



Academic unit: Marketing Department

College: Barton School of Business

Date of last review 2012

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?y=55>

Faculty of the academic unit (add lines as necessary)

Name Signature

Dr. Robert Ross, Associate Professor

*Charles L. Martin*

Dr. Charles Martin, Full Professor

*Dean Headley*  
*Roberta McKee*

Dr. Dean Headley, Associate Professor

Dr. Roberta McKee (instructor, 1.0)

Esther Headley (instructor, .5)

*Esther Headley*  
*Dotty Harpool*

Dotty Harpool (instructor, .5)

Dr. Stephen Porter, Associate Professor

*Stephen S. Porter*

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

Date 6/9/14

In yellow highlighted areas, data will be provided

**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:

The mission of Wichita State University is to be an essential educational, cultural, and economic driver for Kansas and the greater public good.

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

Marketing is one of the functional academic fields within business administration; the Department of Marketing, through its teaching (e.g., applied learning), 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, and the greater University community, local marketing professionals, and the national and international academic 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  No  
 i. If yes, describe in 1-2 concise paragraphs. If no, is there a need to change?

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

Yes  No

If yes, describe the changes in a concise manner.

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

1. Developing an understanding of basic marketing theories and processes dealing with consumer decision making and processes including, product development, pricing, distribution, and promotion of goods and services.
2. Developing an understanding of the strategic role that marketing plays in the management of organizations (both domestic and international) 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.

**2. Describe the quality of the program as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, graduates, and scholarly/creative activity (refer to instructions in the WSU Program Review document for more information on completing this section).**

**Complete the table below and utilize data tables 1-7 provided by the Office of Planning Analysis (covering SCH by FY and fall census day, instructional faculty; instructional FTE employed; program majors; and degree production).**

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: 2013	1														2		
Year 2:2014															1		
Year 3-2015	2		1		1												

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

- Provide a brief assessment of the quality of the faculty/staff using the data from the table above and tables 1-7 from the Office of Planning Analysis 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 2012, the department reviewed our research journal classification and ranking structure developed in 2006 (each department in the Barton School of Business was asked to generate a journal classification and ranking 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 has 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 2013 – 2015 are ranked in the “high quality” category. For a very mature department – one faculty member retiring in July of 2016 and a second who has formally announced his retirement in the summer of 2017 – all of the tenure track faculty members (4) are either full or associate level professors. Two major contributing factors to the number of journal publications is the loss of one of our most productive researchers – she became part of the President’s Innovation Campus and Strategic Planning management team and a progression of two of our faculty members in the later stages of their career life cycle towards a focused “service” orientation – they each are currently devoting more of their time to providing valuable service to the College and the University. In the fall of 2015, the Department had the opportunity to hire a new assistant professor for the fall, 2016 and is in line to hire an additional assistant/associate professor in the near future. The additional new members to our faculty cadre will increase the quality, number, and scope of our research publications in the near future.

**3. Academic Program: Analyze the quality of the program as assessed by its curriculum and impact on students 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.

**See Attached Table 8:** The average ACT scores for the marketing majors are comparable with the University.

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

**N/A**

- 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 in the table below. 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.

In the following table provide program level information. You may add an appendix to provide more explanation/details. Definitions:

Learning Outcomes: Learning outcomes are statements that describe what students are expected to know and be able to do by the time of graduation. These relate to the skills, knowledge, and behaviors that students acquire in their matriculation through the program (e.g., graduates will demonstrate advanced writing ability).

Assessment Tool: One or more tools to identify, collect, and prepare data to evaluate the achievement of learning outcomes (e.g., a writing project evaluated by a rubric).

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).

Criterion/Target: Percentage of program students expected to achieve the desired outcome for demonstrating program effectiveness (e.g., 90% of the students will demonstrate satisfactory performance on a writing project).

Result: Actual achievement on each learning outcome measurement (e.g., 95%).

**Analysis:** Determines the extent to which learning outcomes are being achieved and leads to decisions and actions to improve the program. The analysis and evaluation should align with specific learning outcome and consider whether the measurement and/or criteria/target remain a valid indicator of the learning outcome as well as whether the learning outcomes need to be revised.

