing) and how they are coordinated to create integrated marketing communications.	X	X	X	X

**Course Outline including Time Allocation:**

- I. Customer Driven Marketing 9 hours
  - a. Strategic planning
  - b. Marketing Environment
  - c. Global Marketing
  - d. Customer Relationship Management
  
- II. Market Behavior and Research Tools 9 hours
  - a. Consumer Behavior
  - b. Business Buyer Behavior
  - c. Marketing Research
  - d. Market Segmentation, Targeting, & Positioning
  
- III. Product Strategy 9 hours
  - a. Products and Services
  - b. Brand Management
  - c. New Product Development
  
- IV. Pricing Strategy 3 hours
  - a. Pricing Concepts
  - b. Pricing Tactics
  
- V. Place/Distribution Strategy 6 hours
  - a. Supply Chain Management
  - b. Retailing and Wholesaling
  
- VI. Promotion Strategy 9 hours
  - a. Integrated Marketing Communications
  - b. Advertising and Public Relations
  - c. Sales Promotions and Direct Marketing
  - d. Personal Selling and Sales Force Management

Total Contact Hours

45 hours



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Summary of CPC Topics Covered in this Course Contact Hours

Marketing	45
Management	5
Legal Environment of Business	2
Economics	2
Business Ethics	4
Global Dimensions of Business	4
Quantitative Techniques and Statistics	2
Comprehensive or Integrating Experience	<u>2</u>
 Total	 66

**Textbook Information:**

Marketing, 6<sup>th</sup> edition, Lamb/Hair/McDaniel, Cengage, ISBN# 978-032-4656206

# MASTER COURSE OUTLINE

## Course Identification:

Prefix:	Number	Title
MKTG	322	Consumer Behavior

## Course Description:

A study of the motivational factors influencing purchasing decisions. Emphasis is placed on the psychological, sociological and anthropological factors as they affect consumer decision making.

Credits: 3

Pre-Requisites: MKTG 321 AND PSYC 150.

Typically Offered Fall, Spring, Summer (face to face), Summers online

## Course Outcomes and Assessment Plan:

- Demonstrate understanding of the intersection of consumer behavior with the 4P's of Marketing  
Assessment: Take home assignments
- Explain the consumer decision process  
Assessment: Exams and take home assignments
- Identify and explain individual and group determinants of purchase decisions  
Assessment: Exams
- Discuss the impact of consumer behavior of corporate and marketing strategies.  
Assessment: In class discussions

## Course Outline including Time Allocation:

- 1. An Introduction to Consumer Behavior** **4 hours**
  - a. Understanding Consumer Behavior
  - b. Developing Information About Consumer Behavior
- 2. The Psychological Core** **12 hours**
  - a. Motivation, Ability, and Opportunity
  - b. Exposure, Attention, and Perception
  - c. Knowledge and Understanding
  - d. Attitudes Based on High Effort
  - e. Attitudes Based on Low Effort
  - f. Memory Retrieval
- 3. The Process of Making Decisions** **12 hours**
  - a. Problem Recognition and Information Search
  - b. Judgment and Decision Making Based on High Effort
  - c. Judgment and Decision Making Based on Low Effort
  - d. Post-Decision Processes
- 4. The Consumer's Culture** **12 hours**
  - a. Consumer Diversity
  - b. Social Class and Household Influences
  - c. Psychographics: Values, Personality, and Lifestyles
  - d. Social Influences on Consumer Behavior

**5. Consumer Behavior Outcomes and Issues**

**5**

**hours**

- a. Adoption of, Resistance to, and Diffusion of Innovations
  - b. Symbolic Consumer Behavior
  - c. Ethics, Social Responsibility, and the Dark Side of Consumer Behavior and Marketing
- 

**45 hours**

**Textbook Information:**

Consumer Behavior, 5<sup>th</sup> edition, Hoyer/MacInnis, Houghton-Mifflin/Cengage, ISBN# 978-0619643721

# MASTER COURSE OUTLINE

## Course Identification:

<b>Prefix:</b>	<b>Number</b>	<b>Title</b>
MKTG	378	Data Analysis

## Course Description:

Statistical applications of specific marketing problems using market research data. Extensive use of computers to analyze marketing data and coverage of sample and inference procedures (confidence intervals, chi-square, t-tests, and ANOVA). Concentration on both statistical applications and summary report writing. Emphasis to career paths in many areas of marketing management, marketing research, and sales.

Credits: 3

Pre-Requisites: STQM 260 AND MKTG 321.

Typically Offered Fall, Spring

## Course Outcomes and Assessment Plan:

- Conduct t-test, ANOVA, regression, correlation, chi-square, and other tests using real data files
- Determine appropriate statistical procedures for survey data
- Write professional reports from statistical analysis of data files
- Present data conclusions using Power Point

## ASSESSMENT:

Course Objective	Exam and/or Quiz	Written Assignment	Case Analysis and/or Presentation	Class Participation
Conduct t-test, ANOVA, regression, correlation, chi-square, and other tests using real data files customer wants and needs.	X	X	X	X
Determine appropriate statistical procedures for survey data	X	X		X
Write professional reports from statistical analysis of data files	X	X		X
Present data conclusions using PowerPoint			X	X

## Course Outline including Time Allocation

- |    |                                                    |         |
|----|----------------------------------------------------|---------|
| I. | Introduction to SPSS (or equivalent stats package) | 3 hours |
|    | a. Data Entry                                      |         |
|    | b. Basic Analysis- Means and Percents              |         |
|    | c. Relation of Data to Marketing Decision-making   |         |

- |      |                                                     |          |
|------|-----------------------------------------------------|----------|
| II.  | Report Writing                                      | 7 hours  |
|      | a. Appropriate Tables and Charts (With Conclusions) |          |
|      | b. PowerPoint (charts) and Excel (tables)           |          |
| III. | Bivariate Analysis                                  | 16 hours |
|      | a. T-tests                                          |          |
|      | b. ANOVA                                            |          |
|      | c. Chi-square                                       |          |
| IV.  | Multivariate Analysis                               | 16 hours |
|      | a. Correlation                                      |          |
|      | b. Regression                                       |          |
|      | c. MANOVA                                           |          |
|      | d. Factor Analysis for Product Positioning          |          |
| V.   | Data Presentations With PowerPoint                  | 3 hours  |

**Textbook Information:**

PASW 17 Made Simple, 2010 edition, Kinnear/Gray

# MASTER COURSE OUTLINE

## Course Identification:

<b>Prefix:</b>	<b>Number</b>	<b>Title</b>
MKTG	441	International Marketing

## Course Description:

Focuses on the international marketer's sphere of operation, dwelling particularly on the uncontrollable environmental variables in foreign markets and how they affect the task of international marketing management. In-depth emphasis is placed on how the execution of product strategy, promotion strategy, distribution strategy, and pricing strategy is different from one country to another. The coordination of the marketing mix to achieve a total and effective international marketing program is the underlying objective of this course.

This course meets General Education requirements: Global Consciousness.

Credits: 3

Pre-Requisites: MKTG 321 and Senior status.

Typically Offered Fall, Spring

## Course Outcomes and Assessment Plan:

Course Outcomes	Written Assignment	Case Analysis Presentation/ Discussion	Country Analysis Project
Develop and articulate an understanding of the marketing management problems that arise in the international marketing environment.	X	X	
Identify the uncontrollable environmental factors (Economic, Political-Legal, Social-cultural) that affect an international marketers sphere of business.	X	X	X
Prepare and design a comprehensive country analysis for an international marketing plan.	X		X

## Course Outline including Time Allocation:

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| <ol style="list-style-type: none"> <li>1. The International Marketing Environment               <ol style="list-style-type: none"> <li>a. Global Marketing</li> <li>b. Trade Institutions and Policy</li> <li>c. Cultural Environment</li> <li>d. Economic Environment</li> <li>e. Political Environment</li> </ol> </li> <li>2. International Market Entry and Development               <ol style="list-style-type: none"> <li>a. Strategic Planning</li> <li>b. Marketing Organization, Implementation, and Control</li> <li>c. Research</li> <li>d. Market Entry and Expansion</li> </ol> </li> </ol> | <p>15hrs</p> <p>9hrs</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|

- 3. Export Marketing Mix 9hrs
  - a. Product Adaptation
  - b. Export Pricing
  - c. Market Communications
  - d. Distribution Management
- 4. The Global Marketing Mix 12hrs
  - a. Global Product Management and Branding
  - b. Global Services
  - c. Global Logistics
  - d. Global Pricing and Promotion Strategies

**Textbook Information:**

International Marketing, 8<sup>th</sup> edition, Czinkota/Ronkainen, Cengage, ISBN# 0-324-31702-6

# MASTER COURSE OUTLINE

## Course Identification:

<b>Prefix:</b>	<b>Number</b>	<b>Title</b>
MKTG	425	Marketing Research

## Course Description:

Methods for designing market research studies, methods of collecting data, problem formulation, sampling methods and techniques, data analysis, and research reporting. Students design and execute a complete research project in the following possible areas: advertising/promotion, customer satisfaction, target markets, sales, product development, pricing, or distribution.

Credits: 3

Pre-Requisites: STQM 260 AND MKTG 321.

