

# **Program Review Report for the Marketing Major**

**Department of Marketing and Real Estate  
Richards College of Business  
University of West Georgia**

Prepared by  
Salil Talpade, Chair  
Dept. of Mktg. & Real Estate

## I. Departmental Mission/Vision Statement:

The Department of Marketing and Real Estate provides excellent professional education in a personal environment to prepare students for positions in the field of marketing and real estate.

In addition to the primary mission of quality education, we are committed to:

1. Providing exemplary service to business, government and the University with respect to consulting, employee training, and management development; and
2. Encouraging professional development through workshops, consulting, research, and scholarship.

## II. Departmental Statement of Goals, Process to Access These Goals, and Assessment Results (with primary focus on the Marketing Program):

### Departmental Goals

The State University of West Georgia (UWG) has established "bread and butter" goals and "visionary" goals. Details on these goals can be found at the following links: UWG Bread and Butter Goals (**BBG**) (<http://www.westga.edu/~spc/wordDocs/BB.doc>) and UWG Visionary Goals (**VG**) (<http://www.westga.edu/~spc/wordDocs/3x5.doc>). The relationship between the Marketing major goals and the university goals is indicated in parenthesis.

**Goal 1 Marketing Graduates.** Students completing the baccalaureate program with a major in Marketing will be able to demonstrate a satisfactory understanding of the theoretical knowledge in Marketing and its application to business situations.

They will achieve an above average success rate for the graduates on professional certification examinations (where appropriate), and will be adequately prepared for the job market and/or graduate school.(BBG3; BBG7; BBG9)(VG4; VG5). The department will make every attempt to place graduates in professional jobs with average starting salaries or in graduate programs. (BBG4; BBG7) (VG5).

**Goal 2 Recruiting.** Departmental faculty will develop strategies for attracting high quality students to the Marketing program. (BBG2)

**Goal 3 Undergraduate Research.** Strongly encourage all faculty members to work with undergraduate students on research projects (either as class projects or as independent study), and to find a forum to present/publish these research projects including the "Big Night" competition on campus, professional conferences, and journals. (BBG3, BBG5, BBG9, VG1).

**Goal 4 Innovations in Professional Preparation.** The department will strongly encourage innovative methods of professional preparation for our students, and ways of linking this with service to the community. For example, marketing majors in the capstone course Marketing Management (MKTG 4870) do a marketing plan for a local organization. Students in Marketing Research (MKTG 4808) often do a research project for a local organization. The department will also develop strategies to increase the level of student participation in internships. (BBG7, BBG8, VG5)

**Goal 5 Technology Across the Curriculum.** The Marketing Program will continue to effectively utilize cutting-edge technology in the classroom and in research, as well as to develop specific courses that blend the use of technology with our disciplines (BBG3, BBG9, VG4). For example, Electronic Marketing (MKTG 3810) blends internet usage with the Marketing Discipline, and Business Research (MKTG 3808) emphasizes the use of the web and statistical software in conducting secondary and primary research (BBG9, VG4). Additionally,

- i) A majority of faculty will use some form of multimedia in class
- ii) A majority of faculty will have course syllabi and all powerpoint presentations accessible online.
- iii) all students taking Marketing 3808, 3804, 3810, 4808, and 4820 will complete computer related projects
- iv) At least 80% of all Marketing classes will require student presentations.
- v) Marketing faculty will be encouraged to attend workshops or conference presentations related to the effective integration of technology into the classroom.

**Goal 6 Curriculum Issues.** The Marketing program will maintain a high level of academic excellence in the classroom, by

- i) providing the best possible undergraduate and graduate learning experiences to our students, with a comprehensive and up-to-date content, a personal environment, and a research orientation (BBG2R;BBG3;BBG5;BBG6) (VG1;VG4;VG5) .
- ii) encouraging faculty to bring innovative teaching methods into the classroom and to provide instructional tools that promote critical thinking at all levels of course instruction (e.g., case presentations, real life problems and solutions, computer simulations, methods designed to improve written and oral communications, active learning, and ethics and multicultural content).(BBG3;BBG5;BBG6)(VG5)
- iii) providing professional development and an opportunity to get on-the-job experience through cooperative programs and internships (where appropriate), and student consulting projects (e.g., senior projects in MKTG 4870). (BBG2; BBG4; BBG7) (VG5)
- iv) providing flexible course delivery using a variety of media, including distance and on-line learning where appropriate (BBG3;BBG5;BBG6) (VG5)
- v) Providing quality advising and mentoring (BBG1; BBG2; BBG6) (VG3; VG5)

The courses offered by the Marketing program will be carefully reviewed by the department Curriculum Committee (consisting of all tenure track faculty members). Any changes will be

forwarded to the Faculty Senate via the college and university committees during the Fall Semester. (BBG3)

**Goal 7 Faculty Development Activities.** To maintain and improve their capacity for effective teaching and research, the faculty will attend workshops, seminars, training programs, conferences and other events. Specific goal: each faculty member will devote at least 40 hours to such faculty development activities during the year. (BBG3, BBG6, VG4)

**Goal 8 Research, Publication and Professional Development.** Departmental faculty will be engaged in research, publication, and other professional activities (BBG3, VG1).

Specifically, all faculty members will be encouraged to:

- i) attend academic/professional conferences.
- ii) present research papers at academic conferences.
- iii) publish (or have accepted for publication) an average of one article per faculty member.
- iv) submit grants to internal or external sources.

