



Program Review Self-Study Template

Academic unit: Marketing

College: Business

Date of last review 2008

Date of last accreditation report (if relevant) _____

List all degrees described in this report (add lines as necessary)

Degree: Bachelor - Marketing CIP* code: 52.1401

Degree: _____ CIP code: _____

Degree: _____ CIP code: _____

*To look up, go to: Classification of Instructional Programs Website, <http://nces.ed.gov/ipeds/cipcode/Default.aspx?v=55>

Faculty of the academic unit (add lines as necessary)

Name

Signature

Dr. Robert Ross _____

Dr. Charles Martin _____

Dr. Dean Headley _____

Dr. Cindy Claycomb _____

Esther Headley – instructor (.5) _____

Dotty Harpool – instructor (.5) _____

Dr. Roberta McKee – instructor (1.0) _____

Dr. Stephen Porter _____

Submitted by: Dr. Stephen S. Porter, Chair _____
(name and title)

Date 4/20/13

Handwritten signatures:
Charles L. Martin
Dean Headley
Cindy Claycomb
Esther Headley
Dotty Harpool
Roberta McKee

Handwritten signature:
Stephen S. Porter

1. Departmental purpose and relationship to the University mission (refer to instructions in the WSU Program Review document for more information on completing this section).

a. University Mission:

Wichita State University is committed to providing comprehensive educational opportunities in an urban setting. Through teaching, scholarship and public service the University seeks to equip both students and the larger community with the educational and cultural tools they need to thrive in a complex world, and to achieve both individual responsibility in their own lives and effective citizenship in the local, national and global community.

b & c. Program Mission (if more than one program, list each mission):

The mission of the University focuses on providing comprehensive educational opportunities in an urban setting, through high quality teaching, research and public service. As representative of one of the integral fields within business administration, the Department of Marketing, through its teaching, research and service efforts, supports the University, the Barton School and the other departmental faculties in providing counsel, guidance and leadership to the business, not-for-profit, and related community of South Central Kansas. Specifically, the mission of the Department of Marketing is to meet the needs of its various constituencies (undergraduate majors and non-majors, graduate students, local marketing professionals, the national and international academic community, and the greater University community) for the dissemination and development of knowledge, and the provision of professional leadership and application in the field of marketing.

d. Has the mission of the Program (s) changed since last review? Yes X No

i. If yes, describe in 1-2 concise paragraphs. If no, is there a need to change?

ii. Provide an overall description of your program (s) including a list of the measurable goals and objectives of the program (s) (both programmatic and learner centered). Have they changed since the last review?

Yes X No

If yes, describe the changes in a concise manner.

The overall goal of the marketing major is to provide students with knowledge of the role that marketing plays in our society and societies around the world. Specific learning objectives include:

1. Developing an understanding of basic marketing theories and processes dealing with consumer decision processes including, development, pricing, distribution, and promotion of goods and services.
2. Developing an understanding of the role that marketing plays in the management of global organizations and of the basic marketing processes that take place in organizations both domestically and internationally.
3. Recognize the ethical ramifications of marketing decision making in a global context, and understand the responsibilities that marketing decision makers have regarding the best interests of both domestic and global societies.

2a. Describe the quality of the program as assessed by the strengths, productivity, and qualifications of

the faculty in terms of SCH, majors, and graduates (refer to instructions in the WSU Program Review document for more information on completing this section). Complete a separate table for each program if appropriate.

UG

Last 3 Years	Tenure/Tenure Track Faculty (Number)	Tenure/Tenure Track Faculty with Terminal Degree (Number)	Instructional FTE (#):			Total SCH - Total SCH by FY from Su, Fl, Sp	Total Majors - From fall semester	Total Grads – by FY	
			TTF= Tenure/Tenure Track	GTA=Grad teaching assist	O=Other instructional FTE				
			TTF	GTA	O				
Year 1 → 2009	5	5	4.3	0	3.8	4299	142	55	
Year 2 → 2010	5	5	5	0	1.8	4106	148	72	
Year 3 → 2011	5	5	5	0	2	3649	127	66	
Total Number Instructional (FTE) – TTF+GTA+O						SCH/ FTE	Majors/ FTE	Grads/ FTE	
						↓			
Year 1 → 2009						6.8	300.3	--	--
Year 2 → 2010						6.5	278.7	--	--
Year 3 → 2011						7.0	210.0	--	--

KBOR data minima for UG programs: Majors=25; Graduates=10; Faculty=3; KBOR data minima for master programs: Majors=20; Graduates=5; Faculty=3 additional; KBOR data minima for doctoral programs: Majors=5; Graduates=2; Faculty=2 additional.