Typically Offered Fall, Spring, Summer

## Course Outcomes and Assessment Plan:

Course Outcome	Exam/Quiz	Written Paper	Presenta-tion	Class Participation	Team Evals
Describe features of qualitative vs. quantitative research designs related to primary and secondary research	X				
Define a research problem for decision-making for a client, and articulate the research process	X	X		X	
Select probability or non-probability samples based on appropriate research design	X	X		X	
Design an effective questionnaire	X	X		X	
Conduct fieldwork based on the Code of Ethics of the American Marketing Association				X	X
Execute appropriate univariate, bivariate, and/or multivariate analysis using SPSS (or equivalent)		X			X
Write a professional report with tables, graphs, and summaries (in a team setting)		X		X	X
Present the findings using PowerPoint (in a team setting) to a research client			X	X	

## Course Outline including Time Allocation:

- |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| <ul style="list-style-type: none"> <li>I. Define the Problem</li> <li style="padding-left: 20px;">a. Formulation of Problem Statement for Client</li> <li style="padding-left: 20px;">b. Discussion of Research Process</li> <li style="padding-left: 20px;">c. Probability and Nonprobability Research</li> <li style="padding-left: 20px;">d. Qualitative and Quantitative Research</li> <li style="padding-left: 20px;">e. Sample Size Formula</li> </ul> | 6 hours |
| <ul style="list-style-type: none"> <li>II. Questionnaire Development</li> <li style="padding-left: 20px;">a. Elements of Questionnaire Design</li> <li style="padding-left: 20px;">b. Develop Client Survey</li> <li style="padding-left: 20px;">c. Use of SurveyMonkey or Equivalent Online Resources</li> </ul>                                                                                                                                            | 6 hours |



- |      |                                               |          |
|------|-----------------------------------------------|----------|
| III. | Conduct Fieldwork                             | 3 hours  |
|      | a. Ethics                                     |          |
|      | b. Type of Fieldwork (phone, email, etc)      |          |
| IV.  | Data Entry                                    | 3 hours  |
|      | a. Use of SPSS or Stats Package               |          |
|      | b. Coding and Editing                         |          |
| V.   | Data Analysis and Formal Research Report      | 24 hours |
|      | a. Univariate Analysis-Means and Percents     |          |
|      | b. T-tests and ANOVA                          |          |
|      | c. Chi-square                                 |          |
|      | d. Additional Multivariate (when appropriate) |          |
|      | e. Open-ended Analysis                        |          |
|      | f. Written Report – Introduction and Method   |          |
|      | g. Analysis and Findings                      |          |
|      | h. Conclusions and/or Executive Summary       |          |
| VI.  | Formal PowerPoint Presentation                | 3 hours  |
|      | a. Develop Presentation                       |          |
|      | b. Team Presentation to Client                |          |

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45 hours

**Textbook Information:**

Marketing Research Essentials, 6<sup>th</sup> edition, McDaniel/Gates, Wiley, ISBN# 978-0470131985

# MASTER COURSE OUTLINE

**Course Identification:**

<b>Prefix:</b>	<b>Number</b>	<b>Title</b>
MKTG	472	Supply Chain Management

**Course Description:**

This course presents an introduction to supply chain management and the integration of the important elements of purchasing, operations, production, and distribution. Specific topics include strategic sourcing, supplier relations, ERP, process management issues, transportation, logistics, CRM, and performance measurement along the supply chain.

Credits: 3

Pre-Requisites: MKTG 321 and MGMT 370

Typically Offered: Fall and Spring

**Course Outcomes and Assessment Plan:**

	Outcome	Class Presentation	Case Analysis	Exam /Quiz
1	Describe a supply chain and the elements of supply chain management.			X
2	Understand sourcing decisions and the factors impacting supplier selection.			X
3	Develop a supplier evaluation and certification program.	X	X	
4	Understand the strategic role played by the purchasing function in developing and improving the supply chain.			X
5	Explain collaborative planning, forecasting, and replenishment.			X
6	Understand the advantages and disadvantages of ERP systems			X
7	List and describe the major elements of JIT and TQM.	X		X
8	Explain the interrelatedness of transportation, warehousing, and material handling.		X	
9	Describe how information is used to create customer satisfaction and greater profits for the firm.		X	
10	Identify the factors influencing facility location.			X
11	Describe the strategies for managing capacity, wait times, distribution, and quality in services.	X	X	X
12	Understand the advantages of and obstacles to process integration.			X
13	Describe how to design a supply chain performance measurement system.	X	X	X

**Course Outline including Time Allocation:**

- |                                        |        |
|----------------------------------------|--------|
| 1. Elements of Supply Chain Management | 3 hrs  |
| 2. Supply Management Issues            | 12 hrs |
| a. Purchasing and Supply Management    |        |
| b. Managing Supplier Relationships     |        |
| c. Strategic Sourcing                  |        |

- 3. Operations Issues in Supply Management 9 hrs
  - a. Demand Forecasting
  - b. Resource Planning and Inventory Management
  - c. Process Management
- 4. Distribution Issues 12hrs
  - a. Domestic and International Logistics
  - b. Customer Relationship Management
  - c. Global Location Decisions
  - d. Service Response Logistics
- 5. Integration Issues 9hrs
  - a. Process Integration
  - b. Performance Measurement of the Supply Chain

**Textbook Information:**

Principles of Supply Chain Management, 2<sup>nd</sup> edition, Wisner/Tan/Leong, Cengage, ISBN #978-0-324-65791-3

# MASTER COURSE OUTLINE

**Course Identification:**

<b>Prefix:</b>	<b>Number</b>	<b>Title</b>
MKTG	476	Marketing Strategy

**Course Description:**

Developing and executing marketing strategies, programs, audits, and plans. Emphasis on strategic and tactical marketing decisions through highly interactive case studies and presentations that require the application of a variety of analytical frameworks for making strategic marketing decisions. Specific cases leading to comprehensive case analysis, covering areas such as consumer and industrial goods, products and services, and profit and nonprofit organizations, ranging from manufacturers to retailers.

Credits: 3

Pre-Requisites: Senior Status or Instructor Approval.

Typically Offered Fall, Spring and Summer

**Course Outcomes and Assessment Plan/Time Allocation**

Course Objectives/Outcomes	Time Allocation	Exam and/or Quiz	Written Assignment	Case Analysis and/or Presentation	Class Participation
Define and Explain Marketing and the concept of planning and strategy and the strategic Business Units (SBU's)		X			X
Describe the process of strategic marketing and its relation to marketing management.		X			
Explain the corporate appraisal framework: corporate publics, value orientation of top management, corporate resources, and past performance of business		X	X	X	X
Outline and explain researching competition; classifying competitors, seeking and sustaining competitive advantage.		X	X		
Focusing on the customer as a foundation for strategic planning: customer need, market emergence, market boundaries and customer segmentation.		X		X	

Course Objectives/Outcomes	Time Allocation	Exam and/or Quiz	Written Assignment	Case Analysis and/or Presentation	Class Participation
Understanding environmental scanning and measuring strengths and weaknesses. Learning to conduct SWOT and provide for synergy.		X	X	X	X
*Defining a strategic thrust/direction for corporate strategy. *Explaining and understanding the framework for defining objectives. *Defining SBU objectives and goals.		X	X		X
*Understanding the process of strategy selection and its relationship to portfolio analysis. *Learning the implications of product life cycle on developing the portfolio matrix.		X		X	
*Creating market responsive organization and the role of systems in implementing strategy. *Understanding strategic planning and the marketing responsive organization *Measuring the value of marketing strategies		X	X	X	
*Formulating Marketing Strategies Market strategies Product strategies Distribution strategies Promotion strategies Pricing strategies *Global Market Strategies			X	X	
Marketing Implementation and Control: *The implementation matrix *Follow-up and control strategies			X		X

### Course Outcomes and Assessment Plan:

This course is concerned with the development, evaluation and implementation of marketing strategy in complex environments. This course deals primarily with an in depth analysis of variety of concepts, theories, facts, analytical procedures, techniques and models. The course addresses strategic issues such as: What business should we be in? What are our long-term objectives? What is our sustainable competitive advantage? Should we diversify? How are our organizational strengths and weaknesses? What are our strategic alternatives?

The primary objective is to provide an interesting, dynamic and useful pedagogical tool for students of marketing. The cases chosen should represent a cross section of possible problem areas. The student will find: cases dealing with both consumer and industrial products; cases set in manufacturer, wholesaler, and retailer organizations; cases dealing with tangible products and intangible services; and cases set in both profit and nonprofit circumstances. The student will deal with integrative cases where decisions in all marketing decision areas are necessary.

It is clearly necessary for students to learn and understand basic definitions, concepts, and logic before they can apply them in analysis of marketing problems or attempt to develop marketing plans and policies. One problem we continually face in advance case-oriented marketing courses is that most students have long ago discarded or sold their basic texts. Consequently, when they are faced with case problems to analyze they have nothing to rely on but their memories. It is believed that this seriously detracts from the usefulness of case analysis. Thus, lectures and reading material will be provided as a reference source for key marketing concepts. The objective here is to focus on material that is more relevant for analyzing strategic marketing problems.

The cases in this course require competent student analysis. They are not designed to provide illustration for concepts or incidents. They are not milestones with a defined ending. Instead, they are real marketing problems requiring a thorough analysis on the part of the student. The objective is to develop student skills of analysis and problem solving.

Cases are an attempt to introduce real-world complexities into the classroom. They are not perfect tools by any means, but the case approach does allow the student of marketing vicarious experience in analyzing and dealing with marketing problems.

### **Overall and Composite Course Assessment**

Each student completes a marketing strategy designed to facilitate his/her career planning. Also, each student participates in a group, (of 2), developing a new and improved marketing strategy for a product offered by a Fortune 500 company.