**Goal 9 Maintenance of a Georgia Chamber of Commerce website.** The Department will continue to provide a vital service to the state economy by maintaining the Georgia Chamber of Commerce website. Every effort will be made to publicize this website and to keep it updated. The departmental faculty will also continue to present programs in the Chamber of Commerce Leadership Academy (BBG7, BBG8)

**Goal 10 International Aspects.** The department faculty will continue to offer international business and marketing courses and will integrate international and multicultural concepts in a variety of marketing and real estate courses (BBG3, BBG5). In addition, the department will continue to offer a summer study abroad program in conjunction with the Management Department. One faculty member from the department will be primarily involved with this program. (BBG2;BBG3; BBG8) (VG5)

**Goal 11 Faculty Recruitment.** The department will conduct national searches to find replacements for tenure-track vacancies that come up during the year. Every attempt will also be made to obtain an additional faculty position in order to continue to adequately support the increasing numbers in the business research class as well as in majors and overall credit hours. This additional position is essential if the department is to continue the present level of excellence in the classroom and the emphasis on research and technology.

## **Processes to Achieve Departmental Goals**

### **Goal 1**

- i) maintain a current and relevant curriculum and advise each student to take courses appropriate to his/her desired career/academic interests.
- ii) require that all majors take public speaking, basic computer and other skills-oriented courses
- iii) conduct a comprehensive term project in the capstone Marketing Management course

which assesses their knowledge of Marketing and its application to business situations.  
iv) help in the job placement/graduate school selection process by helping students find internships and jobs, writing recommendation letters, giving them guidance and information and by other means.

## **Goal 2**

- i) maintain informative and attractive promotional materials for the Marketing degree programs.
- ii) maintain an attractive and informative department website.
- iii) provide students adequate opportunities to discuss academic and career goals with faculty.
- iv) provide incentives in the merit evaluation process for faculty to excel in teaching
- v) hire faculty devoted to high quality teaching and research with an ability to relate to students.

## **Goal 3**

- i) encourage students in upper division courses to participate in undergraduate research by requiring a paper or research project as part of the class requirements.
- ii) provide Marketing Student Research Awards to students participating in the “Big Night” competition.
- iv) provide incentives in the merit evaluation process for faculty who work with students in undergraduate research.

## **Goal 4**

- i) encourage faculty to include a marketing plan for a local organization in the Marketing Management class, and a ‘real life’ research project in Business Research.
- ii) assist students in locating internship opportunities and provide incentives in the merit evaluation process for faculty who work with students on internships.

## **Goal 5**

- i) the department’s merit evaluation process will encourage the utilization of technology in the curriculum and in teaching methodologies.
- ii) faculty will be encouraged to take part in UWG as well as external technology training opportunities.
- iii) technological knowledge and expertise will be a consideration in hiring any new faculty members.
- iv) faculty will be encouraged to use multimedia in class and to have course syllabi and all powerpoint presentations accessible online.
- v) faculty will be encouraged to use computer related project, especially in Marketing 3808, 3804, 3810, 4808, and 4820 as well as to have student presentations.

## **Goal 6**

- i) The courses offered by the Marketing program will be carefully reviewed by the department Curriculum Committee and every attempt will be made to maintain an up-to-date and comprehensive curriculum. .
- ii) faculty will be instructed on advisement issues, and the advisement process will be structured in a way that ensures student satisfaction and quality advising.
- iii) incentives will be provided in the merit evaluation process to encourage faculty to bring Innovative teaching methods into the classroom and to use pedagogical tools that promote critical thinking at all levels of course instruction.

### **Goal 7**

- i) faculty will be encouraged by the Chair to attend on-campus faculty development activities such as those sponsored by the Center for Distance Education.
- ii) when possible, department and College of Business travel funds will be used to support faculty development activities at off-campus sites.
- iii) faculty development activities will be supported by the merit policies of the department.

### **Goal 8**

- i) the main priority for the use of travel funds available to the Department will be to support academic research activity.
- ii) faculty will be encouraged to seek other sources of funds to support academic research including UWG Learning Resource Grants, external grants, and discretionary funds that might be available to the Dean of the Richards College of Business.
- iii) course scheduling for faculty will be arranged to allow time to conduct academic research.
- iv) graduate assistants will be utilized in support of academic research.
- v) when filling vacancies in the department, attention will be paid to the research and publication potential of the applicants.
- vi) faculty research activities will be supported by the merit development policies of the department.

### **Goal 9**

- i) the faculty member designated as webmaster will be given credit for this activity in the merit evaluation process in the service category.
- ii) graduate assistants will be utilized in support of this activity where appropriate.

### **Goal 10**

- i) the department will offer international business and marketing courses and will integrate international and multicultural concepts in a variety of marketing courses.
- ii) the department will encourage its faculty to participate in international studies programs (provide financial support, release time, etc.)
- iii) if adequate resources are available, the department will provide financial support to qualified students in the International Summer Studies Program.

iv) Faculty involved with the International Business Summer Studies Program will recruit for the program at West Georgia, and at other institutions.

### **Goal 11**

i) the department will provide convincing evidence to the Dean of the College of Business and to the Vice President for Academic Affairs of the need for an additional full time faculty member in Marketing.

## **Assessment of Departmental Goals**

### **Goal 1**

All Marketing majors are required to complete courses in Principles of Marketing, Business Research, Consumer Behavior, Marketing Management, Strategic Management and at least 4 marketing electives. To receive a degree these students must achieve a minimum of 2.0 average G.P.A and no more than one D in these major course requirements.