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 making and processes including, product 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 is gathered in a two-step process; the exam is administered to our MKT 300 students (introductory level) to develop a baseline for their understanding of the marketing discipline. The second step involves re-administering the assessment exam in our capstone, MKT 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 develop a richer understanding of the marketing discipline. Each year the department discusses the assessment exam results to determine if we need to ‘tweak’ the measurement instrument or do we have subject/topic areas that need to be added, deleted, or be given expanded coverage to better meet the objectives of the major. The following is an example of an intervention that resulted from our departmental discussions: The department noticed that we had two subject/topic areas of the assessment exam that consistently had low score averages. We discussed the need to clarify and emphasize these topic areas in the MKT 300 classes and then, from a managerial perspective, in the MKT 609 classes. The assessment results are indicating that the interventions are having a positive effect on the students’ understanding of the highlighted subject areas. The following table summarizes the results from 2012-2014.

MARKETING ASSESSMENT RESULTS				
	MARKETING 300		MARKETING 609	
YEAR	N	MEANS SCORE	N	MEAN SCORE
2013	312	75.60	69	78.40
2014	321	77.50	43	79.60
2015	490	78.00	63	80.09

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 .01 level) between the scores for the two class groups. These results provide evidence that we are

making a difference in the students' understanding of the marketing discipline. The data also are indicating an interesting trend in that the scores in both the MKT 300 and 609 classes are higher from semester to semester during the evaluation period.

- d. Provide aggregate data on student majors' satisfaction (e.g., exit surveys), capstone results, licensing or certification examination results (if applicable), 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 outcomes of the program as listed in 3c).

**See Attached table 10:**

The results of the Satisfaction Assessment research demonstrate that the average (satisfied or very satisfied) scores for the 2013-2015 years = 84.77; this is slightly higher than the satisfaction score for the University.

- e. 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).

Outcomes:	Results	
	Majors	Non-Majors
<ul style="list-style-type: none"> <li>○ Have acquired knowledge in the arts, humanities, and natural and social sciences</li> <li>○ Think critically and independently</li> <li>○ Write and speak effectively</li> <li>○ Employ analytical reasoning and problem solving techniques</li> </ul>		
The department follows the global assessment of oral & written communication and critical thinking per the AACSB assessment.		

Note: 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/>

- f. 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

- g. Indicate whether the program is accredited by a specialty accrediting body including the next review date and concerns from the last review.

Provide information here:

The Marketing department falls under the Barton School of Business's AACSB accreditation.

- h. 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.

Provide information here:

The Marketing department follows the guidelines set forth by the Kansas Board of Regents. Any change in course structure or assigned hours must first be approved by the Undergraduate Programs Committee and then by the College faculty.

## **Course Workload Statement**

### **For a typical 3 credit hour class:**

Success in a 3 credit hour course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for class) for instruction and preparation/studying or course related activities for a total of 135 hours.

### **Additional requirements for a hybrid (reduced meeting time) class:**

The syllabus must communicate an expectation to students that they will spend time (define hours) attending class, working online, participating in synchronous and asynchronous activities, and other out-of-class work. The total expected time should be a minimum of 45 hours per semester for each unit of credit.

### **Additional requirements for an online class:**

The syllabus must describe the activities that the student will be required to complete as part of the course and indicate the expected minimum time that students will need to devote to each of these (working online, participating in synchronous and asynchronous activities, and other out-of-class work). The total expected time should be a minimum of 45 hours per semester for each unit of credit.

- i. Provide a brief assessment of the overall quality of the academic program using the data from 3a – 3e and other information you may collect, including outstanding student work (e.g., outstanding scholarship, inductions into honor organizations, publications, special awards, academic scholarships, student recruitment and retention).

Provide assessment here:

The marketing department is committed to the philosophy of creating and delivering a quality educational experience for our students. An favorable indicator of our success in crafting and providing a quality classroom experience for our students are the nearly department-wide “very good and high” ratings the faculty are receiving from our students on the Student Performance and Teaching Effectiveness (SPTE) measure that is administered each semester *to all of our classes*. Feedback from the students on our teaching pedagogy (e.g., applied and theoretical), delivery channels (e.g., traditional, hybrid, and online), and teaching styles is also very positive. In addition, our marketing assessment exam’s (see above) results indicate that we are enhances the depth and understanding that our students are learning about the field of marketing. Finally, our relatively consistent number of students who are majoring in marketing is a solid indicator that students feel that there is real value in taking marketing classes and pursuing a marketing minor or major.