### **Textbook Information:**

Marketing Strategy - A Decision Focused Approach, 6<sup>th</sup> edition, Walker, Jr./Mullins, McGraw-Hill, ISBN#978-0-07-352989-9

Appendix 5:  
Program Level  
Assessment Reports

## Program - Marketing (B.S.) - Curriculum Map

Legend: (A) - Program Assessment, (I) - Introduced, (M) - Mastery, (R) - Reinforced

Outcomes	ADVG 222	MKTG 231	MKTG 321	MKTG 322	MKTG 378	MKTG 425	MKTG 441	MKTG 472	MKTG 476
Outcome 1	R		I	R			R	R	A, M
Outcome 2	R	R	I	R			R	R	A, M
Outcome 3	R		I	R			R	R	A, M
Outcome 4	A, R	A	I	R			R		A, R
Outcome 5			I		R	A, M, R			A, R



**\*\*Unit Assessment Report - Four Column**  
**Ferris State University**  
**Program - Marketing (B.S.)**

**Mission Statement:** The mission of the marketing program at Ferris State University is to provide students with the marketing skills and hand-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)

**Advisory Board/Committee Meetings:** Less than once every two years  
**Next FSU Academic Program Review:** 2011-2012  
**Accreditation Body:** Accreditation Council for Business Schools and Programs (ACBSP)  
**Academic Year of Next Accreditation Review:** 2011-2012  
**College:** COB

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<b>Program - Marketing (B.S.) - Outcome 1 -</b> Apply strategic marketing principles to Target Market and Marketing Mix (product, price, place, promotion) decisions. <b>Outcome Types:</b> Learning <b>Start Date:</b> 11/05/2009 <b>Outcome Status:</b> Active	<b>Assessment Method:</b> Over one or two semester improvement cycles, program faculty (e.g. program capstone-course faculty) will: (1) target one or two program outcomes; (2) select (e.g. at random) ten senior capstone course students; (3) select capstone course work demonstrating student competence levels for each targeted outcome; (4) evaluate selected student work as hi, med, low with respect to their performance on selected capstone work related to each targeted outcome; (5) formulate and implement an improvement action plan for each targeted outcome not meeting the success criterion.  <b>Assessment Method Category:</b> Portfolio/E-Portfolio <b>Criterion for Success:</b> At least 80% of sampled students showing med or hi level performance	06/14/2011 - High 100% Med 0 Low 0 see related files <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required <b>Related Documents:</b> MKTG 476 Assessment.docx 06/21/2010 - Spring 2010 - Of eight groups assessed - all performed at med to hi level. <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required <b>Related Documents:</b> Program Assessment Cycle - Spring 2010	

Program - Marketing (B.S.) - Outcome 2 -

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Analyze markets in terms of their "enduring characteristics", stages of development, and how the nature of competition is affected.</p> <p><b>Outcome Types:</b> Learning</p> <p><b>Start Date:</b> 11/05/2009</p> <p><b>Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Over one or two semester improvement cycles, program faculty (e.g. program capstone-course faculty) will: (1) target one or two program outcomes; (2) select (e.g. at random) ten senior capstone course students; (3) select capstone course work demonstrating student competence levels for each targeted outcome; (4) evaluate selected student work as hi, med, low with respect to their performance on selected capstone work related to each targeted outcome; (5) formulate and implement an improvement action plan for each targeted outcome not meeting the success criterion.</p> <p><b>Assessment Method Category:</b> Portfolio/E-Portfolio</p> <p><b>Criterion for Success:</b> At least 80% of sampled students showing med or hi level performance</p>	<p>06/14/2011 - High 100% Med 0 Low 0</p> <p>see related files</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <p><b>Related Documents:</b> <a href="#">MKTG 476 Assessment.docx</a></p>	
<p>Program - Marketing (B.S.) - Outcome 3 - Apply strategic marketing decisions within external constraints: product life cycle and economic (elasticity and competitive environment), legal, political, cultural, social, and global environments.</p> <p><b>Outcome Types:</b> Learning</p> <p><b>Start Date:</b> 11/05/2009</p> <p><b>Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Over one or two semester improvement cycles, program faculty (e.g. program capstone-course faculty) will: (1) target one or two program outcomes; (2) select (e.g. at random) ten senior capstone course students; (3) select capstone course work demonstrating student competence levels for each targeted outcome; (4) evaluate selected student work as hi, med, low with respect to their performance on selected capstone work related to each targeted outcome; (5) formulate and implement an improvement action plan for each targeted outcome not meeting the success criterion.</p> <p><b>Assessment Method Category:</b> Portfolio/E-Portfolio</p> <p><b>Criterion for Success:</b> At least 80% of sampled students showing med or hi level performance</p>	<p>06/14/2011 - High 100% Med 0 Low 0</p> <p>see related files</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <p><b>Related Documents:</b> <a href="#">MKTG 476 Assessment.docx</a></p> <p>01/17/2011 - Spring 2010 - Of eight groups assessed - all performed at hi level.</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <p><b>Related Documents:</b> <a href="#">Program Assessment Cycle - Spring 2010</a></p>	

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
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**Program - Marketing (B.S.) - Outcome 4 -**  
 Organize the promotional mix (advertising, sales promotions, personal selling, public relations, and direct marketing) into a comprehensive integrated marketing communications framework.

**Outcome Types:**  
 Learning

**Start Date:**  
 11/05/2009

**Outcome Status:**  
 Active

**Assessment Method:**

Over one or two semester improvement cycles, program faculty (e.g. program capstone-course faculty) will: (1) target one or two program outcomes; (2) select (e.g. at random) ten senior capstone course students; (3) select capstone course work demonstrating student competence levels for each targeted outcome; (4) evaluate selected student work as hi, med, low with respect to their performance on selected capstone work related to each targeted outcome; (5) formulate and implement an improvement action plan for each targeted outcome not meeting the success criterion.

**Assessment Method Category:**

Portfolio/E-Portfolio

**Criterion for Success:**

At least 80% of sampled students showing med or hi level performance

**Program - Marketing (B.S.) - Outcome 5 -**  
 Evaluate and interpret market research findings for strategic market research decisions.

**Outcome Types:**  
 Learning

**Start Date:**  
 11/05/2009

**Outcome Status:**  
 Active

**Assessment Method:**

Over one or two semester improvement cycles, program faculty (e.g. program capstone-course faculty) will: (1) target one or two program outcomes; (2) select (e.g. at random) ten senior capstone course students; (3) select capstone course work demonstrating student competence levels for each targeted outcome; (4) evaluate selected student work as hi, med, low with respect to their performance on selected capstone work related to each targeted outcome; (5) formulate and implement an improvement action plan for each targeted

01/17/2011 - Spring 2010 - Six of eight groups performed med to hi.

**Classification:**  
 Criterion Not Met

**Action:**  
 2 - Pending Action

**Related Documents:**  
 Program Assessment Cycle - Spring

2010

**Outcomes**

**Means of Assessment & Criteria for Success / Tasks**

**Results**

**Action & Follow-Up**

outcome not meeting the success criterion.

**Assessment Method Category:**  
Portfolio/E-Portfolio  
**Criterion for Success:**  
At least 80% of sampled students showing med or hi level performance

Program - Marketing (B.S.) - MKTG 1 -  
Contribute to the range of decisions implicit in strategic market planning from situation analysis, marketing thrust, marketing objectives, and tactical 4P decisions

**Assessment Method:**

Over one or two semester improvement cycles, program faculty (e.g. program capstone-course faculty) will: (1) target one or two program outcomes; (2) select (e.g. at random) ten senior capstone course students; (3) select capstone course work demonstrating student competence levels for each targeted outcome; (4) evaluate selected student work as hi, med, low with respect to their performance on selected capstone work related to each targeted outcome; (5) formulate and implement an improvement action plan for each targeted outcome not meeting the success criterion.  
**Criterion for Success:**  
At least 60% of sampled students showing med or hi level performance

**Start Date:**  
02/16/2007  
**End Date:**  
11/05/2009  
**Outcome Status:**  
No Longer an Outcome

06/25/2009 - Fall 2008 - Of eight groups assessed, seven performed at hi or medium level.

**Classification:**  
Criterion Met

**Action:**  
1 - No Action Required

**Related Documents:**  
Program Level Assessment Fall 08  
Brotheron

Program - Marketing (B.S.) - MKTG 2 -  
Apply a variety of analytical frameworks

**Assessment Method:**  
Over one or two semester improvement

01/17/2011 - Fall 2008 - Of eight groups assessed, seven performed at med or hi.

**Outcomes**

for making decisions required of strategic market planning including situation analysis, marketing thrust, marketing objectives, and marketing mix (product, price, place, promotion)

**Start Date:**

02/16/2007

**End Date:**

11/05/2009

**Outcome Status:**

No Longer an Outcome

**Means of Assessment & Criteria for Success / Tasks**

cycles, program faculty (e.g. program capstone-course faculty) will: (1) target one or two program outcomes; (2) select (e.g. at random) ten senior capstone course students; (3) select capstone course work demonstrating student competence levels for each targeted outcome; (4) evaluate selected student work as hi, med, low with respect to their performance on selected capstone work related to each targeted outcome; (5) formulate and implement an improvement action plan for each targeted outcome not meeting the success criterion.

**Criterion for Success:**  
At least 60% of sampled students showing med or hi level performance

**Results****Classification:**

Action Met

**Action:**

1 - No Action Required

**Related Documents:**

Program Level Assessment Fall 08  
Brotheron

**Action & Follow-Up**

Program - Marketing (B.S.) - MKTG 3 - Identify and take advantage of ways in which markets contrast in terms of (a) their enduring characteristics and (b) their stages of development; and (c) how the nature of competition in such markets is affected

**Start Date:**

02/16/2007

**End Date:**

11/05/2009

**Outcome Status:**

No Longer an Outcome

**Assessment Method:**

Over one or two semester improvement cycles, program faculty (e.g. program capstone-course faculty) will: (1) target one or two program outcomes; (2) select (e.g. at random) ten senior capstone course students; (3) select capstone course work demonstrating student competence levels for each targeted outcome; (4) evaluate selected student work as hi, med, low with respect to their performance on selected capstone work related to each targeted outcome; (5) formulate and implement an improvement action plan for each targeted outcome not meeting the success criterion.