2b. Describe the quality of the program as assessed by the scholarly productivity (refer to instructions in the WSU Program Review document for more information on completing this section).

Scholarly Productivity	Number Journal Articles		Number Presentations		Number Conference Proceedings		Performances			Number of Exhibits		Creative Work		No. Books	No. Book Chaps.	No. Grants Awarded or Submitted	\$ Grant Value
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	*	**	***	Juried	****	Juried	Non-Juried				
Year 1: 2010	2			0										1	1		
Year 2: 2011	4			2										1	1		
Year 3: 2012	1		1	2	1												

* Winning by competitive audition. **Professional attainment (e.g., commercial recording). ***Principal role in a performance. ****Commissioned or included in a collection.

**Airline Quality Report:
Impact Results**

Year	AQR website	Page views	Report down loads	National and Local Viewership	Publicity Value	Print and Electronic Media: Articles	Total Ad Value
2011	NA	NA	99	3,305,562	\$425,325	156	\$42,530
2012	8,276	16,949	5,910	17,779,274	\$975,077	200	\$73,150

Impact Results for 2009 and 2010 are not available: partial results for 2011 – the University subscribed to a more detailed tracking service in 2012

- a. Provide a brief assessment of the quality of the faculty/staff using the data from the tables in section 2 as well as any additional relevant data. Programs should comment on details in regard to productivity of the faculty (i.e., some departments may have a few faculty producing the majority of the scholarship), efforts to recruit/retain faculty, departmental succession plans, course evaluation data, etc.

Provide assessment here:

In the spring of 2006, each department in the Barton School of Business was asked to generate a journal classification scheme. The following are criteria that were used to develop the marketing department's analysis of the journal offerings in the marketing and marketing related disciplines:

- Journal contribution to theory, practice, or teaching
- Review/ referring process (blind peer, peer, editorial)
- Reputation of journal, editor, editorial board
- Rotation policy of editor and/or editorial board members
- Rankings of journals in articles on the subject of journal rankings
- CABEL'S metrics
- Sponsorship of the journal (academic association, school, commercial)
- Size of readership/ circulation
- Inclusion in citation(s) index service(s)
- Citation rate of published work
- Citation rate of journal
- Age of journal
- Acceptance rate of article submitted
- Intellectual impact of journal and/or article

The Marketing department developed a three tiered classification structure for the marketing and discipline related journals; elite, high quality, and quality. All of the published, refereed journal articles published from 2010 – 2012 are ranked in the "high quality" category. For a mature department – all faculty who are publishing are either full or associate level professors– the number and quality level of the journal publications is appropriate. Additionally, important contributions are made by the applied research analysis on the yearly Airline Quality Report (AQR), the number of book chapters and books that the department members created. More specifically, the AQR's contributions are twofold; first, the knowledge that the report generates concerning customers perceptions of the quality of service provided by the airline industry, and second, the public relations and marketing value the report generates for Wichita State and the Barton School of Business (see table – AQR: Impact Results).

3. Academic Program: Analyze the quality of the program as assessed by its curriculum and impact on students. Complete this section for each program (if more than one). Attach updated program assessment plan (s) as an appendix (refer to instructions in the WSU Program Review document for more information).

a. For undergraduate programs, compare ACT scores of the majors with the University as a whole.

Last 3 Years	Total Majors - From fall semester	ACT – Fall Semester (mean for those reporting)	
		Majors	All University Students - FT
Year 1→2009	215	22	22.96
Year 2→2010	195	22.6	23.06
Year 3→2011	184	23.2	23.11

KBOR data minima for UG programs: ACT \leq 20 will trigger program.

b. For graduate programs, compare graduate GPAs of the majors with University graduate GPAs.*

Last 3 Years	Total Admitted -	Average GPA (Admitted) – Domestic Students Only (60 hr GPA for those with
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	By FY	≥54 hr reported) By FY		
		GPA of those Admitted	College GPA	University GPA
Year 1 →	N/A			
Year 2 →	N/A			
Year 3 →	N/A			

*If your admission process uses another GPA calculation, revise table to suit program needs and enter your internally collected data.

- c. Identify the principal learning outcomes (i.e., what skills does your Program expect students to graduate with). Provide aggregate data on how students are meeting those outcomes. Data should relate to the goals and objectives of the program as listed in 1e. Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results.
- The overall goal of the marketing major is to provide students with knowledge of the role that marketing plays in our society and societies around the world. Specific learning objectives include:
1. Developing an understanding of basic marketing theories and processes dealing with consumer decision processes including, development, pricing, distribution, and promotion of goods and services.
 2. Developing an understanding of the role that marketing plays in the management of global organizations and of the basic marketing processes that take place in organizations both domestically and internationally.
 3. Recognize the ethical ramifications of marketing decision making in a global context, and understand the responsibilities that marketing decision makers have regarding the best interests of both domestic and global societies.

