

WSU Five-Year Program Review
Self-Study

Department/Program: Marketing Major, Department of Management and Marketing, Goddard School of Business and Economics (GSBE)

Semester Submitted: Fall 2022

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Brief Introductory Statement

At its core, marketing is about matching supply and demand in a complex, advanced economy. Marketing consists of a sequence of activities: identifying customer needs, developing goods and services to satisfy those needs, communicating information about products to potential customers, and distributing the products to customers. Marketing majors learn technical marketing skills, strategic thinking and are knowledgeable about consumer behavior. Students who major in Marketing seek to become marketing researchers/analysts, customer relationship managers, sales managers, brand managers, or pursue careers in traditional and internet advertising.

The marketing major has been offered since 2019 in the Goddard School of Business and Economics (GSBE), before that time marketing was offered as an emphasis for students pursuing a management major. In 2021 the marketing program was granted an additional tenure track faculty line by the Provost. The new marketing faculty member started in Fall 2022 and the program now consists of five tenure track faculty (2 full professors, 2 associate professors, 1 assistant professor). The program has supplemented these tenure track faculty members by adding qualified adjuncts as needed. During the last 5 years none of the tenure track marketing faculty have taught marketing courses in the MBA program and the MBA is not considered in this program review. Marketing faculty have not historically taught in the MBA because of the limited number of faculty in the department relative to our undergraduate student enrollment. This issue persists but has been somewhat mitigated with our additional faculty member. We hope to have the capacity to have a tenure track faculty member cover at least some of the marketing MBA classes during the next 5-year period.

As of Fall 2022 semester, WSU enrollment dashboards indicate the undergraduate marketing program had 195 declared majors. For comparison the number of students in the program in Fall 2012 was 167 (10 years ago) and 179 in Fall 2017 (5 years ago). The average growth rate for students in the marketing major has been 2.2% per year. Because marketing is a diverse profession, students in the major are offered a range of core and elective classes that deliver a well-rounded marketing education. In most terms 1-2 classes are taught by adjunct faculty. Recently the marketing program has begun 3 new initiatives that align with the strategic priorities of the University and the College. Details about these initiatives are provided in Appendix K.

The first initiative is to develop a new Social Media marketing course to be offered in the Spring 2023. This course is intended to enable students to plan, develop and implement social media marketing strategies in order to create, maintain, and grow a firm's social media presence. The class adds topics beyond those covered in MKTG4200 Digital Marketing. It fits with the GSBE strategic focus on integrating and expanding technology, analytics and critical thinking.

The second initiative is to update the list of required and optional classes for the marketing major. We proposed the removal of a set of elective classes that our majors have rarely taken, and which are less related to the marketing major. We also added the new Social Media Marketing course as an elective option. Finally, we proposed that MKTG4600 (Digital Marketing) and (eventually) MKTG3600 (International Marketing) become required courses for marketing majors. These changes should help to streamline the major and ensure that students have the skills that employers are looking for.

The final initiative is to launch a marketing minor. Based on requests from our students and academic advisors we think that this will become a popular minor within the University. The minor will be open to students from any major and will take 15 credit hours to complete.

Standard A - Mission Statement

The Marketing program supports the mission of the GSBE as well as the mission of the University.

Our department mission is simple, we “help students learn how to create positive relationships with customers”.

Standard B - Curriculum

Curriculum Map

Courses in Department/Program	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	Learning Outcome 4	Learning Outcome 5	Learning Outcome 6	Learning Outcome 7
MKTG3010 - Marketing Concepts and Practices	1	1	1	1	1		1
MKTG 3100 - Consumer Behavior			1	2		1	2
MKTG 3200 - Selling and Sales Management			2	2	2		2
BSAD 3500 - Introduction to Business Research		2(a)	2	2			2
MKTG 3450 - Promotion Management			2	2	2		2
MKTG 3500 - Services and Sports Marketing	2		2	2	2		
MKTG 3600 - International Marketing	2		2	2	2	1/2(a)	2
MKTG 4200 - Digital Marketing			2	2	2		1
MKTG 4400 - Marketing Strategy	3(a)		2(a)	3(a)	3(a)		2

Note^a.: 1 = introduced, 2 = emphasized, 3 = mastered, (a) = assessed

Standard C - Student Learning Outcomes and Assessment

A. Measurable Program Learning Outcomes

In addition to the GSBE learning outcomes (shown below), by the time students complete their marketing degree they will be able to:

1. Understand the contribution of marketing to the business enterprise
2. Identify a marketing problem and key influences on that problem, to use appropriate qualitative and quantitative analysis and market research techniques to evaluate the marketing problem, and to evaluate alternative solutions
3. Use marketing terminology correctly
4. Understand how elements of the marketing mix are influenced by problem/opportunity
5. Describe major bases for segmenting consumer and business markets; define and be able to apply the three steps of target marketing: market segmentation, target marketing, and market positioning; understand how different situations in the competitive environment will affect choices in target marketing
6. Illustrate how the international trade system, economic, political-legal, and cultural environments in a foreign country affect a company's international marketing decisions
7. Identify the major ethical and social concerns associated with marketing

GSBE Learning Outcomes

The GSBE has a set of learning outcomes for all graduating students. These outcomes are assessed using the ETS major field test given to all graduating students.