**Criterion for Success:**  
At least 60% of sampled students showing med or hi level performance

**Assessment Method:**

Over one or two semester improvement cycles, program faculty (e.g. program

Program - Marketing (B.S.) - MKTG 4 - Plan and implement new entry strategies, organizing effective strategic marketing, and implementing the marketing planning

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>process</p> <p><b>Start Date:</b> 02/16/2007</p> <p><b>End Date:</b> 11/05/2009</p> <p><b>Outcome Status:</b> No Longer an Outcome</p>	<p>capstone-course faculty) will: (1) target one or two program outcomes; (2) select (e.g. at random) ten senior capstone course students; (3) select capstone course work demonstrating student competence levels for each targeted outcome; (4) evaluate selected student work as hi, med, low with respect to their performance on selected capstone work related to each targeted outcome; (5) formulate and implement an improvement action plan for each targeted outcome not meeting the success criterion.</p> <p><b>Criterion for Success:</b> At least 60% of sampled students showing med or hi level performance</p>		
<p>Program - Marketing (B.S.) - MKTG 5 -</p> <p>Integrate the basic marketing mix elements (product, price, place, promotion) into comprehensive marketing plan.</p> <p><b>Start Date:</b> 02/16/2007</p> <p><b>End Date:</b> 11/05/2009</p> <p><b>Outcome Status:</b> No Longer an Outcome</p>	<p><b>Assessment Method:</b> Over one or two semester improvement cycles, program faculty (e.g. program capstone-course faculty) will: (1) target one or two program outcomes; (2) select (e.g. randomly) ten senior capstone course students; (3) select capstone course work demonstrating student competence levels for each targeted outcome; (4) evaluate selected student work as hi, med, low with respect to their performance on selected capstone work related to each targeted outcome; (5) formulate and implement an improvement action plan for each targeted outcome not meeting the success criterion.</p> <p><b>Criterion for Success:</b> At least 60% of sampled students showing med or hi level performance</p>		
<p>Program - Marketing (B.S.) - MKTG 6 -</p> <p>Integrate the basic promotion mix elements (advertising, sales promotion, public relations, personal selling, and direct marketing) into a comprehensive</p>	<p><b>Assessment Method:</b> Over one or two semester improvement cycles, program faculty (e.g. program capstone-course faculty) will: (1) target one or two program outcomes; (2) select</p>		

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>marketing communications plan.</p> <p><b>Start Date:</b> 02/16/2007</p> <p><b>End Date:</b> 11/05/2009</p> <p><b>Outcome Status:</b> No Longer an Outcome</p>	<p>(e.g. randomly) ten senior capstone course students; (3) select capstone course work demonstrating student competence levels for each targeted outcome; (4) evaluate selected student work as hi, med, low with respect to their performance on selected capstone work related to each targeted outcome; (5) formulate and implement an improvement action plan for each targeted outcome not meeting the success criterion.</p> <p><b>Criterion for Success:</b> At least 60% of sampled students showing med or hi level performance</p>	<p>01/17/2011 - Of eight groups evaluated, all performed at med or hi.</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <p><b>Related Documents:</b> Program Level Assessment Fall 08 <u>Brotheron</u></p>	
<p>Program - Marketing (B.S.) - MKTG 7 - Obtain and apply market research results to strategic marketing</p> <p><b>Start Date:</b> 02/16/2007</p> <p><b>End Date:</b> 11/05/2009</p> <p><b>Outcome Status:</b> No Longer an Outcome</p>	<p><b>Assessment Method:</b> Over one or two semester improvement cycles, program faculty (e.g. program capstone-course faculty) will: (1) target one or two program outcomes; (2) select (e.g. at random) ten senior capstone course students; (3) select capstone course work demonstrating student competence levels for each targeted outcome; (4) evaluate selected student work as hi, med, low with respect to their performance on selected capstone work related to each targeted outcome; (5) formulate and implement an improvement action plan for each targeted outcome not meeting the success criterion.</p> <p><b>Criterion for Success:</b> At least 60% of sampled students showing med or hi level performance</p>		

# Unit Course Assessment Report - Four Column

## Ferris State University Program - Marketing (B.S.)

**Mission Statement:** The mission of the marketing program at Ferris State University is to provide students with the marketing skills and hand-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)

**Advisory Board/Committee Meetings:** Less than once every two years  
**Next FSU Academic Program Review:** 2011-2012  
**Accreditation Body:** Accreditation Council for Business Schools and Programs (ACBSP)  
**Accreditation Year of Next Review:** 2011-2012  
**College:** COB

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Z - MKTG Courses - MKTG 231 - Professional Selling - Outcome 1 - Demonstrate understanding of key concepts of professional selling (Created By Z - MKTG Courses)	<p><b>Assessment Method:</b> Rate each student on their sales presentation as hi, med, or low performance against the sales-presno rubric.</p> <p><b>Assessment Method Category:</b> Presentation(Oral)</p> <p><b>Criterion for Success:</b> At least 70% of students will perform at a hi or med level.</p>	<p>06/08/2011 - High 68% Med 23% Low 9%</p> <p>see related files</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <p><b>Related Documents:</b> 005- <a href="#">MKTG 231 Assessment_Template1.doc</a> 006- <a href="#">MKTG 231 Assessment_Template1.doc</a> 007- <a href="#">MKTG 231 Assessment_Template1.doc</a> MKTG 231-001 Jackson MKTG 231-002 Jackson</p>	
<p><b>Start Date:</b> 10/15/2010</p> <p><b>Course Outcome Status:</b> Active</p>		<p>12/17/2010 - High 53% Med 38% Low 15%</p> <p>See related files</p> <p><b>Classification:</b></p>	



**Course Outcomes**      **Means of Assessment & Criteria for Success / Tasks**      **Results**      **Action & Follow-Up**

<p>Z - MKTG Courses - MKTG 231 - Professional Selling - Outcome 2 - Explain the difference between transactional selling and relationship selling (Created By Z - MKTG Courses)</p> <p><b>Start Date:</b> 10/15/2010</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Rate each student on their sales presentation as hi, med, or low performance against the sales-presno rubric.</p> <p><b>Assessment Method Category:</b> Presentation(Oral)</p> <p><b>Criterion for Success:</b> At least 70% of students will perform at a hi or med level.</p> <p><b>06/08/2011 - High 66%</b> <b>Med 30%</b> <b>Low 4%</b></p> <p>see related files</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <p><b>Related Documents:</b> 005- <a href="#">MKTG_231_Assessment_Template1.doc</a> 006- <a href="#">MKTG_231_Assessment_Template1.doc</a> 007- <a href="#">MKTG_231_Assessment_Template1.doc</a> <a href="#">MKTG_231-001 Assessment.docx</a> <a href="#">MKTG_231-002 Jackson</a> <a href="#">MKTG_231-003 Assessment.docx</a> <a href="#">MKTG_231-004 Assessment.docx</a></p>
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Criterion Met

**Action:**  
1 - No Action Required

**Related Documents:**  
FINAL RECORD OF ASSESSMENT-006-MKTG\_231.doc  
FINAL Record of Assessment-007-MKTG\_231\_.doc  
FINAL Record of Assessment- 005-MKTG\_231.doc  
[MKTG\\_231-001 Assessment.docx](#)  
[MKTG\\_231-003 Assessment.docx](#)  
[MKTG\\_231-004 Assessment.docx](#)