They are required to complete term projects in the research class, the consumer behavior class, and all the Marketing Electives. Just before graduation, they are required to complete comprehensive projects in both the Marketing Management and the Strategic Management classes. Graduating students in marketing therefore have demonstrated a satisfactory understanding of the theoretical knowledge in their selected field and its application to business situations. Exit interviews and a survey of recent graduates indicated that a majority had found jobs in the appropriate field either before or within a few months of graduation. 76% also indicated an interest in pursuing a graduate degree.

### **Goal 2**

Total number of Marketing majors/premajors at the end of Spring 2005 stood at 519, an increase of 13% over Spring 2004 (461), whereas the previous year saw an increase of 10% over Spring 2003 (448). **Over the five year period from 2000-2001 to 2004-2005 there was an increase of 34% in Marketing majors.** All goals in each of these years were therefore exceeded.

### **Number of Majors/Pre-majors**

	<b>2000-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>
<b>Marketing</b>	387	452	448	461	519 <i>(34% increase)</i>

In addition, the number enrolled in classes and the student credit hours in Marketing courses also showed a substantial increase. **The number of students enrolled in marketing classes**

**increased 73% over the last five years (2000-2005).** Most recent increases were **20%** from 2002-2003 to 2003-2004 and **12%** from 2003-2004 to 2004-2005.

**Number Enrolled in classes**

	<b>2000-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>
<b>Marketing</b>	1095	1099	1414	1695	1893 ( <i>73% increase</i> )

**Goal 3**

All students in the Business Research classes (MKTG 3808) completed research projects, which included research design, secondary and primary data collection, analysis, write-up and presentation. Three student projects in Marketing were presented at the “Big Night” competition over the past five years. In 2000-2001 a marketing student project sponsored by Dr. Talpade won the “Big Night” competition. Over the past five years 4 student papers have been published and 26 presentations have been made. More recently (2004-2005) students in one section of Business research and one section of advertising also completed outside projects which were highly praised by the firms and received a donation of \$2000 to the department. The advertising project was highlighted in a half-page ad in *Georgia Trends Magazine*. This goal was therefore met and exceeded over each of the past five years.

**Goal 4**

Marketing majors in each of the capstone courses (MKTG 4870) did a marketing plan for a local organization in each year. These plans were presented to representatives of the organizations who expressed a high level of satisfaction with the plans and the professionalism of the students. In 2004-2005 students in one section of Business research and one section of advertising also completed outside projects which were highly praised by the firms and received a donation of \$2000 to the department. **Total internships have increased threefold from 6 in 2000-2001 to 21 in 2004-2005.** 16 Marketing majors obtained internships during the 2003-2004 year and 21 students obtained internships in the 2004-2005 year. This goal was therefore met and exceeded over each of the past five years.

**Total Internships**

	<b>2000-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>
<b>Marketing</b>	6	3	12	16	21 ( <i>200% increase</i> )

**Goal 5**

100% of the faculty used some form of multimedia in the classroom. All course syllabi and all powerpoint presentations are available online. All students taking Marketing 3808, 3804, 3810, and 4820 completed computer related projects and required student presentations. A total of 6 new courses were developed over the past five years. In 2001-2002 Dr. Talpade developed a



syllabus for an on-line course in Principles of marketing and in 2003-2004, Ms. Rickard developed a syllabus for an online course in Consumer Behavior. All of these course proposals won a competition organized by the VPAA and all faculty members were awarded laptop computers. The technology committee (2003-2004) also funded a proposal for a digital camcorder to be used mainly in the Personal Selling (MKTG 3801) class to record student sales presentations and have them available online for review and critique. Dr. Talpade attended a Dreamweaver workshop and Cheryl Brown attended a WebCt workshop (2004-2005). Both faculty members incorporated these technologies in classroom instruction and website development. Currently 3 faculty members are regularly using WedCT to supplement their classroom instruction. This goal was therefore fully met and exceeded over the five years.

### **Goal 6**

The curriculum committee updated several course descriptions and numbers. They also discussed curriculum issues in light of departmental goals and feedback from graduating students. Advisement instructions were circulated to the faculty with updates every semester, and major advisement issues were discussed with all faculty members. Several faculty members also attended advisement review sessions. Majority of the students were advised by the Chairman, with almost no confusion or mis-advisement. Over the past year a pre-major advisor has been hired which has reduced the load on the faculty members and the chair and has resulted in an increase in the quality of the advisement process. Students have expressed a high level of satisfaction with the advisement process and the class offerings. Several graduating seniors named departmental faculty as mentors. All faculty members had some innovations in their courses over the past five years. Most currently there were 9 teaching innovations in 2003-2004 and 14 teaching innovations in 2004-2005. This goal was therefore fully met over the past five years.