Analytical and Critical Thinkers

Students will be able to gather and organize relevant data and information to identify issues and problems to draw logical conclusions. Students will be able to:

1. Identify issues and problems
2. Gather and organize relevant data and information to analyze issues and problems
3. Draw logical conclusions through analysis and reasoning and posit viable alternative solutions

Ethically Aware

Students will be able to:

1. Systematically analyze ethical dilemmas that demonstrate advanced moral reasoning to find normative solutions
2. Understand key principles of business law and business ethics

Effective Communicators

Students will be able to demonstrate proficiency in oral and written communication skills in a professional environment. Students will be able to:

1. Effectively conduct oral presentations in a professional environment
2. Effectively convey ideas through written documents

Knowledge of Key Concepts

Students will be able to:

1. Demonstrate knowledge of key business disciplines.

Global Viewpoints

Students will be exposed to an international environment and will recognize and anticipate how sociocultural differences and political and economic forces shape institutions and business decisions. Students will be able to:

1. Recognize and anticipate how sociocultural differences shape institutions and business decisions.
2. Recognize and anticipate how political/economic forces shape institutions and business decisions.

B. Other programs

a. General Education Outcomes

Not applicable. All courses taught by the marketing program are at the 3000 and 4000 levels. None are general education courses.

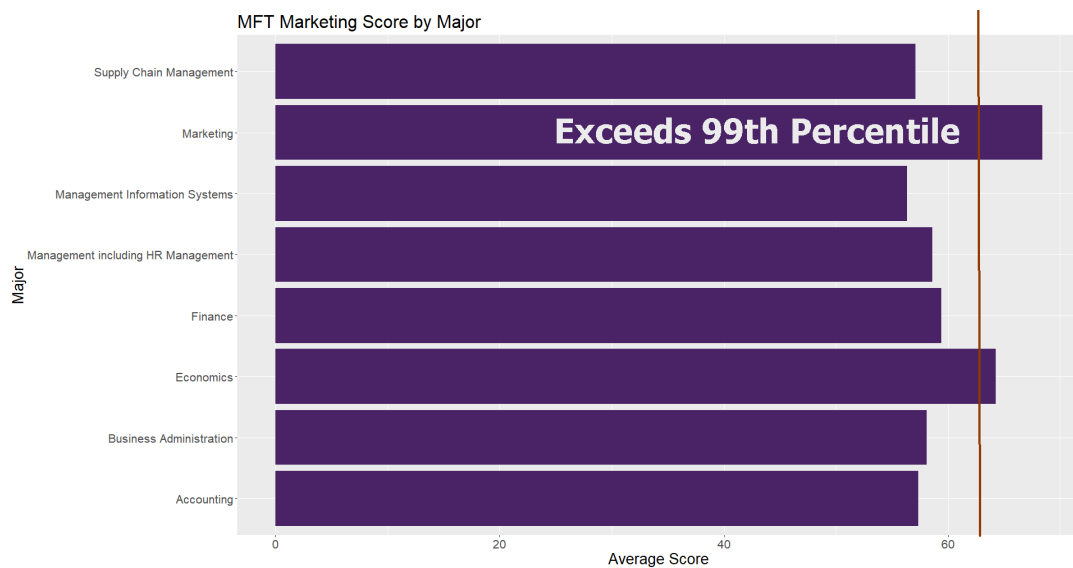
b. Concurrent Enrollment

Not applicable. All courses taught by the marketing program are at the 3000 and 4000 levels. None are offered as concurrent enrollment

Five-year Assessment Summary

In 2019, the marketing program transitioned from an emphasis to a major and an assessment plan was developed after that transition. Currently 6 of the 7 marketing specific learning outcomes are assessed. Learning outcome 7 related to ethical and social concerns associated with marketing is covered in a number of classes but we have yet to develop a comprehensive measure for this outcome. For the other learning objectives, the marketing program relies upon the ETS Major Field Test, the MKTG4400 capstone class and MKTG 3600 and BSAD3500 to assess program-specific knowledge. The MKTG4400 capstone class is used to assess learning outcomes because it integrates a broad range of content and is taken during one of the last two semesters prior graduation for marketing students. MKTG3600 and BSAD3500 were selected to assess specific learning outcomes related to international marketing and marketing research respectively. Appendix G provides the summary of findings. The results indicate that marketing students have exceeded an 80% threshold for evidence of learning for each of the measured marketing specific learning outcomes. These results indicate that our students are achieving our learning goals at a high level. However, we hope to consider revising how we assess learning outcomes to use more specific measures in the future. These could include specific assignments or questions from the classes in which the outcomes are currently measured or specific items from the major field test. Additionally, we plan to develop a method for assessing learning outcome 7, which is not currently measured.

Finally, the ETS Major Field Test is administered to all GSBE students prior to graduation. It is a general assessment of business knowledge and is used for the College’s AACSB accreditation assurance of learning. The results of the major field test (see figure below) indicate that our marketing graduates are scoring in the 99th percentile during the past five years. In addition, marketing majors performed best in the marketing section of the test relative to other majors. This provides evidence that our students are learning from our marketing specific classes and that they are performing at a high level on standardized test measures.



Performance on Major Field Test Marketing section by Major

Assessment of Graduating Students

Marketing graduates are invited to take two exit surveys as they graduate. The WSU Graduation Survey has been administered by the University since 2018 and the Goddard Graduation Survey is administered by the GSBE since 2021. Because both of these surveys are optional, the response rate has historically been low.

Since 2018, 40 marketing majors have completed the WSU Graduation Survey and 22 have completed the Goddard Graduation Survey for a total of 62 unique student responses. Of these, only 30 students provided information about their salaries after graduation. The reported annual salary for Marketing Students who completed the survey during this time ranged from \$14,000 – \$70,000 with an average of \$43,441 and a median of 45,000. The surveys also suggest that most of our students worked while they were completing their Marketing degree. Of the students who completed the exit surveys, 47% reported working on at least one internship during their time at WSU.