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
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		<p>Criterion Met</p> <p>Action:</p> <p>1 - No Action Required</p> <p><b>Related Documents:</b></p> <p>FINAL RECORD OF ASSESSMENT-006-MKTG_231.doc</p> <p>FINAL Record of Assessment- 005-MKTG_231.doc</p> <p>FINAL Record of Assessment-007-MKTG_231_.doc</p> <p>MKTG_231-001 Assessment.docx</p> <p>MKTG_231-003 Assessment.docx</p> <p>MKTG_231-004 Assessment.docx</p>	
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<p>Z - MKTG Courses - MKTG 231 - Professional Selling - Outcome 3 - Demonstrate understanding of the sales process and buying behavior (Created By Z - MKTG Courses)</p> <p><b>Start Date:</b> 10/15/2010</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b></p> <p>Rate each student on their sales presentation as hi, med, or low performance against the sales-presro rubric.</p> <p><b>Assessment Method Category:</b> Presentation(Oral)</p> <p><b>Criterion for Success:</b> At least 70% of students will perform at a hi or med level.</p>	<p>06/08/2011 - High 66%</p> <p>Med 30%</p> <p>Low 4%</p> <p>see related files</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <p><b>Related Documents:</b></p> <p>005- MKTG_231_Assessment_Template[1].doc</p> <p>006- MKTG_231_Assessment_Template[1].doc</p> <p>007- MKTG_231_Assessment_Template[1].doc</p> <p>MKTG_231-001 Jackson</p> <p>MKTG_231-002 Jackson</p>	
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		<p>12/17/2010 - High 53</p> <p>Med 29</p> <p>Low 18</p> <p>See related files</p> <p><b>Classification:</b></p>	
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Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
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<p>Z - MKTG Courses - MKTG 231 - Professional Selling - Outcome 4 - Learn and role play individual professional sales presentation tactics (Created By Z - MKTG)</p> <p><b>Start Date:</b> 10/15/2010</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Rate each student on their sales presentation as hi, med, or low performance against the sales-presno rubric.</p> <p><b>Assessment Method Category:</b> Presentation(Oral)</p> <p><b>Criterion for Success:</b> At least 70% of students will perform at a hi or med level.</p>	<p>Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <p><b>Related Documents:</b> FINAL Record of Assessment- 005- MKTG_231.doc FINAL RECORD OF ASSESSMENT-006-MKTG_231.doc FINAL Record of Assessment-007- MKTG_231_.doc MKTG 231-001 Assessment.docx MKTG 231-003 Assessment.docx MKTG 231-004 Assessment.docx</p>	
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	<p>06/08/2011 - High 68%</p> <p>Med 28%</p> <p>Low 4%</p> <p>see related files</p> <p><b>Classification:</b> Criterion Met</p> <p><b>Action:</b> 1 - No Action Required</p> <p><b>Related Documents:</b> 005- MKTG_231_Assessment_Template[ 1].doc 006- MKTG_231_Assessment_Template[ 1].doc 007- MKTG_231_Assessment_Template[ 1].doc MKTG 231-001 Jackson MKTG 231-002 Jackson 12/17/2010 - High 58 Med 26 Low 16 See related files under outcome 1</p> <p><b>Classification:</b></p>		
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Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
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		<p>Criterion Met  <b>Action:</b>                      1 - No Action Required</p>	
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<p>Z - MKTG Courses - MKTG 231 - Professional Selling - Outcome 5 - Learn and role play improvisational presentation techniques (Created By Z - MKTG Courses)</p> <p><b>Start Date:</b> 10/15/2010</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Rate each student on their sales presentation as hi, med, or low performance against the sales-presro rubric.</p> <p><b>Assessment Method Category:</b> Presentation(Oral)</p> <p><b>Criterion for Success:</b> At least 70% of students will perform at a hi or med level.</p>	<p>06/08/2011 - High 67%                      Med 30%                      Low 3%</p> <p>see related files</p> <p><b>Classification:</b>                      Criterion Met</p> <p><b>Action:</b>                      1 - No Action Required</p> <p><b>Related Documents:</b>                      005-  <a href="#">MKTG_231_Assessment_Template1.doc</a>                      006-  <a href="#">MKTG_231_Assessment_Template1.doc</a>                      007-  <a href="#">MKTG_231_Assessment_Template1.doc</a>                      MKTG_231-001 Jackson                      MKTG_231-002 Jackson</p> <p>12/17/2010 - High 40%                      Med 42%                      Low 18%</p> <p>See related files under outcome 1</p> <p><b>Classification:</b>                      Criterion Met</p> <p><b>Action:</b>                      1 - No Action Required</p>	
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<p>Z - MKTG Courses - MKTG 231 - Professional Selling - Outcome 6 - Create and present (i.e. role play) a basic individual sales call (Created By Z - MKTG Courses)</p> <p><b>Start Date:</b> 10/15/2010</p>	<p><b>Assessment Method:</b> Rate each student on their sales presentation as hi, med, or low performance against the sales-presro rubric.</p> <p><b>Assessment Method Category:</b> Presentation(Oral)</p>	<p>06/08/2011 - High 63%                      Med 32%                      Low 5%</p> <p>see related files</p> <p><b>Classification:</b>                      Criterion Met</p>	
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**Course Outcomes**      **Means of Assessment & Criteria for Success / Tasks**      **Results**      **Action & Follow-Up**

**Course Outcome Status:** Active

**Criterion for Success:** At least 70% of students will perform at a hi or med level.

**Action:** 1 - No Action Required  
**Related Documents:** 005-

MKTG\_231\_Assessment\_Template  
1].doc

006-

MKTG\_231\_Assessment\_Template  
1].doc

007-

MKTG\_231\_Assessment\_Template  
1].doc

MKTG\_231-001\_Jackson

MKTG\_231-002\_Jackson

12/17/2010 - High 53

Med 29

Low 18

See related files under outcome 1

**Classification:** Criterion Met

**Action:** 1 - No Action Required

Z - MKTG Courses - MKTG 321 - Principles of Marketing - Outcome 1 - Define marketing and explain the importance of discovering and satisfying customer wants and needs. (Created By Z - MKTG Courses)

**Start Date:** 09/22/2009

**Course Outcome Status:** Active

**Assessment Method:** Evaluate written marketing plan for each student or student group against the marketing plan rubric.

**Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.)

**Criterion for Success:** At least 70% of students or student groups will demonstrate a med or hi level of performance

05/06/2011 - High 65 %  
 Med 35 %  
 Low 0 %  
 see related files

**Classification:** Criterion Met

**Action:** 1 - No Action Required

**Related Documents:**  
MKTG\_321\_Assessment.docx  
MKTG321a.doc  
MKTG321b.doc  
MKTG321d.doc  
 01/11/2011 - High 38%  
 Med 55%  
 Low 7%

**Course Outcomes**      **Means of Assessment & Criteria for Success / Tasks**      **Results**      **Action & Follow-Up**

See related documents  
**Classification:**  
 Criterion Met  
**Action:**  
 1 - No Action Required  
**Related Documents:**  
[MKTG321TracData01.doc](#)  
[MKTG 321TracData02.doc](#)  
[MKTG 321TracData03.doc](#)  
[MKTG 321 Brotherton TracData01.docx](#)  
[MKTG 321 Brotherton TracData01 Cont..docx](#)  
[MKTG 321 Brotherton TracData02.docx](#)  
[MKTG 321 Brotherton TracData02 Cont..docx](#)

Z - MKTG Courses - MKTG 321 - Principles of Marketing - Outcome 2 - Describe the strategic marketing process and its three key phases: planning, implementation and control. (Created By Z - MKTG Courses)  
**Start Date:**  
 09/22/2009  
**Course Outcome Status:**  
 Active  
**Assessment Method:**  
 Evaluate written marketing plan for each student or student group against the marketing plan rubric.  
**Assessment Method Category:**  
 Written Product (essay, research paper, journal, newsletter, etc.)  
**Criterion for Success:**  
 At least 70% of students or student groups will demonstrate a med or hi level of performance  
 05/06/2011 - High 54 %  
 Med 41 %  
 Low 5 %  
 see related files  
**Classification:**  
 Criterion Met  
**Action:**  
 1 - No Action Required  
**Related Documents:**  
[MKTG 321 Assessment.docx](#)  
[MKTG321a.doc](#)  
[MKTG321b.doc](#)  
[MKTG321d.doc](#)  
 01/11/2011 - High 30%  
 Med 63%  
 Low 7%  
 See related documents  
**Classification:**  
 Criterion Met  
**Action:**  
 1 - No Action Required

**Course Outcomes**      **Means of Assessment & Criteria for Success / Tasks**

**Results**

**Action & Follow-Up**

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Z - MKTG Courses - MKTG 321 - Principles of Marketing - Outcome 3 - Distinguish between marketing mix elements and environmental factors. (Created By Z - MKTG Courses)	<p><b>Assessment Method:</b> Evaluate written marketing plan for each student or student group against the marketing plan rubric.</p> <p><b>Assessment Method Category:</b> Written Product (essay, research paper, journal, newsletter, etc.)</p> <p><b>Criterion for Success:</b> At least 70% of students or student groups will demonstrate a med or hi level of performance</p>	<p><b>Related Documents:</b>  <a href="#">MKTG321TracData01.doc</a>  <a href="#">MKTG 321TracData02.doc</a>  <a href="#">MKTG 321TracData03.doc</a>  <a href="#">MKTG 321 Brotherton TracData01 Cont..docx</a>  <a href="#">MKTG 321 Brotherton TracData01 TracData01.docx</a>  <a href="#">MKTG 321 Brotherton TracData02 Cont..docx</a>  <a href="#">MKTG 321 Brotherton TracData02 TracData02.docx</a></p>	

05/06/2011 - High 49 % Med 46 % Low 5 %	see related files		
<b>Classification:</b> Criterion Met			
<b>Action:</b> 1 - No Action Required			
<b>Related Documents:</b> <a href="#">MKTG 321 Assessment.docx</a> <a href="#">MKTG321a.doc</a> <a href="#">MKTG321b.doc</a> <a href="#">MKTG321d.doc</a>			
01/11/2011 - High 53% Med 26% Low 21%			
See related documents			
<b>Classification:</b> Criterion Met			
<b>Action:</b> 1 - No Action Required			
<b>Related Documents:</b> <a href="#">MKTG321TracData01.doc</a> <a href="#">MKTG 321TracData02.doc</a> <a href="#">MKTG 321TracData03.doc</a> <a href="#">MKTG 321 Brotherton TracData01.</a>			

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
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		<p>docx</p> <p><u>MKTG 321 Brotherton TracData01</u></p> <p><u>Cont..docx</u></p> <p><u>MKTG 321 Brotherton TracData02.docx</u></p> <p><u>MKTG 321 Brotherton TracData02 Cont..docx</u></p>	
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Z - MKTG Courses - MKTG 321 - Principles of Marketing - Outcome 4 - Explain how market segmentation, targeting, and positioning can create competitive advantage. (Created By Z - MKTG Courses)

**Assessment Method:** Evaluate written marketing plan for each student or student group against the marketing plan rubric.

**Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.)

**Start Date:** 09/22/2009

**Course Outcome Status:** Active

**Criterion for Success:** At least 70% of students or student groups will demonstrate a med or hi level of performance

05/06/2011 - High \_\_\_ 60 %  
 Med \_\_\_ 40 %  
 Low \_\_\_ 0 %

see related files

**Classification:** Criterion Met

**Action:** 1 - No Action Required

**Related Documents:**

MKTG 321 Assessment.docx

MKTG321a.doc

MKTG321b.doc

MKTG321d.doc

01/11/2011 - High 35%  
 Med 43%  
 Low 22%

See related documents

**Classification:** Criterion Met

**Action:** 1 - No Action Required

**Related Documents:**

MKTG321TracData01.doc

MKTG 321TracData02.doc

MKTG 321TracData03.doc

MKTG 321 Brotherton TracData01.docx

MKTG 321 Brotherton TracData01 Cont..docx

MKTG 321 Brotherton TracData02.docx



Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
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Z - MKTG Courses - MKTG 321 - Principles of Marketing - Outcome 5 - Recognize key characteristics of organizational buying that make it different from consumer buying. (Created By Z - MKTG Courses)

**Start Date:** 09/22/2009

**Course Outcome Status:** Active

**Assessment Method:** Evaluate written marketing plan for each student or student group against the marketing plan rubric.  
**Assessment Method Category:** Written Product (essay, research paper, journal, newsletter, etc.)  
**Criterion for Success:** At least 70% of students or student groups will demonstrate a med or hi level of performance

MKTG 321 Brotherton TracData02  
 Cont..docx

05/06/2011 - High    49 %  
 Med    51 %  
 Low    0 %

see related files  
**Classification:**  
 Criterion Met

**Action:**  
 1 - No Action Required

**Related Documents:**  
[MKTG 321 Assessment.docx](#)  
[MKTG321a.doc](#)  
[MKTG321b.doc](#)  
[MKTG321d.doc](#)

01/11/2011 - High 35%  
 Med 62%  
 Low 3%

See related documents  
**Classification:**  
 Criterion Met

**Action:**  
 1 - No Action Required

**Related Documents:**  
[MKTG321TracData01.doc](#)  
[MKTG 321TracData02.doc](#)  
[MKTG 321TracData03.doc](#)  
[MKTG 321 Brotherton TracData01.docx](#)  
[MKTG 321 Brotherton TracData01 Cont..docx](#)  
[MKTG 321 Brotherton TracData02.docx](#)  
[MKTG 321 Brotherton TracData02 Cont..docx](#)

Z - MKTG Courses - MKTG 321 - Principles

**Course Outcomes**

Marketing - Outcome 6 - Describe the elements of the marketing mix (product, price, place (distribution) and promotion) and how they fit into a comprehensive marketing plan. (Created By Z - MKTG Courses)

**Start Date:**  
09/22/2009

**Course Outcome Status:**  
Active

**Means of Assessment & Criteria for Success / Tasks**

**Assessment Method:**  
Evaluate written marketing plan for each student or student group against the marketing plan rubric.  
**Assessment Method Category:**  
Written Product (essay, research paper, journal, newsletter, etc.)  
**Criterion for Success:**  
At least 70% of students or student groups will demonstrate a med or hi level of performance

**Results**

05/06/2011 - High \_\_\_ 49 %  
Med \_\_\_ 46 %  
Low \_\_\_ 5 %

see related files  
**Classification:**  
Criterion Met

**Action:**  
1 - No Action Required  
**Related Documents:**  
MKTG 321 Assessment.docx  
MKTG321a.doc  
MKTG321b.doc  
MKTG321d.doc

01/11/2011 - High 50%  
Med 36%  
Low 14%

See related documents  
**Classification:**  
Criterion Met  
**Action:**  
1 - No Action Required

- Related Documents:**  
MKTG321TracData01.doc  
MKTG 321TracData02.doc  
MKTG 321TracData03.doc  
MKTG 321 Brotherton  
TracData01.docx  
MKTG 321 Brotherton TracData01  
Cont.docx  
MKTG 321 Brotherton  
TracData02.docx  
MKTG 321 Brotherton TracData02  
Cont.docx

**Action & Follow-Up**

Z - MKTG Courses - MKTG 321 - Principles of Marketing - Outcome 7 - Describe the elements of the promotions mix (advertising, sales promotions, public relations, personal selling, and direct marketing) and how they are coordinated to

**Assessment Method:**  
Evaluate written marketing plan for each student or student group against the marketing plan rubric.  
**Assessment Method Category:**

05/06/2011 - High \_\_\_ 30 %  
Med \_\_\_ 60 %  
Low \_\_\_ 10 %  
see related files  
**Classification:**

**Course Outcomes**create integrated marketing communications  
(Created By Z - MKTG Courses)**Means of Assessment & Criteria for Success / Tasks**

Written Product (essay, research paper, journal, newsletter, etc.)  
**Criterion for Success:**  
 At least 70% of students or student groups will demonstrate a med or hi level of performance

**Start Date:**

09/22/2009

**Course Outcome Status:**

Active

**Results****Action & Follow-Up**

Criterion Met  
**Action:**  
 1 - No Action Required  
**Related Documents:**  
 MKTG 321 Assessment.docx  
 MKTG321a.doc  
 MKTG321b.doc  
 MKTG321d.doc  
 01/11/2011 - High 23%  
 Med 52%  
 Low 25%  
 See related documents  
**Classification:**  
 Criterion Met  
**Action:**  
 1 - No Action Required  
**Related Documents:**  
 MKTG321TracData01.doc  
 MKTG 321TracData02.doc  
 MKTG 321TracData03.doc  
 MKTG 321 Brotherton  
 TracData01.docx  
 MKTG 321 Brotherton TracData01  
 Cont..docx  
 MKTG 321 Brotherton  
 TracData02.docx  
 MKTG 321 Brotherton TracData02  
 Cont..docx

Z - MKTG Courses - MKTG 322 - Consumer

Behavior - Outcome 1 - Demonstrate

understanding of the intersection of

consumer behavior with the 4P's of

Marketing. (Created By Z - MKTG Courses)

**Start Date:**

12/02/2009

**Course Outcome Status:**

Active

**Assessment Method:**

Course faculty will (1) select a (random or judgment) sample of ten students from each current section of the course; (2) evaluate (with rubric) a microfolio of student work demonstrating student competence for the outcome; (3) classify the level of student work as hi, med, or low; (4) if success criterion is not met formulate and execute a plan to improve student learning for next offering

06/08/2011 - High 45%

Med 50%

Low 5%

see related documents

**Classification:**

Criterion Met

**Action:**

1 - No Action Required

**Related Documents:**  
MKTG322Assessment\_Brotherton\_T

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
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**Assessment Method Category:**  
Portfolio/E-Portfolio  
**Criterion for Success:**  
At least 80% of sampled students demonstrate a med or hi level of performance

130.docx  
MKTG322Assessment\_Brotherton\_T  
R300.docx  
01/25/2011 - High 44%  
Med 41%  
Low 15%  
See related documents  
**Classification:**  
Criterion Met  
**Action:**  
1 - No Action Required  
**Related Documents:**  
MKTG 322-001 Assessment.docx  
MKTG 322-003 Assessment.docx

**Assessment Method:**  
Course faculty will (1) select a (random or judgment) sample of ten students from each current section of the course; (2) evaluate (with rubric) a microfolio of student work demonstrating student competence for the outcome; (3) classify the level of student work as hi, med, or low; (4) if success criterion is not met formulate and execute a plan to improve student learning for next offering

06/08/2011 - High 50%  
Med 50%  
Low 0  
see related documents  
**Classification:**  
Criterion Met  
**Action:**  
1 - No Action Required  
**Related Documents:**  
MKTG322Assessment\_Brotherton\_T  
R130.docx  
MKTG322Assessment\_Brotherton\_T  
R300.docx

**Assessment Method Category:**  
Z - Other - specify  
**Criterion for Success:**  
At least 80% of sampled students demonstrate a med or hi level of performance

01/25/2011 - High 41%  
Med 44%  
Low 15%  
See related documents  
**Classification:**  
Criterion Met  
**Action:**  
1 - No Action Required  
**Related Documents:**  
MKTG 322-001 Assessment.docx  
MKTG 322-003 Assessment.docx

**Course Outcomes**      **Means of Assessment & Criteria for Success / Tasks**      **Results**      **Action & Follow-Up**

Z - MKTG Courses - MKTG 322 - Consumer Behavior - Outcome 3 - Identify and explain individual and group determinants of purchase decisions. (Created By Z - MKTG Courses)  
**Start Date:** 12/02/2009  
**Course Outcome Status:** Active

**Assessment Method:**  
 Course faculty will (1) select a (random or judgment) sample of ten students from each current section of the course; (2) evaluate (with rubric) a microfolio of student work demonstrating student competence for the outcome; (3) classify the level of student work as hi, med, or low; (4) if success criterion is not met formulate and execute a plan to improve student learning for next offering

**Assessment Method Category:**  
 Z - Other - specify

**Criterion for Success:**  
 At least 80% of sampled students demonstrate a med or hi level of performance

06/08/2011 - High 50%  
 Med 50%  
 Low 0  
 see related documents  
**Classification:**  
 Criterion Met  
**Action:**  
 1 - No Action Required  
**Related Documents:**  
 MKTG322Assessment\_Brotherton\_T  
R130.docx  
 MKTG322Assessment\_Brotherton\_T  
R300.docx

01/25/2011 - High 53%  
 Med 28%  
 Low 19%  
 See related documents  
**Classification:**  
 Criterion Met  
**Action:**  
 1 - No Action Required  
**Related Documents:**  
 MKTG 322-001 Assessment.docx  
 MKTG 322-003 Assessment.docx