### **Goal 7**

All full-time tenure track faculty members devoted at least 40 hours to some form of faculty development activities during the year. Most currently, in 2003-2004 Dr. McIntyre received the Annual Faculty Service Awards from the Richards College of Business. One faculty member was a student organization adviser and there were 16 departmental committee assignments, 13 College of Business Committee assignments, 12 University committee assignments and 9 Consulting assignments. In 2004-2005 Ms. Rickard was the chair of the University Matters Committee and a senator, and participated in a special panel appointed by the president to suggest directions for enhancing the awareness and promotions for the University. Dr. Talpade attended a total of four administrative workshops, and served on the search committees for the Business school dean, and the Associate Vice-President for enrollment management. Two faculty members were student organization advisers and there were 11 departmental committee assignments, 7 College of Business Committee assignments, 6 University committee assignments and 2 Consulting assignments. The 'Marketing Club' with Ms. Rickard as the faculty advisor made enormous strides with an increase in membership, several field-trips to firms, lectures by local business leaders, an etiquette dinner, resume building workshops, and networking and establishing relationships with alumni. This goal was therefore fully met and exceeded.

### **Goal 8**

**Marketing faculty had a total of 25 per-reviewed articles published over the past five years.** Most recently, seven refereed journal articles accepted for publication in 2002-2003, three refereed journal articles accepted for publication in 2003-2004, a total of five accepted for publication in 2004-2005. The average over the years therefore exceeded our goal of an average of one per faculty member per year. All faculty members are currently working on research articles. **Departmental faculty also had a total of 31 articles presented at conferences over the past five years.** Most recently, in 2003-2004 two faculty members presented a total of three articles at conferences, two of which were published in the proceedings. One of these articles won the best paper in track award. Two out of four faculty members attended academic conferences and one was a session chair. One of the faculty members presented a student research paper at the 'Big Night' competition and won the best paper award. In 2004-2005, the department had a total of nine conference presentations and publications in proceedings. Three faculty members attended a total of four academic conferences. Overall therefore the research goals were fully met.

### **Goal 9**

The Georgia Chamber of Commerce website was updated regularly and appears to be successfully meeting the needs of the business community judging by the number of 'hits' and enquires. This goal was therefore fully met and exceeded.

### **Goal 10**

Both the graduate and undergraduate international business courses (MKTG 6820/4820) were offered during the year, with high enrolments. The Graduate class was approved as a required class in the MBA curriculum and will be offered every summer. Most other marketing courses also included an international and multicultural component. Dr. McIntyre helped organize and taught courses in the International summer studies program in 2004, and 2005. 12 marketing majors in 2004 and 13 in 2005 signed up for this program. A \$500 scholarship was offered each year by the department for qualified students participating in this program. Overall a total of 7 to 8 marketing students received scholarships for participating in this program. This goal was therefore met and exceeded.

### **Goal 11**

Dr. Robert Hite who was the department chair resigned at the end of 2002-2003 and Dr. Salil Talpade was named interim Chair (2003-2004). A well qualified faculty member Moutousi Maity was recruited to temporarily fill Dr. Talpade's position for one year. Dr. Talpade continued as Interim chair for the 2004-2005 year and two new lecturers were recruited that year instead of an assistant professor. Both of these were individuals with academic teaching experience and professional qualifications. These are needed because of the increasing numbers of majors and enrollments in the Business Research classes as well as in other marketing courses. In the 2004-2005 year Dr. McIntyre was appointed the new dean of the Richards College of Business and another vacancy was therefore created in the department for a tenure track faculty member. A decision was made to hire a Visiting Assistant Professor to fill this position for 2004-2005 and to appoint a permanent replacement starting in 2005-2006. Dr. Talpade, after serving as the interim chair for two years, was appointed department chairman on the recommendation of the faculty and the new dean (2004-2005). One of the lecturer positions was converted to that of an assistant professor keeping the AACSB

requirements in mind as well as the fact that a large amount of Marketing classes were being taught by non-tenure track faculty. However, with the conversion of the lecturer position to that of an assistant professor, there was a reduction of two sections per year in the number of courses that could be offered. With the continuing growth in majors and credit hours, a new faculty position will become essential next year. Overall therefore, this goal has been met for each of the years under review.

III. Departmental Statement of Curriculum Learning Outcomes, Processes to Assess These Outcomes, and Assessment Results:

**BBA Learning Outcomes Common to all BBA Majors:**

- LG 1)** Communicate effectively in oral presentations and in writing.
- LG 2)** Apply basic quantitative skills to business problems.
- LG 3)** Acquire basic skills in information and business technology.
- LG 4)** Possess a basic knowledge of accounting, economics, finance, and the legal environment of business, management and marketing.
- LG 5)** Recognize how ethical decision making and globalization affect organizations.
- LG 6)** Utilize general and management-specific knowledge and skills in the analysis of business and economic problems.

**Curriculum Learning Outcomes Particular to Marketing Majors include LG 1 to LG 6 above and the following:**

- LG 7)** understand in detail the practices and principles common to the marketing function.
- LG 8)** be able to apply these principles to the analysis, planning, implementation and control of marketing operations.
- LG 9)** be able to conduct descriptive research pertinent to marketing issues and problems.

**Processes to assess the outcomes applicable to all BBA Majors (LG 1 to LG 6):**

- LG 1)** All students complete ENGL1101, ENGL1102, COMM1110 (or equivalent), and

ABED3100. In addition, all major courses and courses in the Junior Core require completion of some type of written assignments, and several of these also require oral presentations. All marketing majors must make a presentation as part of the project in the Marketing capstone course (MKTG 4870), and all BBA students make a team presentation as part of the BBA capstone course MGNT 4600. Passing grades in these courses will indicate adequate or higher levels of skills in these areas.