Finally, the Goddard Graduation Survey included questions asking about students' satisfaction with the college and their program of study. For both questions the average response for marketing majors was an 8.0 on a 10pt scale, indicating that overall students who completed the survey were satisfied with the college and their educational experience as a marketing major.

Standard D - Academic Advising

Advising Strategy and Process

The Goddard School of Business & Economics (GSBE) has a dedicated advising office. This office currently consists of three (3) academic advisors who meet with students to explore majors, discuss changes and plan their academic schedule. The advisors also assist with identifying students who have not registered in order to encourage completion of their degree. Degree maps and suggested schedules are provided electronically to all students.

The advisors maintain both scheduled and open office hours (including virtual, beginning in Spring 2020). An Advising Collaboration Committee consists of the Academic Advisors, Department Chairs, and Administrative Specialists to ensure that services are meeting the needs of the academic departments and students. Advisors refer students to Department faculty when needed.

All GSBE students are required to complete BSAD 2899 taught by Senior Advisor Karen Hicks and in collaboration with Brett Merrell (Director of Career Services). this course focuses students on the development of a standard professional resume as well as prepares them for admittance into GSBE. Marketing faculty are also actively involved in helping our advisors to understand the classes we offer. Dr. Amos, has met with members of the advising office to discuss our classes each year from 2018 through 2022. In addition, the faculty from the marketing program have worked closely with the GSBE advisors to justify program changes (such as changes to required/elective classes) and new initiatives (such as our proposed Social Media Marketing course and Marketing Minor).

Effectiveness of Advising

Our advising group started compiling an annual report in Fall 2020. The report is focused on their service to students in the GSBE as a whole rather than the marketing department specifically. Those reports indicate that

GSBE advisors had 1,880 student meetings between F2020-S2021 and 1,860 student meetings between F2021-S2022. These reports are attached in appendix J.

Past Changes and Future Recommendations

The advising office experienced attrition of Advisors which impacted both the availability of advising services to students as well as the quality of information provided. Karen Hicks and Alex Muller have been able to maintain consistent service for students, however the advising office was short staffed for many of the past few years. We are hoping that with the addition of Natalie Peterson in 2022 that the advising office will be able to operate at full capacity in the future.

The low participation rate for graduating students taking the Goddard Graduation Survey makes it difficult to understand the job prospects of marketing majors. Based on conversations with Brett Merrell (GSBE career advisor), other departments have increased student participation in the survey by instructing students to complete the survey prior to graduation. In future semesters we plan to adopt a similar approach for marketing graduates.

Standard E - Faculty

Programmatic/Departmental Teaching Standards

All faculty members undergo an annual review for teaching effectiveness. In addition to course evaluations, an assessment is made of the relevance and rigor of course materials. The marketing program strives to maintain high teaching standards. It also boasts faculty who have made significant scholarly contributions.

Each faculty member is expected to ensure the following:

- Remains knowledgeable of current developments in all courses taught through scholarly activities, updating course content, experimenting with new pedagogies, and/or any other activities that
- demonstrate engagement in the area of teaching.
- Provides course guidance by producing a syllabus with a course outline, learning objectives, and grading policy.
- Meets classes and with individual students through established office hours.
- Participates in departmental and school assessment of learning activities when asked to do so
- Works to improve teaching effectiveness when deficiencies are noted by students and academic peers.

Faculty Qualifications

The marketing program has five full-time faculty members who are all terminally qualified with a Ph.D. All adjunct instructors have a minimum of an appropriately accredited Master's degree in their relevant disciplines along with required industry experience. This puts the department in full compliance with AACSB accreditation requirements with regards to faculty qualification.

Faculty Scholarship

Over the last five years, marketing faculty members have produced 26 unique articles in peer-reviewed journals, with many of these articles published in leading journals as defined by the Goddard School's Safe Harbor List and external rankings of journal quality. Faculty within the department regularly co-author papers together. Of the 26 unique papers above, at least 8 included one other co-author from the department. In addition, marketing

faculty members have also been very active in other forms of scholarly work. In the last 5 years (since 2017), marketing faculty report at least 21 additional intellectual contributions (e.g., conference papers/presentations). Appendix I provides a summary of recent peer-reviewed journal publications & other scholarly work by all tenured and tenure-track faculty in the department.

Mentoring Activities

Marketing faculty have been actively involved in informal mentoring activities with students. Marketing faculty have overseen 13 BIS capstone projects during the last five years and have written more than 55 letters of recommendations for students in the last five years.

Dr. King (Jesse) received the faculty mentor of the year award in 2021 for his work mentoring research assistants. Dr. Allred regularly mentors students on their careers, PhD programs and start-up businesses. Dr. King (Skyler) oversaw an independent study class (for credit) in the MBA program. Dr. Amos mentored one student for a one-credit hour directed reading in web design and he served as faculty advisor for three independent study students pursuing Salesforce certifications. He also regularly mentors up to 10 student teams in his MKTG4200 class.