Z - MKTG Courses - MKTG 322 - Consumer Behavior - Outcome 4 - Discuss the impact of consumer behavior on corporate and marketing strategies. (Created By Z - MKTG Courses)  
**Start Date:** 12/02/2009  
**Course Outcome Status:** Active

**Assessment Method:**  
 Course faculty will (1) select a (random or judgment) sample of ten students from each current section of the course; (2) evaluate (with rubric) a microfolio of student work demonstrating student competence for the outcome; (3) classify the level of student work as hi, med, or low; (4) if success criterion is not met formulate and execute a plan to improve student learning for next offering

**Assessment Method Category:**  
 Z - Other - specify

06/08/2011 - High 50%  
 Med 50%  
 Low 0  
 see related documents  
**Classification:**  
 Criterion Met  
**Action:**  
 1 - No Action Required  
**Related Documents:**  
 MKTG322Assessment\_Brotherton\_T  
R130.docx  
 MKTG322Assessment\_Brotherton\_T  
R300.docx

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
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**Criterion for Success:**  
 At least 80% of sampled students demonstrate a med or hi level of performance

01/25/2011 - High 41%  
 Med 41%  
 Low 18%  
 See related documents

**Classification:**  
 Criterion Met

**Action:**

1 - No Action Required

**Related Documents:**  
 MKTG 322-001 Assessment.docx  
 MKTG 322-003 Assessment.docx

Z - MKTG Courses - MKTG 378 - Marketing Data Analysis - Outcome 1 - Conduct T-test, ANOVA, regression, correlation, chi-square, and other tests using real data files, customer wants and needs. (Created By Z - MKTG Courses)

**Start Date:**  
 11/30/2009

**Course Outcome Status:**  
 Active

**Assessment Method:**  
 Course faculty will (1) select a (random or judgment) sample of ten students from each current section of the course; (2) evaluate (with rubric) a microfolio of student work demonstrating student competence for the outcome; (3) classify the level of student work as hi, med, or low; (4) if success criterion is not met formulate and execute a plan to improve student learning for next offering

05/06/2011 - High \_\_\_\_\_ 66%  
 Med \_\_\_\_\_ 34%  
 Low \_\_\_\_\_ 0%  
 see related files

**Classification:**  
 Criterion Met

**Action:**

1 - No Action Required

**Related Documents:**  
 MKTG 378 SPRING2011Assess  
 TRACDAT .docx

**Assessment Method Category:**  
 Portfolio/E-Portfolio

**Criterion for Success:**  
 At least 80% of sampled students demonstrate a med or hi level of performance

12/16/2010 - High \_\_\_\_\_ 66%  
 Med \_\_\_\_\_ 34%  
 Low \_\_\_\_\_  
 See related file  
**Classification:**  
 Criterion Met

**Action:**  
 1 - No Action Required

**Related Documents:**  
 MKTG 378 Assessment TRACDAT  
 DEC 15 2010.docx

Z - MKTG Courses - MKTG 378 - Marketing Data Analysis - Outcome 2 - Determine appropriate statistical procedures for survey data (Created By Z - MKTG Courses)

**Assessment Method:**  
 Course faculty will (1) select a (random or judgment) sample of ten students from each current section of the course; (2)

05/06/2011 - High \_\_\_\_\_ 66%  
 Med \_\_\_\_\_ 34%  
 Low \_\_\_\_\_ 0%  
 see related files

**Course Outcomes**

**Means of Assessment & Criteria for Success / Tasks**

**Results**

**Action & Follow-Up**

**Start Date:**  
09/22/2009

**Course Outcome Status:**  
Active

evaluate (with rubric) a microfolio of student work demonstrating student competence for the outcome; (3) classify the level of student work as hi, med, or low; (4) if success criterion is not met formulate and execute a plan to improve student learning for next offering

**Assessment Method Category:**  
Portfolio/E-Portfolio

**Criterion for Success:**  
At least 80% of sampled students demonstrate a med or hi level of performance

**Classification:**  
Criterion Met  
**Action:**  
1 - No Action Required  
**Related Documents:**  
MKTG 378 SPRING2011Assess  
TRACDAT .docx  
12/16/2010 - High \_\_\_\_\_ 66%  
Med \_\_\_\_\_ 34%  
Low \_\_\_\_\_  
See related file  
**Classification:**  
Criterion Met  
**Action:**  
1 - No Action Required  
**Related Documents:**  
MKTG 378 Assessment TRACDAT  
DEC 15 2010 .docx

Z - MKTG Courses - MKTG 378 - Marketing Data Analysis - Outcome 3 - Write professional reports from statistical analysis of data files. (Created By Z - MKTG

**Start Date:**  
09/22/2009

**Course Outcome Status:**  
Active

**Assessment Method:**  
Course faculty will (1) select a (random or judgment) sample of ten students from each current section of the course; (2) evaluate (with rubric) a microfolio of student work demonstrating student competence for the outcome; (3) classify the level of student work as hi, med, or low; (4) if success criterion is not met formulate and execute a plan to improve student learning for next offering

**Assessment Method Category:**  
Portfolio/E-Portfolio

**Criterion for Success:**  
At least 80% of sampled students demonstrate a med or hi level of performance

05/06/2011 - High \_\_\_\_\_ 66%  
Med \_\_\_\_\_ 34%  
Low \_\_\_\_\_ 0%  
see related files  
**Classification:**  
Criterion Met  
**Action:**  
1 - No Action Required  
**Related Documents:**  
MKTG 378 SPRING2011Assess  
TRACDAT .docx  
12/16/2010 - High \_\_\_\_\_ 66%  
Med \_\_\_\_\_ 34%  
Low \_\_\_\_\_  
See related file  
**Classification:**  
Criterion Met  
**Action:**  
1 - No Action Required  
**Related Documents:**

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
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MKTG 378 Assessment TRACDAT  
 DEC 15 2010.docx

Z - MKTG Courses - MKTG 378 - Marketing Data Analysis - Outcome 4 - Present data conclusions using Power Point (Created By Z - MKTG Courses)

**Start Date:**  
09/22/2009

**Course Outcome Status:**  
Active

**Assessment Method:**  
 Course faculty will (1) select a (random or judgment) sample of ten students from each current section of the course; (2) evaluate (with rubric) a microfolio of student work demonstrating student competence for the outcome; (3) classify the level of student work as hi, med, or low; (4) if success criterion is not met formulate and execute a plan to improve student learning for next offering

**Assessment Method Category:**  
Portfolio/E-Portfolio

**Criterion for Success:**  
 At least 80% of sampled students demonstrate a med or hi level of performance

05/06/2011 - High \_\_\_\_\_ 66%  
 Med \_\_\_\_\_ 34%  
 Low \_\_\_\_\_ 0%  
 see related files

**Classification:**  
Criterion Met

**Action:**  
1 - No Action Required

**Related Documents:**  
 MKTG 378 SPRING2011Assess  
 TRACDAT .docx

12/16/2010 - High \_\_\_\_\_ 66%  
 Med \_\_\_\_\_ 34%  
 Low \_\_\_\_\_

See related file

**Classification:**  
Criterion Met

**Action:**  
1 - No Action Required

**Related Documents:**  
 MKTG 378 Assessment TRACDAT  
 DEC 15 2010.docx

Z - MKTG Courses - MKTG 425 - Marketing Research - Outcome 1 - Students will distinguish between features of qualitative vs. quantitative research designs related to primary and secondary research (Created By Z - MKTG Courses)

**Start Date:**  
09/22/2009

**Course Outcome Status:**  
Active

**Assessment Method:**  
 Evaluate final group based research project as hi, med, or low quality as measured against the project rubric