Using the aforementioned three goals, the marketing department developed a measurement instrument designed to assess the learning growth of our students. The research was gathered in a two-step process; the exam is administered to our Marketing 300 students to develop a base-line for their understanding of the marketing discipline. The second step involves re-administering the assessment exam in our capstone, Marketing 609, class to determine if we have indeed – through the exposure of our students to multiple marketing classes – created a learning environment capable of helping our students to gain a richer understanding of the marketing discipline. The following table summarizes the results from 2009-2011.

MARKETING ASSESSMENT RESULTS				
	MARKETING 300		MARKETING 609	
YEAR	N	MEANS SCORE	N	MEAN SCORE
2009	407	76.80	64	84.00
2010	448	75.80	84	80.60
2011	280	77.20	66	84.40

A statistical comparison between the initial mean scores generated in Marketing 300 classes and the means scores generated in the Marketing 609 classes indicates that there is significant difference (at the .000 level) between the scores for the two class groups. These results provide solid evidence that we are making a difference in the students' understanding of the marketing discipline.

Provide aggregate data on student majors satisfaction (e.g., exit surveys), capstone results, licensing or certification examination results, employer surveys or other such data that indicate student satisfaction with the program and whether students are learning the curriculum (for learner outcomes, data should relate to the goals and objectives of the program as listed in 1e).

Student Satisfaction (e.g., exit survey data on overall program satisfaction). Percent satisfied or higher			Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year		Result (e.g., 4.5 on scale of 1-5, where 5 highest)	Year	N	Name of Exam	Program Result	National Comparison±
	N	Undergraduate					
1	--	--	1				
2	--	--	2				
3	52	80.8	3				

Provide aggregate data on how the goals of the *WSU General Education Program* and *KBOR 2020 Foundation Skills* are assessed in undergraduate programs (optional for graduate programs).

Goals/Skills Measurements of: Oral/written communication, Numerical literacy, Critical thinking and problem solving, Collaboration and teamwork, Library research skills, Diversity and globalization	Results	
	Majors	Non-Majors
The department follows the global assessment of oral & written communication and critical thinking per the AACSB assessment.		

ote: Not all programs evaluate every goal/skill. Programs may choose to use assessment rubrics for this purpose. Sample forms available at:
<http://www.aacu.org/value/rubrics/>

- d. For programs/departments with concurrent enrollment courses (per KBOR policy), provide the assessment of such courses over the last three years (disaggregated by each year) that assures grading standards (e.g., papers, portfolios, quizzes, labs, etc.) course management, instructional delivery, and content meet or exceed those in regular on-campus sections.
Provide information here: N/A
- e. Indicate whether the program is accredited by a specialty accrediting body including the next review date and concerns from the last review. No accrediting body specifically designed for the marketing department.
Provide information here:
The Marketing department falls under the Barton School's AACSB accreditation.
- f. Provide the process the department uses to assure assignment of credit hours (per WSU policy 2.18) to all courses has been reviewed over the last three years. Attach a few examples of course syllabi that communicates this policy to students (provide as an appendix).

Provide information here:

The Marketing department follows the guidelines set forth by the Kansas Board of Regents.

Course Workload Statement

For a typical 3 credit hour class:

	the major																		educa- tion	
Year 1→	47	53.2	46.8																	Current year only
Year 2→	37	43.2	56.8																	
Year 3→	24	45.8	54.2																	↓
Race/Ethnicity by Major***											Race/Ethnicity by Graduate***									
	NRA	H	AI/ AN	A	B	NH /PI	C	M R	UNK		NRA	H	AI/ AN	A	B	NH /PI	C	M R	UNK	
Year 1→	10	8	3	6	5	0	103	0	7		5	4	1	4	0	0	35	0	6	
Year 2→	10	6	1	7	5	0	107	3	9		7	5	2	4	4	0	47	1	0	
Year 3→	5	7	2	6	5	0	92	1	9		5	4	1	1	1	0	50	0	4	

* May not be collected every year

** Go to the U.S. Bureau of Labor Statistics Website: <http://www.bls.gov/oco/> and view job outlook data and salary information (if the Program has information available from professional associations or alumni surveys, enter that data)

*** NRA=Non-resident alien; H=Hispanic; AI/AN=American Indian/ Alaskan Native; A=Asian; B=Black; NH/PI=Native Hawaiian/Pacific Islander; C=Caucasian; MR=Multi-race; UNK=Unknown

KBOR data minima for UG programs: Majors=25; Graduates=10; Faculty=3; KBOR data minima for master programs: Majors=20; Graduates=5; Faculty=3 additional; KBOR data minima for doctoral programs: Majors=5; Graduates=2; Faculty=2 additional.