Diversity of Faculty

The marketing major has five full-time faculty members with the following demographics:

- Five (100%) male
- Four (80%) white and one (20%) are Asian (Indian)
- All have Ph.D. degrees from U.S. Universities

Ongoing Professional Development

Marketing faculty are actively engaged in both internal and external professional development activities. Marketing faculty are supported by department and school efforts to create innovative courses. One example is the new Social Media marketing course proposed by Dr. Mukherjee. Another is Dr. King (Jesse) completing an Inclusive Teaching for Equitable Learning course during summer 2022 through the ACUE program in support of WSU's EDI goals. Dr. King (Jesse) also attended a Journal of Consumer Research (JCR) author workshop and completed an American Marketing Science teaching analytics certificate class in 2019. Dr. Allred has attended numerous training classes hosted by WSU IT and instructional designers. Dr. Amos maintains at least 10 digital marketing and analytics certifications on an annual basis. These certifications include Google Ads, Google Analytics, and Microsoft PowerBI. In addition, Dr. Amos developed proficiency with R for basic data analysis, machine learning, and data scraping. He also has been developing Bayesian Analysis skills. Dr. King (Skyler) has worked to complete both Salesforce and Hubspot certifications.

Marketing faculty are also given resources to take sabbaticals consistent with university policy and attend academic conferences that are relevant to their specific disciplines. Each of the faculty besides Dr. Mukherjee (new hire F2022) have taken a sabbatical within the last five years. Attending conferences is critical to the overall professional development and ongoing technical expertise. Through attending conferences, faculty are able to regularly discuss new research ideas and participate in ongoing expert conversations with other faculty, hear about new developments in the field, learn new technical skills, and start new collaborative research projects.

Use and impact of high impact educational experiences

Dr. Allred's MKTG3450 class is taught with a Community Engaged Learning (CEL) designation. In that class Student Teams do complete promotion plans for non-profits and small businesses. Dr. King's MKTG3600 class

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holds a Global (GBL) designation. Both of these designations are used by the university to track high impact educational experiences. Also, Dr. Amos teaches regularly includes a Google AdWords competition into his MKTG4200 (Digital Marketing) course. As part of the competition student teams are given \$10,000 worth of Google AdWords credit and develop an online promotion plan for a non-profit. In addition, 56 of our marketing students have received credit for marketing related internships in the past 5 years (F17 – F22). In Spring 2018 Dr. Amos helped to lead a trip for GSBE students to Italy and is planning to lead another during the Spring 2023 semester. Dr. Amos was planning another study abroad trip to Italy in 2020 but that trip was cancelled due to COVID restrictions. Dr. Amos helped students arrange alternative credits due to the unexpected Covid-19 situation. Dr. Amos also received the 2020 WSU Presidential Teaching Award which is among the most prestigious awards offered at WSU.

Evidence of Effective Instruction

Regular and adjunct faculty teaching effectiveness is assessed via the GSBE Assurance of Learning (AoL) process associated with AACSB accreditation at the college level, in that no distinction is made between AoL measures derived from courses taught by regular faculty versus course taught by adjunct instructors. The Marketing program participates fully in the GSBE Assurance of Learning measurement and reporting program. The program also assesses the program-specific learning outcomes (shown in Appendix G).

Further, student evaluations of instruction are administered each semester and are used to provide feedback to faculty. Evaluations of instruction form a part of the formal tenure and promotion review processes.

Standard F – Program Support

Faculty in the Marketing program have access to GSBE and departmental administrative support staff, classroom facilities, equipment that is needed for their teaching and research, and library collections. The GSBE provides dedicated staff to support technology and marketing. The Management and Marketing Department shares a dedicated Administrative Specialist.

Adequacy of Staff

In Fall 2022 the college hired a new Technology Specialist, Jared McKeeth. Jared replaced Patrick Levitt. The Technology Specialist role supports all technology needs for the Goddard School of Management. Jared has an associate's degree and is working to complete a computer science bachelor's degree at Weber State. He Also holds a ITIL certification.

Brett Merrell joined the Goddard School in 2017 as Director of Career Services. Brett holds a bachelor's degree from Utah State University and an MBA from Northwestern University, Kellogg Graduate School of Management. Brett brings his extensive corporate marketing background into this position advising all Goddard Schools on development of an effective resume as well as acting as a liaison to job opportunities for students in all Goddard majors, including marketing.

Karen Hicks is the GSBE Senior Academic Advisor. She has a BS in Business Management and MS degrees in Industrial/Organization Psychology from Emporia State University and Academic Advising from Kansas State University. Karen has over 20 years of education advising experience.

Alex Muller is a GSBE Academic Advisor. He has a BS in Political Science from Grinnell College and an MA in Mideastern Studies from the University of Chicago. Prior to joining the GSBE advising team, Alex was a Sponsored Student Advisor in the International Student and Scholar Center.

Natalie Peterson joined the GSBE advising team in 2022. She has a bachelor's degree from Weber State.

Niki Tonks recently departed the Goddard School of Business & Economics in the Fall of 2022. She was hired in Fall 2016 and served as the School's first Marketing Manager. Niki has a BA in communications from Weber State University, along with over 15 years of experience in small business development, strategic marketing execution, public relations campaigns, brand establishment, local, online and international sales, government negotiations, social media engagement as well as process and procedure creation and implementation. Niki leads outreach initiatives through social media and through networks within the University and among local high schools. The college is actively looking for Niki's replacement. Dr. Amos has attended initial discussions about the new hire for this position.

Adequacy of Administrative Support

Amy Holmes has been the dedicated Administrative Specialist for the Department of Management and Marketing since S19. Responsibilities of this position include administrative and financial record-keeping as well as responding to student and faculty requests. This position is also an interface to prospective students, college advisors and other partners. Amy has relevant professional experience as well as an associate's degree. She is also working to complete a BIS degree at WSU.