**Criterion for Success:**  
 At least 70% of project groups demonstrate a med or hi level of performance

05/06/2011 - High 74%  
 Med 26%  
 Low 0%  
 see related file

**Classification:**  
Criterion Met

**Action:**  
1 - No Action Required

**Related Documents:**  
 MKTG 425  
 SPRING2011AssesTrakDatKeig.doc  
 12/16/2010 - High 74%



Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
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<p>Z - MKTG Courses - MKTG 425 - Marketing Research - Outcome 2 - Students will be able to apply research methods to a problem for decision-making for a client, and articulate the research process (Created By Z - MKTG Courses)</p> <p><b>Start Date:</b> 09/22/2009</p> <p><b>Course Outcome Status:</b> Active</p>	<p><b>Assessment Method:</b> Evaluate final group based research project as hi, med, or low quality as measured against the project rubric</p> <p><b>Criterion for Success:</b> At least 70% of project groups demonstrate a med or hi level of performance</p>	<p>Med 26% Low See related file <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required</p> <p><b>Related Documents:</b> MKTG 425 Assessment tracDat <a href="#">Keigley fall 2010.docx</a></p>	
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<p>Z - MKTG Courses - MKTG 425 - Marketing Research - Outcome 3 - Students will be able to categorize probability or non-probability samples based on appropriate research designs (Created By Z - MKTG</p>	<p><b>Assessment Method:</b> Evaluate final group based research project as hi, med, or low quality as measured against the project rubric</p> <p><b>Criterion for Success:</b> At least 70% of project groups demonstrate a med or hi level of performance</p>	<p>05/06/2011 - High 60% Med 40% Low 0% see related file <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required</p> <p><b>Related Documents:</b> MKTG 425 <a href="#">SPRING2011AssesTracDatKeig.doc</a> 12/16/2010 - High 60% Med 40% Low See related file <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required</p> <p><b>Related Documents:</b> MKTG 425 Assessment tracDat <a href="#">Keigley fall 2010.docx</a></p>	
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<p>Z - MKTG Courses - MKTG 425 - Marketing Research - Outcome 3 - Students will be able to categorize probability or non-probability samples based on appropriate research designs (Created By Z - MKTG</p>	<p><b>Assessment Method:</b> Evaluate final group based research project as hi, med, or low quality as measured against the project rubric</p> <p><b>Criterion for Success:</b></p>	<p>05/06/2011 - High 88% Med 12% Low 0% see related file <b>Classification:</b></p>	
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Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
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<b>Courses)</b> <b>Start Date:</b> 09/22/2009 <b>Course Outcome Status:</b> Active	At least 70% of project groups demonstrate a med or hi level of performance	Criterion Met <b>Action:</b> 1 - No Action Required <b>Related Documents:</b> MKTG 425 <a href="#">SPRING2011AssesTrakDatKeig.doc</a> 12/16/2010 - High 88% Med 12% Low	See related file <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required <b>Related Documents:</b> MKTG 425 Assessment tracDatKeigley fall 2010.docx
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<b>Z - MKTG Courses - MKTG 425 - Marketing Research - Outcome 4 - Students will be able to construct an effective questionnaire (Created By Z - MKTG Courses)</b> <b>Start Date:</b> 09/22/2009 <b>Course Outcome Status:</b> Active	<b>Assessment Method:</b> Evaluate final group based research project as hi, med, or low quality as measured against the project rubric <b>Criterion for Success:</b> At least 70% of project groups demonstrate a med or hi level of performance	05/06/2011 - High 74% Med 26% Low 0% see related files <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required <b>Related Documents:</b> MKTG 425 <a href="#">SPRING2011AssesTrakDatKeig.doc</a> 12/16/2010 - High 74% Med 26% Low	See related file <b>Classification:</b> Criterion Met <b>Action:</b> 1 - No Action Required <b>Related Documents:</b> MKTG 425 Assessment tracDat
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**Course Outcomes**      **Means of Assessment & Criteria for Success / Tasks**      **Results**      **Action & Follow-Up**

Keigley fall 2010.docx

Z - MKTG Courses - MKTG 425 - Marketing Research - Outcome 5 - Students will be able to perform fieldwork following the Code of Ethics of the American Marketing Association (Created By Z - MKTG Courses)  
**Start Date:** 09/22/2009  
**Course Outcome Status:** Active

**Assessment Method:**  
 Evaluate final group based research project as hi, med, or low quality as measured against the project rubric  
**Criterion for Success:**  
 At least 70% of project groups demonstrate a med or hi level of performance

05/06/2011 - High 94%  
 Med 6%  
 Low 0%  
 see related files  
**Classification:**  
 Criterion Met  
**Action:**  
 1 - No Action Required

**Related Documents:**  
 MKTG 425  
SPRING2011AssesTrakDatKeig.doc

12/16/2010 - High 94%  
 Med 6%  
 Low

See related file  
**Classification:**  
 Criterion Met

**Action:**  
 1 - No Action Required

**Related Documents:**  
 MKTG 425 Assessment tracDat  
Keigley fall 2010.docx

Z - MKTG Courses - MKTG 425 - Marketing Research - Outcome 6 - Students will be able to distinguish particular univariate, bivariate, and/or multivariate analyses using SPSS (or equivalent) (Created By Z - MKTG Courses)  
**Start Date:** 09/22/2009  
**Course Outcome Status:** Active

**Assessment Method:**  
 Evaluate final group based research project as hi, med, or low quality as measured against the project rubric  
**Criterion for Success:**  
 At least 70% of project groups demonstrate a med or hi level of performance

05/06/2011 - High 80%  
 Med 20%  
 Low 0%  
 see related files  
**Classification:**  
 Criterion Met  
**Action:**  
 1 - No Action Required

**Related Documents:**  
 MKTG 425  
SPRING2011AssesTrakDatKeig.doc  
 12/16/2010 - High 80%  
 Med 20%



Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
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09/22/2009  
**Course Outcome Status:**  
 Active

Criterion Met  
**Action:**  
 1 - No Action Required  
**Related Documents:**  
 MKTG 425  
 SPRING2011AssesTrakDatKaig.doc

a med or hi level of performance

12/16/2010 - High 80%  
 Med 20%  
 Low  
 See related file  
**Classification:**  
 Criterion Met  
**Action:**  
 1 - No Action Required  
**Related Documents:**  
 MKTG 425 Assessment tracDat  
 Keigley fall 2010.docx

Z - MKTG Courses - MKTG 441 - International Marketing - Outcome 1 - Develop and articulate an understanding of the marketing management problems that arise in the international marketing environment. (Created By Z - MKTG)

**Start Date:**  
 09/22/2009

**Course Outcome Status:**  
 Active

**Assessment Method:**  
 Evaluate written marketing plan for each student or student group against the marketing plan rubric.  
**Assessment Method Category:**  
 Written Product (essay, research paper, journal, newsletter, etc.)  
**Criterion for Success:**  
 At least 70% of students or student groups will demonstrate a med or hi level of performance

05/06/2011 - High 100%  
 Med \_\_\_\_\_  
 Low \_\_\_\_\_  
 see related files  
**Classification:**  
 Criterion Met  
**Action:**  
 1 - No Action Required  
**Related Documents:**  
 MKTG 441 Assessment.docx

01/11/2011 - High 35%  
 Med 65%  
 Low  
 See related document  
**Classification:**  
 Criterion Met  
**Action:**  
 1 - No Action Required  
**Related Documents:**  
 MKTG 441 Assessment Fall  
 2010.docx

**Course Outcomes**

**Means of Assessment & Criteria for Success / Tasks**

**Results**

**Action & Follow-Up**

Z - MKTG Courses - MKTG 441 - International Marketing - Outcome 2 - Identify the uncontrollable environmental factors (Economic, Political-Legal, Social Cultural) that affect an international marketers sphere of business (Created By Z - MKTG Courses)

**Assessment Method:**  
Evaluate written marketing plan for each student or student group against the marketing plan rubric.  
**Assessment Method Category:**  
Written Product (essay, research paper, journal, newsletter, etc.)  
**Criterion for Success:**  
At least 70% of students or student groups will demonstrate a med or hi level of performance

05/06/2011 - High \_100%  
Med \_\_\_\_\_  
Low \_\_\_\_\_  
**Classification:**  
Criterion Met  
**Action:**  
1 - No Action Required  
**Related Documents:**  
MKTG 441 Assessment.docx  
01/11/2011 - High 50%  
Med 50%  
Low \_\_\_\_\_  
See related document  
**Classification:**  
Criterion Met  
**Action:**  
1 - No Action Required  
**Related Documents:**  
MKTG 441 Assessment Fall 2010.docx

Z - MKTG Courses - MKTG 441 - International Marketing - Outcome 3 - Prepare and design a comprehensive country analysis for an international marketing plan (Created By Z - MKTG)

**Assessment Method:**  
Evaluate written marketing plan for each student or student group against the marketing plan rubric.  
**Assessment Method Category:**  
Written Product (essay, research paper, journal, newsletter, etc.)  
**Criterion for Success:**  
At least 70% of students or student groups will demonstrate a med or hi level of performance

05/06/2011 - High \_100%  
Med \_\_\_\_\_  
Low \_\_\_\_\_  
**Classification:**  
Criterion Met  
**Action:**  
1 - No Action Required  
**Related Documents:**  
MKTG 441 Assessment.docx  
01/11/2011 - High 43%  
Med 57%  
Low \_\_\_\_\_  
See related document  
**Classification:**  
Criterion Met

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
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**Course Outcomes:** Z - MKTG Courses - MKTG 476 - Marketing Strategy - Outcome 1 - Apply Strategic Marketing principles to Target Market and Marketing Mix (Created By Z - MKTG Courses)

**Means of Assessment & Criteria for Success / Tasks:** Exam and/or quizzes  
**Assessment Method Category:** Test - Internally Developed - Pre/Post or Post

**Start Date:** 12/16/2009

**Course Outcome Status:** Active

**Assessment Method:** 05/06/2011 - High 100%  
 Med \_\_\_\_\_  
 Low \_\_\_\_\_

**Related Documents:** MKTG 441 Assessment Fall 2010.docx

**Action:** 1 - No Action Required

**Classification:** see related files

**Criterion Met:** Criterion Met

**Action:** 1 - No Action Required

**Related Documents:** MKTG 476 Assessment.docx

**Assessment Method:** Class participation

**Assessment Method Category:** Z - Other - specify

**Assessment Method:** 05/06/2011 - High 100%  
 Med \_\_\_\_\_  
 Low \_\_\_\_\_

**Related Documents:** MKTG 476 Assessment.docx

**Action:** 1 - No Action Required

**Criterion Met:** Criterion Met

**Assessment Method:** 05/06/2011 - High 100%  
 Med \_\_\_\_\_  
 Low \_\_\_\_\_

**Related Documents:** MKTG 476 Assessment.docx

**Assessment Method Category:** Test - Internally Developed - Pre/Post or Post

**Classification:** see related files

**Criterion Met:** Criterion Met

**Course Outcomes**      **Means of Assessment & Criteria for Success / Tasks**      **Results**      **Action & Follow-Up**

MKTG Courses)

**Start Date:**  
12/17/2009

**Course Outcome Status:**  
Active

**Action:**  
1 - No Action Required

**Related Documents:**  
[MKTG 476 Assessment.docx](#)

**Assessment Method:**  
Written assignments.

**Assessment Method Category:**  
Written Product (essay, research paper, journal, newsletter, etc.)

**Assessment Method:**  
Case analysis and presentation.

**Assessment Method Category:**  
Case Studies/Problem-based Assignments

**Assessment Method:**  
Class participation.

**Assessment Method Category:**  
Z - Other - specify