- LG 2) All students must complete ACCT2101, ACCT2102, MATH1111, MATH1413, ECON3402, ECON3406, MGNT3615, FINC3511, and MKTG3808. Passing grades in these courses will indicate adequate or higher levels of quantitative skills in these areas.
- LG 3) All students complete 2 courses in information systems (CISM2201 and CISM3330), and almost all courses in the junior core have some computer applications, including MKTG 3808 and MGNT 3615. Passing grades in these areas will indicate adequate or higher levels of skills in these areas.
- LG 4) All students complete area F courses in the Legal Environment of Business (BUSA2106), and two courses in economics (ECON2105 & 2106). In addition, global and ethical considerations are covered in MGNT3600 and MKTG3803. Passing grades will indicate adequate or higher levels of skills in this area.
- LG 5) All students complete MGNT3600, which covers principles of management and organizational behavior. These concepts are reinforced in CISM3330 (Management Information Systems), MGNT3615 (POM), and MGNT4660 (Strategic Management). Passing grades in these courses will indicate adequate or higher levels of skills in these areas.
- LG 6) This objective is met by MGNT4660, which all students must take during one of their last two semesters. A passing grade in this course will indicate an adequate or higher level of skill in this area.
- Exit interviews by the Chair will provide an opportunity to evaluate oral communication skills, social skills, and the level of satisfaction with the program.
  - An alumni survey asking questions about additional degrees, certifications, type of employment, salary, and level of satisfaction with the program is conducted periodically. The results of this survey provide further assessment of program outcomes
  - Strategic, curricular, and graduate performance input from the RCOB Advisory Board provides further information about the level of professionalism displayed by our graduates, the appropriateness of our course content, and the adequacy of our strategic assessment processes.

### **Results of the assessment process**

- LG 1-6) Course requirements have been rigidly enforced. Course substitutions were allowed only in cases where the substituting course was similar in content and level.
- Exit interviews have shown that the typical graduating senior has adequate communication skills, and demonstrates appropriate behavior in a formal interview

situation. The seniors expressed a general level of satisfaction with the courses and had no suggestions for additional courses or deletion of existing ones.

- The alumni surveys have also expressed high levels of satisfaction with the programs, above average salary levels, and satisfaction with type and level of jobs. A majority of graduates felt that their degree was helping them attain their career objectives, that their degree prepared them for their job as well as similar degrees from other institutions, and that they would recommend their degree program to others.
- Discussions with members of the Board of Advisors indicated a general level of satisfaction with the program.

### **Processes to assess outcomes particular to Marketing Majors:**

LG 7) All Marketing majors take Principles of Marketing (MKTG 3803), Business Research (MKTG 3808), Consumer Behavior (MKTG 4864), four Marketing Electives, and the Capstone course in Marketing Management (MKTG 4870). The practices and principle common to the marketing function are covered in detail in these courses and a passing grade in these courses indicates adequate or higher levels of skills in these areas.

LG 8) The applications of these principles to the analysis, planning, implementation and control of marketing operations is covered in each of the above marketing major required courses. All courses except Principles of Marketing also involve an applications oriented class project and the capstone course MKTG 4870 involves the development of a Marketing Plan for a local organization. Passing grades in these courses will indicate adequate or higher levels of skills in these areas.

LG 9) The Business Research Course, the Consumer Behavior course, the Marketing Research course and several of the Marketing Electives require the students to conduct research as part of their class projects. Passing grades in these courses will indicate adequate or higher levels of skills in these areas.

- Exit interviews by the Chair will indicate level of satisfaction with the program, provide suggestions for change, and provide information about future plans and expectations.
- An alumni survey asking questions about level of satisfaction with the program and areas of strengths and weaknesses.
- Strategic, curricular, and graduate performance input from the RCOB Advisory Board provides further information about the level of professionalism displayed by our graduates, the appropriateness of our course content, and the adequacy of our strategic assessment processes.

### **Results of the assessment process**

LG 7 – 9) Course requirements have been rigidly enforced. Course substitutions were allowed only in cases where the substituting course was similar in content and level.

- Exit interviews have shown that the typical graduating senior is happy with the Marketing curriculum. There were no significant suggestions for change in the program.
- The alumni surveys have also expressed high levels of satisfaction with the programs and no major weaknesses. A majority of graduates felt that their degree was helping them attain their career objectives, that their degree prepared them for their job as well as similar degrees from other institutions, and that they would recommend their degree program to others.
- Discussions with members of the Board of Advisors indicated a general level of satisfaction with the program

#### IV. General Statement of the Condition of the Marketing Program:

##### Strengths

The Marketing program has made excellent progress in the past five years in every aspect. Almost every one of the goals set at the beginning of each of the years were either fully met or exceeded.

There has been substantial growth in the number of majors as well as in overall enrollments. In these five years Marketing majors/pre-majors have grown 34%; the number enrolled in classes has grown 73%; and the number of graduates has grown about 20%.

##### **Number of Graduates**

<b>AY</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>
	65	58	61	87	71 ( <i>10-33% increase</i> )

##### **Number Enrolled in classes**

<b>2000-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>
1095	1099	1414	1695	1893 ( <i>73% increase</i> )

##### **Number of Majors/Pre-majors**

<b>2000-01</b>	<b>01-02</b>	<b>02-03</b>	<b>03-04</b>	<b>04-05</b>
387	452	448	461	519 ( <i>34% increase</i> )

The quality of teaching and student learning has also steadily improved over the past five years. All departmental faculty members have performed very well in terms of teaching, research and service related activities. The department has continued to operate smoothly in spite of some personnel changes in the faculty and significant growth in majors and credit hours. The advisement process also continues to function well, and students have expressed a high level of satisfaction with it.