Adequacy of Facilities and Equipment

The Wattis Business building is among the oldest buildings on campus and portions of the building are out of date. However, the building has received HVAC and efficacy updates in recent years. In addition, all classrooms and lecture halls in GSBE have received technology upgrades that allow courses to be streamed and recorded. During the rapid transition to online, virtual, and hybrid schedules, faculty were provided with technology such as web cams, microphones, headphones, iPads, etc. to support their remote delivery of course content.

Faculty have received updated computers according to the college technology replacement schedule (every 3 years). Each faculty member has access to \$1500 in professional development funds each year. In addition, 4 of the 5 marketing faculty have been granted fellowships to fund help fund research and teaching purchases. As a new hire Dr. Mukeraje was given summer support for his first two years.

Adequacy of Library Resources

The library representative for the GSBE, Justin Kani, has been responsive to requests by the department. Library facilities are sufficient and subscribe to a limited set of business databases journals. Other journals and books are available through intra-library loan.

Standard G - Relationships with External Communities

Description of Role in External Communities

The marketing faculty are engaged with external communities in a number of ways.

Each of the faculty regularly serve as reviewers for a variety of marketing journals. In the last 5 years marketing faculty have reviewed at least 100 manuscripts for publication and conference submissions. Dr. Amos was awarded the Emerald Literati Best Reviewer Award in 2022 recognizing his expertise reviewing manuscripts. A full list of recent faculty publications can be found in appendix I.

Dr. Allred serves on the board of directors for Bear River Mutual Insurance and on an advisory board for Nine-Fold Marketing and Evergreen Pest Solutions. He has also served the University level promotion and tenure committee and as a chair (and member) of the WSU athletic advisory board. Dr. Allred previously chaired the University Faculty Board of Review and was the chair of the Academic Deans' review committee.

Dr. King (Skyler) previously sat on the board of directors for Umjoa Generation (2018-2020) which is a State of Utah sponsored organization supporting Refugees (2018 - 2020).

Dr. King (Jesse) was invited to speak as a panel participant about Attorney Advertising and the Search for Plaintiffs at the 13th Annual Judicial Symposium on Civil Justice Issues (80+ Federal/State Judges) held at George Mason University, Antonin Scalia Law School, Arlington, VA. He has helped with numerous WSU committees (ASSA, Environmental initiatives Committee, CCEL Grant Review Committee, High Impact Practices Engagement Subcommittee). He has served as a reviewer and on the program committee for the Academy of Marketing Science (AMS) and Sport Marketing and Sponsorship conferences for multiple years. He has serves as an adhoc reviewer for multiple journals

Dr. Amos advised Weber State University on the 2022 Public Opinion Survey. Since 2021 he has been a member of the Weber State University Branding Taskforce. He has also been a panel member for the teaching and learning form. He is currently helping with the WSU faculty mentorship program. In addition, he has helped to mentor and judge student competitions for the Center for Leadership in Corporate Social Responsibility, the 2022 Competitive Analysis Target Market Analysis research study and the 2022 Weber State High School Case Competition.

Summary of External Advisory Committee Minutes

There is not currently an external advisory committee for the management and marketing department.

Community and graduate Success

. In addition, the results from the most recent survey indicate that our graduates choosing to enter the workforce accepted marketing positions at companies including Oz Marketing, Goldenwest, Compass Minerals. In addition to these, Faculty members are aware of recent marketing graduates who found jobs at Pluralsite and Qualtrics. The average reported starting salary for our majors is \$44,324. Salaries reported ranged from \$14,000 to \$70,000. Students report the Marketing curriculum and outstanding faculty as critical to their success in the program.

We have limited data about how many of our students have gone on to pursue a graduate degree after completing their undergraduate marketing degree from our program. The GSBE MBA admissions office reports that at least 7 students who completed their marketing degree at WSU have enrolled in the MBA program in the last 5 years. This provides some evidence that a portion of our students are pursuing graduate degrees. In addition, we have anecdotal information about past students who have gone on to graduate programs. For example, Paige Dilmore (Marketing Graduate S2018) went on to complete a MBA at the University of Missouri before working as a quantitative strategist and manager at Veterans United Home Loans in Columbia, Missouri.

Standard H – Program Summary

Results of Previous Program Reviews:

This will be the first program review for the marketing major so no previous program reviews are available.

Action Plan for Ongoing Assessment Based on Current Self Study Findings

Action Plan for Evidence of Learning Related Findings

This is the first program review so no recommendations have yet been proposed.

Action Plan for Staff, Administration, or Budgetary Findings

This is the first program review so no recommendations have yet been proposed.

APPENDICES

Appendix A: Student and Faculty Statistical Summary

Marketing	2017-2018	2018-2019	2019-2020	2020-2021	2021-22
Department Student Credit Hours Total ¹	14,331	10,317	10,839	11,966	10,912
Business Administration SCH	4,206	4,623	4,784	4,984	4,289
Entrepreneurship SCH	216	363	513	1,048	822
Management SCH	2,583	2,529	2,923	3,168	3,245
Marketing SCH	2,493	2,802	2,619	2,766	2,556
Department Student FTE Total ²	477.7	343.9	361.3	398.9	363.7
Business Administration FTE	140.2	154.1	159.5	166.1	143.0
Entrepreneurship FTE	7.2	12.1	17.1	34.9	27.4
Management FTE	86.1	84.3	97.4	105.6	108.2
Marketing FTE	83.1	93.4	87.3	92.2	85.2
Student Majors ³ (Marketing Only)	179	207	213	203	175
Second Major or Concentration	40	37	30	32	52
Minors	0	0	0	0	0
Program Graduates ⁴ (Marketing Only)					
Associate Degree	0	0	0	0	0
Bachelor Degree	23	23	26	30	26
Student Demographic Profile ⁵					
Female	61	80	104	103	75
Male	118	127	109	100	100
Faculty FTE Total ⁶ (Department)	26.5	17.3	17.9	17.8	N/A
Adjunct FTE	7.9	7.5	7.3	7.6	N/A
Contract FTE	18.7	9.8	10.7	10.2	N/A
Student/Faculty Ratio ⁷ (Department)	18.0	19.9	20.2	22.4	N/A