Provide a brief assessment of student need and demand using the data from the table above. Include the most common types of positions, in terms of employment, graduates can expect to find.

Provide assessment here:

Table 4a demonstrates that the marketing department is averaging 60 graduating majors per year.

The most common employment positions for our graduates are in the area of personal selling, customer contact personnel, marketing research and retail management positions.

5. Analyze the cost of the program and service the Program provides to the discipline, other programs at the University, and beyond. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

Percentage of SCH Taken By (last 3 years)			
Fall Semester	Year 1 – 2009	Year 2 – 2010	Year 3 – 2011
UG Majors	28.5	32.3	29.5
Gr Majors	0	0	0
Non-Majors	71.5	67.7	70.5

- a. Provide a brief assessment of the cost and service the Program provides. Comment on percentage of SCH taken by majors and non-majors, nature of Program in terms of the service it provides to other University programs, faculty service to the institution, and beyond.

Provide assessment here:

The MKT 300 class is a core requirement for all undergraduate majors in the Barton School of Business – thus one reason for the high numbers of non-majors taking our classes. In addition, two of the more popular minors offered in the College of Business are the marketing and personal selling minor. Finally,

the Marketing department's class offerings provide support for majors offered in the Elliott School of Communication and the Sports Marketing program.

6. Report on the Program's goal (s) from the last review. List the goal (s), data that may have been collected to support the goal, and the outcome. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

(For Last 3 yrs.)	Goal (s)	Assessment Data Analyzed	Outcome
We are following a new program review template; – no formal goals were required during the last program review period.			
	Departmental goal: the development of a personal selling minor		This goal was accomplished.

7. Summary and Recommendations

- a. Set forth a summary of the report including an overview evaluating the strengths and concerns. List recommendations for improvement of each Program (for departments with multiple programs) that have resulted from this report (relate recommendations back to information provided in any of the categories and to the goals and objectives of the program as listed in 1e). Identify three year goal (s) for the Program to be accomplished in time for the next review.

Provide assessment here:

The key strengths of this Department include:

1. Curriculums that, while sound from a theoretical and pedagogical standpoint, are customized to meet the needs of businesses within the region. The Department has always maintained close contact with its constituency within the business and professional community, to assure that this match exists.
2. A faculty that is recognized for superior teaching. Within the Department the faculty members have been recognized with five Regents Teaching Awards and nine Barton School Teaching Awards.
3. A faculty that is committed to their disciplines. Without exception, members of the faculty are active in the business community of South Central Kansas and the broader region. Many members of the faculty have had work experience within the marketing and business ownership fields prior to entering academe. Others keep their applied skills current through project related work within the community.
4. A department which is actively involved in the conduct of marketing related projects within the region. Within the past five years, significant pro bono projects have been completed for organizations such as the Children's Home, Big Brothers and Big Sisters, the Alumni Association of Wichita State University, the Kansas Humane Society, and Wichita River Festival. In addition, one member of the department is the co-author of the Airline Quality Report – which is in its 23rd year of publication.
5. A faculty which is committed to intellectual activity. Without exception, all tenured members of the Department have an active research agenda. Members of the Department had 75 refereed journal articles accepted during the 1995-2012 academic years. They also had numerous cases, book chapters and books accepted for publication during this period.
6. The Department has three of the eight individuals awarded Barton Fellows by the Barton School.
7. Four members of the faculty have successful Center for Management Development Training Programs, which are repeated several times a year for the regional training constituency.

8. One member of the department has been the editor of the *Journal of Services Marketing* for over 25 years; this academic publication is one of the leading journals in the marketing discipline that is focused on advancing our understanding of services marketing.

Goals and Objectives for the next three years:

1. A major goal the Marketing Department constantly strives to attain is to provide high quality business education for graduate and undergraduate students by developing course pedagogy that is constantly evolving. The Department is charged with preparing students to meet their goals, based on their own needs as well as employer demands. The following are examples of skill sets that enhance a student's development and nurture potential success in the business environment:
 - a. Interpersonal communication skills
 - b. Oral communication skills
 - c. Teambuilding skills
 - d. Written communication skills
 - e. Critical thinking and decision making skills
2. With the projected retirement of three key members of the department over the next three years, one major goal for the department is to hire new faculty members that have a strong emphasis on research and teaching excellence.
3. To take advantage of the enrollment growth opportunity presented by developing classes in the areas of relationship/business to business marketing, personal selling and supply chain management. If student demand is strong enough, the department will investigate the possibility of developing majors and/or minors in the aforementioned areas of academic study.