Our faculty continues to do an excellent job in the classroom and receive very high teaching evaluations. We have initiated a 'Marketing Club' and present a "Student of the Year" award every year. The 'Marketing Club' with Ms. Rickard as the faculty advisor has made enormous strides with an increase in membership, several field-trips to firms, lectures by local business leaders, an etiquette dinner, resume building workshops, and networking and establishing relationships with alumni.

Students in all Marketing elective courses are required to complete term projects. Research projects are completed by all students in the Business Research (MKTG 3808) class. Marketing majors in each of three capstone courses (MKTG 4870) and the graduate Marketing Strategy class (MKTG 6815) frequently do marketing plans for local organizations which are presented to representatives of the organizations. Last year Marketing majors in one of the sections of advertising and one section of Business Research also completed consulting projects with local firms. These projects help the department assess student learning, helped the students gain professional preparation by applying marketing concepts to an actual organization situation, and simultaneously provide community service and build relationships with the business community.

Over the past five years a total of 58 internships have been completed by Marketing majors. The number of internships has grown steadily over the years. Most recently, in 2004-2005, 21 Marketing majors completed internships, which was an increase of 31% over the previous year.

### Internships

2000-01	01-02	02-03	03-04	04-05	
6	3	12	16	21	<i>(200% increase)</i>

We have increased the incorporation of **on-line and web technologies** in our classes in order to enhance the effectiveness of our teaching methodologies. All classes have extensive and continuously updated class information available on the web, along with powerpoint presentations and e-mail communication. Four sections of Principles of Marketing and Business Research have incorporated WebCT into their instructional methodologies.

The **International Summer Studies Program** was offered for the first time in Summer 2004, and by all measures was a tremendous success. The program had an enrollment of 18 students in its first year, and 20 in the second year. 12 marketing majors in 2004 and 13 in 2005 signed up for this program. A \$500 scholarship was offered each year by the department for qualified students participating in this program. Overall a total of 7 to 8 marketing students received scholarships for participating in this program. This program is now a model for developing other such programs in the RCOB and will be offered again in summer 2006. The enrollment in this program (summer 2006) has already exceeded capacity.

Marketing faculty also performed well in terms of faculty research. There were **a total of 25 per-reviewed articles published over the past five years.** Most recently, seven refereed journal articles accepted for publication in 2002-2003, three refereed journal articles accepted for publication in 2003-2004, a total of five accepted for publication in 2004-2005. The average over the years therefore exceeded our goal of an average of one per faculty member per year.

**Departmental faculty also had a total of 31 articles presented at conferences over the past five years.** Most recently, in 2003-2004 two faculty members presented a total of three articles at conferences, two of which were published in the proceedings. One of these articles won the best paper in track award. Two faculty members received various grants during the year for a total amount of \$3898. One of the faculty members presented a student research paper at the 'Big Night' competition and won the best paper award. In 2004-2005, the department had a total of nine conference presentations and publications in proceedings. Two others received various gifts during the year for a total amount of \$4518. All faculty members are currently working on research projects, and the research output should continue to grow.

The department continues to be active in **service related activities**, as well as in faculty development. All faculty members have a high level of service commitment, including committee activities, community service and presentations. Over the past five years departmental faculty have served on 21 College of Business committees and 17 university level committees. They have also engaged in at least **40 hours of faculty development activities each year.** **Several consulting projects** have also been completed each year.

### **Weaknesses**

Resources, especially new faculty appointments have not kept pace with the rapid increase in enrollments. This is a problem in terms of maintaining quality in most of our upper level classes. The problem has been alleviated to some extent by hiring one permanent and one temporary lecturer, however, marketing classes continue to have the most number of credit hours generated per faculty member.

Although faculty research productively has met yearly goals, and all marketing faculty are currently academically qualified, a gradual increase in quality and quantity of research output would be desirable, and is encouraged at both the department and the



college level..

### **Opportunities**

A lot of growth opportunities exist in view of the population and economic growth in the surrounding area, as well as an increase in the desirability of a business degree. Several research studies and news articles have identified the increasing necessity of Bachelor's degree for entry level positions in business, as well as the growing demand for workers with more education to fill more jobs at higher salaries. In order to take advantage of these opportunities the department plans to offer competitive and attractive course/program offerings, along with an increasing focus on internships, study abroad programs, and marketing club activities.

### **Threats**

Threats are mainly from competitive institutions, offering courses at better locations (e.g., Douglasville and Newnan), and with more flexible class timings. With gradual increases in faculty and other resources the department and the RCOB will be in a better position to meet these challenges. Plus our programs already at a competitive advantage because they are higher quality and better able to prepare students for the job market.

A shortage of PhD level new faculty members is a problem that is faced by all colleges of business, and this is likely to continue into the foreseeable future. An attractive geographic location along with a good work environment and competitive salaries have contributed to our success in recruiting so far, and we plan to continue to emphasize these in future recruiting activities.

## V. Student Achievements:

A. Published Research Papers	<u>4</u>
B. Presentations	<u>20</u>
C. Internships	<u>58</u>
D. Co-Ops	<u>0</u>
E. Scholarships	<u>11</u>
F. Fellowships	<u>0</u>
G. Notable Awards	<u>7</u>
H. Other Notable Achievements (please specify):	

(2004-2005)

Kerry Ledbetter was named "Marketing Student of the Year"

5 Marketing students received Stars (students abroad with regents support) Scholarships.

2 Marketing students received the Aubrey Silvey Enterprises Scholarships.

2 Marketing students received the Marketing Department Study Abroad

Scholarships.