Appendix B:

Faculty (current academic year)

	Tenure and tenure-track	Contract	Adjunct
Number of faculty with Doctoral degrees	5	-	-
Number of faculty with Master's degrees	-	-	1
Number of faculty with Bachelor's degrees	-	-	-
Other Faculty	-	-	-
Total	5	-	1

Contract/Adjunct Faculty Profile

Name	Rank	Tenure Status	Highest Degree	Years of Teaching	Areas of Expertise
Tony Allred	Full	Tenured	PhD	28	Marketing (CB)
Clinton Amos	Full	Tenured	PhD	17	Marketing (CB)
Jesse King	Associate	Tenured	PhD	12	Marketing (CB)
Skyler King	Associate	Tenured	PhD	6	Marketing (CB)
Admadeep Mukherjee	Assistant	Untenured	PhD	3	Marketing (CB)
John Huntinghouse	Adjunct	n/a	MBA	7	Marketing

Appendix C: Staff Profile

Name	Job Title	Years of Employment	Areas of Expertise
Brett Merrell	GSBE Career Advisor	5	Career Advising, Interview and Resume Skills, Marketing
Karen Hicks	GSBE Advisor	3	Academic Advising
Alex Muller	GSBE Advisor	8	Academic Advising
Natalie Peterson	GSBE Advisor	0	Academic Advising
Jared McKeeth	Technology Specialist	0	Technology, Network systems
Amy Holmes	Administrative Specialist	3 for GSBE (8 at WSU)	Administrative, Finance, Management/Marketing Programs

Appendix D: Financial Analysis Summary

This information was provided by the Office of Institutional Effectiveness. Note that this information is for the Business Administration and Marketing Department as a whole rather than the Marketing Program specifically.

Business Administration and Marketing					
Funding	17-18	18-19	19-20	20-21	21-22
Appropriated Fund	2,681,364	2,189,052	2,084,787	2,063,819	1,706,799
Other: IW Funding from CE	343,334	232,500	285,001	300,001	301,667
Special Legislative Appropriation					
Grants or Contracts					
Special Fees/Differential Tuition	1,768	135	0	0	2,449
Total	3,026,466	2,421,687	2,369,788	2,363,820	2,010,915

Student FTE Total	477.70	343.90	361.30	398.87	363.73
Cost per FTE	6335.49	7041.84	6559.06	5926.34	5528.54

Note – with this information and the student information, we will calculate a ‘cost per fte’ as part of the financial summary

Appendix E: External Community Involvement Names and Organizations

Name	Organization
Tony Allred	Bear River Mutual Insurance, Board of Directors (2017 – present)
Tony Allred	Nine-Fold Marketing and Evergreen Pest Solutions, Advisory Board Member (2013 – present)
Tony Allred	Ad Hoc reviewer for various journals
Clinton Amos	American Marketing Science (AMS) Conference Program Committee Member and Review
Clinton Amos	Ad Hoc reviewer for various journals
Skyler King	Ad Hoc reviewer for various journals
Skyler King	Umoja Generation, Board of Directors (2018 - 2022)
Jesse King	American Marketing Science (AMS) Conference Program Committee Member and Review
Jesse King	Sport Marketing and Sponsorship Conference Program Committee Member and Review
Jesse King	Ad Hoc reviewer for various journals

Appendix F: Site Visit Team (both internal and external members)

Name	Position	Affiliation
Iryna Pentina	Professor (Marketing)	University of Toledo
Sheree Josephson	Professor (Communications)	Weber State University

Appendix G Assessment of Learning:

See attached appendix

Appendix H: sample Signature Assignments

None of the classes taught by marketing faculty are General Education courses and so do not have Signature Assignments

Appendix I: Faculty Scholarship

See attached appendix

Appendix J: GSBE Advising Reports

See attached appendix

Appendix K: Marketing Program New Initiatives

See attached:

1. Social Media Marketing Class Proposal
2. Revisions to Marketing Major
3. Proposed Marketing Minor

Appendix G

	Method of Measurement	Evidence of Learning			Action Plan/Use of Results
		Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	
LO1 Understand the contribution of marketing to the business enterprise	MKTG 4400 Pass rate	80% of students passing class with C or better	5 year average pass rate 96% (lowest semester 88%)	Students performed well understand the contribution of marketing to the business enterprise	students seem to be performing well. No change
LO2 Identify a marketing problem and key influences on that problem, to use appropriate qualitative and quantitative analysis and market research techniques to evaluate the marketing problem, and to evaluate alternative solutions	BSAD3500 Pass rate	80% of students passing class with C or better	5 year average pass rate 98% (lowest semester 90.3%).	Students are able to apply market research techniques to the marketing problem	students seem to be performing well. No change
LO3 Use marketing terminology correctly	MKTG4400 Pass rate	80% of students passing class with C or better	5 year average pass rate 96% (lowest semester 88%)	Students are able to use marketing terminology correctly	students seem to be performing well. No change
LO4 Understand how elements of the marketing mix are influenced by problem/opportunity	MKTG 4400 Pass rate	80% of students passing class with C or better	5 year average pass rate 96% (lowest semester 88%)	Students understand how to manipulate elements of the marketing mix	students seem to be performing well. No change
LO5 Describe major bases for segmenting consumer and business markets; define and be able to apply the three steps of target marketing: market segmentation, target marketing, and market positioning; understand how different situations in the competitive environment will affect choices in target marketing	MKTG 4400 Pass rate	80% of students passing class with C or better	5 year average pass rate 96% (lowest semester 88%)	Students are able to implement three steps of target marketing	students seem to be performing well. No change
LO6 Illustrate how the international trade system, economic, political-legal, and cultural environments in a foreign country affect a company's international marketing decisions	MKTG 3600 Pass rate	80% of students passing class with C or better	5 year average pass rate 96% (lowest semester 85%)	Students are able to understand how elements of the international trade system affect a company's international marketing decisions	Students seem to be performing well. International marketing will be a required class for all marketing students in the future
LO7 Identify the major ethical and social concerns associated with marketing	not currently assessed	n/a	n/a	n/a	Develop assessment plan for this learning objective.

Appendix I

Recent Journal Publications and Other Scholarly Work by Tenured and Tenure-Track Faculty

Dr. Tony Allred

Publications:

1. Anthony Allred, Clinton Amos and Skyler King, (2022), “Can Recognizing Students by Name Influence Student Evaluations of Faculty?” *Journal of Education for Business* 97(2) 69-75.
2. Amos, C., Zhang, L., King, S., & Allred, A. (2022). Aristotle’s modes of persuasion and valence effects on online review trustworthiness and usefulness. *Journal of Marketing Communications*, 28(4), 360-391.
3. King, S., Allred, A., & Amos, C. (2022). Qualtrics and the Utah Jazz—a paradoxical relationship. *The CASE Journal*.
4. Sky King, Ismail Karabas, and Anthony Allred, (2020) “Nintendo’s Next Move.” *The Case Journal*, Vol. 16 No. 3, 279-288.
5. Anthony Allred, Clinton Amos and Skyler King, (2018) “The Rebranding of Voice Stream to T-Mobile,” *The Case Journal*, 14(6), 635-647.
6. Anthony Allred and Clinton Amos (2017), “Disgust Images and Nonprofit Children’s Causes,” *Journal of Social Marketing* 8 (1), 120-140.
7. Clinton Amos, Anthony Allred and Grace Zhang (2017), “Do the Biodegradable Labels Lead to an Eco-safety Halo Effect?,” *Journal of Consumer Policy*, 40(3), 279-298.

Conferences and other scholarship

1. Anthony T. Allred (Presenter), Skyler King, Clinton Amos (2019), “Can Recognizing Students by Name Influence Student Evaluations of Teaching?” *Applied Business and Entrepreneurship Association International Conference*. (Session Chair)
2. Clinton Amos, Skyler King, Anthony Allred (2019), “An Investigation into How the Modes of Persuasion and Valence affect Perceptions of Online Reviews,” *Association of Marketing Theory and Practice (Conference Proceedings)*
3. Anthony T. Allred (Presenter), King and Amos (2018), “Does Genuine, Selfless Altruism Exist in Corporate America?” *Applied Business and Entrepreneurship Association International Conference*.
4. Anthony T. Allred (Presenter) and Clinton Amos (2017), “Donor’s Perceptions of Nonprofit Expenses,” *Applied Business and Entrepreneurship Association International Conference*.

Dr. Clinton Amos

Publications:

1. Amos, Clinton, Lixuan Zhang, Sky King, and Tony Allred (2022) “Aristotle’s modes of persuasion and valence effects on online review trustworthiness and usefulness,” *Journal of Marketing Communications*. 28 (4), 1-32.

2. Allred, Anthony T., Skyler King, and Clinton Amos (2022) “Can Recognizing Students by Name Influence Student Evaluations of Teaching?” with Anthony Allred and Sky King. *Journal of Education for Business*, 97 (2), 69-75.
3. Amos, Clinton, Jesse King, and Sky King (2021), “The Health Halo of Morality- and Purity-signifying Brand Names,” *Journal of Product and Brand Management*, 30 (8), 1262-1276.
4. Amos, Clinton, Lixuan Zhang, and David Read (2019), “Hardworking as a Heuristic for Moral Character: Why We Attribute Moral Values to Those Who Work Hard and Its Implications,” *Journal of Business Ethics*, 158 (4), 1047-1062.
5. Amos, Clinton, James C. Hansen, Skyler King (2019), “All-Natural versus Organic: Are the Labels Equivalent in Consumers’ Minds?” *Journal of Consumer Marketing*, 36 (4), 516-526.
6. Amos, Clinton, Sebastian Brockhaus, Stan Fawcett, Dee Fawcett, and Michael Knemeye (2019), “Blinded by the Light? An Analysis of Sustainability Authenticity and the Halo Effects of Customer Service,” *International Journal of Logistics Management*. 30 (1), pp.117-139.
7. Allred, Anthony, Skyler King, and Clinton Amos (2018), “The Rebranding Voice Stream to T-Mobile.” *The CASE Journal*, 14 (6), 635-647.
8. Tony Allred and Clinton Amos (2018), “Disgust Images and Nonprofit Children’s Causes,” *Journal of Social Marketing*, 8 (1), 120-140.
9. Brockhaus, Sebastian, Clinton Amos, Dee Fawcett, Stanley Fawcett, A. Michael Knemeyer (2017) Please Clap! How Customer Service Quality Perception Affects the Authenticity of Sustainability Initiatives, *Journal of Marketing Theory and Practice*, 25 (4), 396-420.