**4. Analyze the student need and employer demand for the program. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).**

- a. Evaluate tables 11-15 from the Office of Planning Analysis for number of applicants, admits, and enrollments and percent URM students by student level and degrees conferred.

For the five year rolling average for URM students declaring a marketing as their major has remained consistent around the 9.4% rate; the College is averaging a 10.5% enrollment of URM students while the University has a 19.5% average. Our graduation rate for URM students has remained consistent at an average of 10.2% of those students receiving a marketing degree.

- b. Utilize the table below to provide data that demonstrates student need and demand for the program.

Employment of Majors*							Projected growth from BLS** Current year only.
Average Salary	Employment % In state	Employment % in the field	Employment: % related to the field	Employment: % outside the field	No. pursuing graduate or professional education		
Year 1							
Year 2							
Year 3	\$36136	100	40.9	22.7	36.4	11	

\* 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)

- Provide a brief assessment of student need and demand using the data from tables 11-15 from the Office of Planning and Analysis and from the table above. Include the most common types of positions, in terms of employment graduates can expect to find.

Provide assessment here: (also see attached Tables 6 & 7)

Tables 6, 7, 11-15 help to illustrate the demand for the Marketing major: tables 6 & 7 provide data showing that the Marketing department is averaging 60 graduating majors per year and the number of students enrolling in the major has grown each of the past three years (210-232). The most common employment positions for our graduates are in the area of personal selling, customer relations and customer contact personnel, marketing communications (both private and non-profit organizations), marketing research, and retail management positions.

- 5. Analyze the 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).**

Evaluate table 16 from the Office of Planning Analysis for SCH by student department affiliation on fall census day.



- a. Provide a brief assessment of the 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. Additionally the MKT 405 class is core requirement for the Business Administration major – thus, both classes provide support 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, Chemistry/Business majors, and the Sports Administration/Marketing program. Table 16 demonstrates that 29.43% of the enrollment in the marketing classes is from the marketing majors and 70.57% are for the non-marketing majors.

**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 FYs)	Goal (s)	Assessment Data Analyzed	Outcome
The Department has made a commitment to giving each of our majors an applied learning and/or research experience.	The MKT 403 and 607 classes have continued to have teaching pedagogy that reinforces this goal		All MKT 403 & 607 classes are structured to meet this goal.
	The MKT 608 class was re-configured to embrace this goal		All MKT 608 classes are structured to meet this goal.
	We were able to hire one new faculty member for the fall, 2016.		

**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. Over the next three years the department will formalize a marketing advisory board to provide additional guidance.

2. A faculty that is recognized for superior teaching. Within the Department the faculty members have been recognized with four Regents Teaching Awards and 8 Barton School Teaching Awards.
3. A faculty that is committed to expanding their understanding of the 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 university and business communities.
4. A department which is actively involved in providing guidance for marketing projects and research 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, Habitat for Humanity, the Kansas Humane Society, and the Indochinese center of Wichita. In addition, one member of the department is the co-author of the Airline Quality Report – which is in its 26<sup>rd</sup> year of publication.
5. A faculty which is committed to intellectual activity. All tenured members of the Department have an active research agenda. They also had numerous cases, book chapters and books accepted for publication during this period.
6. The Department has three of our five members that have been awarded Barton Fellows by the Barton School.
7. Three members of the faculty have delivered successful Center for Management Development Training Programs that 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.

The major concern for the Marketing department is the eventual retirement of 5 of our current members over the next 7 years. The Department must be allowed to aggressively recruit new faculty members that can be socialized into our research, teaching, and service oriented culture.

#### 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 and two more over the next five years, one major goal for the department is to hire new faculty members that have a strong emphasis on research, teaching, and service excellence.
3. To take advantage of the enrollment growth opportunity presented by developing classes in the areas of relationship/business to business marketing, Sales Management and Supply Chain/Channels 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.