21 Marketing students got internships with local firms

Seven marketing plans for local Firms were completed by Marketing students.

Two of these Marketing plans were very highly praised by the firms and received gifts of \$2000 to the department.

13 Marketing Students went on the International Summer Studies Program in Summer 2004.

(2003-2004)

Alexa Sagy was named "Marketing Student of the Year"

Elizabeth Ledbetter received a Cox Memorial Scholarship

Brittany Yarbrough and Melissa Laney won the RCOB 'Big Night' Competition

17 Marketing students got internships with local firms

Four marketing plans for local non-profit organizations were completed by Marketing students.

(2002-2003)

Megan Feeney was named "Marketing Student of the Year"

Kristina Harkey received a Cox Memorial Scholarship

Alexa Sagy received a Cox Memorial Scholarship

Lauren Holt received a Richards Memorial Scholarship

(2001-2002)

Liza Mullins was named "Marketing Student of the Year"

Liza Mullins and Sonia Parker were named Ingram Scholars

Sonia Parker won the Wall Street Journal Award

Real Estate students participated in the RCOB "Big Night".

(2000-2001)

Mary Edwards won the RCOB competition for "Big Night" and represented the College at the university "Big Night"

## **V. Faculty/Staff Productivity:**

<b>A.</b>	<b>Teaching</b>	<b>No.</b>
	1. New Course Development	<u>6</u>
	2. Faculty Teaching Honors Courses	<u>6</u>
	3. Percent of Faculty Involved in Academic Advisement	<u>100%</u>
	4. Teaching Awards	<u>1</u>
	5. Other Teaching Recognitions (please specify):	

(2004-2005)

Dr. McIntyre worked with students on developing Marketing Plans for Career Services, the Carroll County Junior Women's Club, Friends of Neva Lomason Library and the UWG Bookstore.

Ms Rickard worked with students on developing an Advertising plan for First Georgia Bank, which resulted in a gifts of \$1000 to the department. The International Summer Studies Program, conducted partly by Dr. McIntyre was successfully offered for the first time in summer 2004. There were a total of 13 course innovations in the department.

(2003-2004)

Dr. Haynes and Ms. Rickard received awards for developing online-courses Dr. Burton, Dr. McIntyre, Dr. Talpade, and Ms. Rickard were all recognized by graduates as mentors.

The International Summer Studies Program was developed by Dr. McIntyre and will be offered this summer.

(2000-2001)

Dr. Faye McIntyre was initiated into Beta Gamma Sigma. National Business Honorary.

Dr. Deborah Webb was initiated into Omicron Delta Kappa, National Leadership Honor Society by West Georgia Circle.

<b>B. Research/Scholarship/Intellectual Contributions</b>	<b>No.</b>
1. Books and Monographs	<u>0</u>
2. Book Chapters	<u>3</u>
3. Peer Reviewed Articles	<u>25</u>
4. Non-Refereed Articles	<u>0</u>
5. Proceedings Papers	<u>30</u>
6. Other Paper Presentations	<u>0</u>
7. In-House Publications	<u>2</u>
8. Journal Editor/Reviewer	<u>33</u>
9. Book Chapter Editor/Reviewer	<u>1</u>
10. Offices Held in Professional Organizations	<u>3</u>
11. Presenter in Professional Programs	<u>19</u>
12. Chair/Discussant in Professional Programs	<u>1</u>
13. Participation in Honors Organizations	<u>12</u>
14. Research Awards (e.g., best paper, best research study)	<u>3</u>
15. Other Contributions not mentioned above (please specify):	

(2004-2005)

Ms. Rickard's Business Research class conducted a research study for a local firm which was highly praised by the firm and resulted in increased revenues for the firm and a gift of \$1000 to the department.

(2003-2004)

Dr. McIntyre won a best paper in track award at the S.M.A.

(2002-2003)

Center for Teaching and Learning Seminars  
Carroll County Board of Education Workshop  
Economic Forecasting Breakfast

(2001-2002)

Research Project involving Departmental Alumni  
Center for Teaching and Learning Seminars  
Economic Forecasting Breakfast  
Benchmark Scholarship Presentation  
Seminar on teaching research and statistics

(2000-2001)

West Georgia Watershed Assessment and Management Plan Completed.  
Three faculty members attended WebCT training sessions.  
Economic Forecasting Breakfast.  
Dr. Talpade attended AMA seminar on E-Marketing.

**C. Grants**

	<b>No.</b>
1. Grant Proposals Submitted	<u>2</u>
2. Grant Proposals Funded	<u>1</u>
3. Total Grant Dollars Funded	<u>\$16,000</u>
4. Other Grants/Awards—i.e., gifts, contracts, fellowships (please specify):	

Numerous gifts to the Marketing Department from local businesses and individuals (\$5,300)

**D. Service Activities**

	<b>No.</b>
1. Student Organization Advisement	<u>5</u>
2. Committee Chair Assignments	<u>3</u>
3. Service on Departmental Committees	<u>30</u>
4. Service on RCOB Committees	<u>21</u>
5. Service on University Committees	<u>17</u>
6. Service on System-wide Committees	<u>0</u>
7. Consulting Assignments	<u>51</u>
8. Professional Development Hours	<u>555</u>
9. Other Service Activities Not Included Above (please specify):	

(2004-2005)

Dr. McIntyre worked with students on developing Marketing Plans for Career Services, the Carroll County Junior Women's Club, Friends of Neva Lomason Library and the UWG Bookstore.

Ms Rickard worked with students on conducting business research for the West Georgia Shopper and on developing a Advertising plan for First Georgia Bank.

Dr. Talpade maintained and updated the departmental website and the website showing Georgia Chambers of Commerce Directory.

(2003-2004)

Dr. McIntyre received the Annual Faculty Service Awards from the Richards College of Business

Dr. McIntyre worked with students on developing Marketing Plans for Carrolton Soup Kitchen, UWG Career Services, Carrollton Main Street, and Carrollton Junior Women's Club.

The website showing Georgia Chambers of Commerce Directory was maintained and updated.

(2002-2003)

Dr. McIntyre developed marketing plans for Southeastern Guide Dogs, Don't Litter Georgia, and the Carroll County Emergency Shelter

(2001-2002)

Dr. Hite developed Marketing plans for University of West Georgia Arboretum, Follow Me Foundation, Richards College of Business.

Research studies were completed for an SBDC client and the Department of Special Education

(2000-2001)

West Georgia Watershed Assessment and Management Plan Completed.

Marketing plans for West Georgia Rape Crisis Center,

New Hope Children's Village, Carroll County Humane Society,

Carroll EMC, and ESI.

### **XIII. Cost Efficiency – To be provided by the Office of IRP**

### **XIV. Action Plan Based on This Self-Study**

Action plans for the department include the following:

- Provide justification and request funding to hire one new faculty member starting in 2007-2008. This faculty member will be focused mainly in the areas of Retailing and International Marketing. Retailing is an area for which there is a strong and growing demand in the surrounding region, and enrollments in the International Marketing class are expected to increase when it is included as a selective course in the business core curriculum.

- Continue to develop placement and internship activities, coordinating with the Career Services office and networking with alumni. Also to work with the new career services director and the RCOB dean's office towards streamlining the entire internship process, to ensure a smoother process and a quality learning experience for the student.
- Starting Fall (2006) we have introduced two new courses in Business-to-Business Marketing and Services Marketing. With this increase in marketing selective courses we plan to offer students the opportunity to select two different areas within marketing that they can focus upon with the appropriate choice of selective courses. A sales management/personal selling/business-to-business focus or an advertising/retailing/services marketing focus. This will allow the students to tailor their program to their individual career objectives.
- Continue to develop and enhance the advising system towards having the students spend more time with advisors who are specific to their areas of career interest. For example students with a career interest in advertising/retailing/services marketing will be advised mainly by Ms. Rickard and Dr. Webb, whereas students with an interest in sales management/personal selling/business-to-business marketing will be advised mainly by Brian Rutherford and Meral Anitsal.
- Continue to develop the Marketing club activities towards helping students better prepare for the job market including networking with alumni, career information, resume preparation and job searching skills.
- As the enrollment in the research class declines because of its removal as a business core class, focus on more individual and more in-depth research projects that are more likely to lead to 'big night' presentations or student conference papers. Enrollment in this course is expected to further decline as the management department develops its own research selective, allowing for more individual focus.

## **XV. Critique by the Dean of the College**

The BBA in Marketing is the second largest program within the RCOB. Department faculty have a reputation as excellent teachers. Recent turnover in the department has provided potential for continued growth in teaching and research. The former department chair, Dr. Bob Hite, left UWG for a dean position, and Dr. Faye McIntyre became dean of the RCOB. Dr. Salil Talpade served as interim chair of the Department of Marketing and Real Estate for two years. These vacancies have been filled. Dr. Talpade was named Department Chair in Fall 2005, Mrs. Meral Anitsal is replacing Dr. Talpade's faculty line, and Mr. Brian Rutherford will replace Dr. McIntyre's line beginning Fall 2006. Both Mrs. Anitsal and Mr. Rutherford are doctoral candidates and are completing their dissertations. Dr. Deborah Webb was on a medical leave for two years; she has returned and is very active in the department. For the first time in many years, there is a sense of stability within the marketing faculty, and this should help the department continue to grow and strengthen.

Due to the phenomenal growth of the program over the last five years, funding is desperately needed for an additional faculty line. One of the lecturer positions during 2005-06 was funded only because

other RCOB lines were unfilled. Since this is not a permanent position, it will not be funded in 2006-07. This will leave the marketing faculty even more over-stretched. Real estate faculty currently teach several marketing courses, but as real estate continues to grow this is an increasingly unsatisfactory solution to the shortage.

A number of exciting additions to the marketing program have been implemented in the last five years. The new IBSSP, a study abroad program in Management and Marketing, was developed and has been offered for the past two summers. The opportunity for students to study and experience life in a foreign country is invaluable, and the program has exceeded expectations in enrollments. A student chapter of the American Marketing Association was formed and provides an opportunity for students to participate in a professional organization.

Projected growth in the Atlanta region will provide opportunity for growth in all BBA programs. Since marketing is such a large program, it is reasonable to expect this growth to positively affect enrollments in the BBA in Marketing degree.

**XVI. Critique by the Dean of the Graduate School (not applicable)**

**XVII. Critique by PRAC**

**XVIII. Critique by the VPAA**