Conferences and other scholarship

1. June 5th, 2019 Blog GSBE Post: Rethinking Education in the Age of Obsolescence: Content vs. Skills. https://www.weber.edu/goddard/blog_061919.html
2. Spring 2019: Goddard School of Business Brown Bag Presentation entitled the “Data Scraping with R”.
3. Spring 2019: Four Brown Bag Presentations for the Weber Association of Marketing on Analytics and Data Visualization with R Software
4. “Modes of Persuasion and Online Review Perceptions,” with Sky King and Anthony Allred. 2019 Association of Marketing Theory and Practice Annual Conference, Charleston, SC March 21-23.
5. Holmes, Gary, Clinton Amos, and Lixuan Zhang (2018), “The Role of Consumer Self-Concept,” 2018 Association of Marketing Theory and Practice Annual Conference, Ponte Vedra, FL, March 15-17 (Won Best Paper in Track).

Dr. Skylar King

Publications:

1. King, Skyler, Anthony Allred, Clinton Amos (2022), “Qualtrics and the Utah Jazz – A Paradoxical Relationship,” *The Case Journal*.

2. Swift Amanda, Ismail Karabas, & Skyler King (2021), "Consumer Response to Foundations and Firms When Firms Own or Sponsor a Foundation," *Journal of Nonprofit & Public Sector Marketing*
3. Allred, Anthony, Skyler King, Clinton Amos (2021), "Can Recognizing Students by Name Influence Student Evaluations of Teaching?," *Journal of Education for Business*
4. Amos, Clinton, Lixuan Zhang, Skyler King, & Anthony Allred (2021), "Aristotle's Modes of Persuasion and Valence Effects on Online Review Trustworthiness and Usefulness," *Journal of Marketing Communications*
5. Amos, Clinton, Jesse King, & Skyler King (2020), "The Health Halo of Morality- and Purity-Signifying Brand Names," *Journal of Product & Brand Management*
6. King, Skyler, Ismail Karabas, & Anthony Allred (2020), "Nintendo's Next Move," *The Case Journal*
7. Kareklas, Ioannis, Darrel Muehling, & Skyler King (2019), "The Effect of Color and Self-View Priming in Persuasive Communications," *Journal of Business Research*
8. Amos, Clinton, James Hansen, and Skyler King (2019) "ALL-NATURAL VERSUS ORGANIC: ARE THE LABELS EQUIVALENT IN CONSUMERS' MINDS?," *Journal of Consumer Marketing*.
9. Allred, Anthony, Skyler King, & Clinton Amos (2018), "The Rebranding of VoiceStream to T-Mobile," *The Case Journal*.
10. Hansen, Shaun, Skyler King, and Matt Mouritsen (2018) "Embedding Ethics into MBA Marketing Coursework: The Utility of Trust Approach," *Business Education Innovation Journal*.

Dr. Jesse King

Publications:

1. King, J., Yench, C., Koppenhafer, L., and Madrigal, R. (2022) "A Clear and Conspicuous Problem – How Consumers Cope with Incongruent Audio-Video Content in Pharmaceutical Advertising Risk Disclosures" *Journal of Marketing and Public Policy*, Volume 41(4), 353-367, DOI: <https://doi.org/10.1177/07439156221101581>
2. Amos, C. and King, J., King, S. (2021) "The Health Halo of Purity - and Morality-signifying Brand Names," *Journal of Product and Brand Management*, Vol. 30(8), 1262-1276, DOI: <https://doi.org/10.1108/JPBM-06-2020-2947>
3. King, J., Koppenhafer, L., Madrgial, R. (2021) "Look Puppies! Testing Fair Balance in Direct-to-Consumer (DTC) Advertising," *Journal of Public Policy and Marketing*, Volume 40(1), 46-61, DOI: <https://doi.org/10.1177%2F0743915619889052>
4. Bee, C., King, J., and Stornelli, J. (2021) "Are You With Us or Against Us? The Role of Threat and Anger in Sport Sponsorship" *Journal of Business Research*, Vol. 124, 698-707, DOI: <https://doi.org/10.1016/j.jbusres.2019.02.048>
5. Madrigal, R., and King, J. (2021), "Improving Fit Perceptions for an Incongruent Sponsorship: Associating a Sports Property to a Brand Via Analogical Articulation," *Journal of Business Research*, Vol 124, 731-738, DOI: 10.1016/j.jbusres.2018.12.001
6. King, J. and Bee, C. (2020), "Better in the (Near) Future: Group- Based Differences in Forecasting Biases" *European Journal of Social Psychology*, Vol. 50(4), 749-765, DOI: <https://doi.org/10.1002/ejsp.2634>

7. King, J., and Tippett, E. (2019), "Drug Injury Advertising," *Yale Journal of Health Policy, Law, and Ethics*, Volume 18(2), 114-156
8. King, J. and Madrigal, R. (2018), "Improved Articulation of Incongruent Sponsor-Property Partnerships Using Analogy," *Journal of Sport Management*, 32(5), 464-472, DOI: 10.1123/jsm.2017-0290
9. Tippet, E., King, J., Lucente, V., Ephraim, S., Murphy, M., and Taff, E. (2018), "Does Attorney Advertising Influence Patient Perceptions of Pelvic Mesh?," *Urology*, 111, 65-71 (First published online November 13, 2017), DOI: 10.1016/j.urology.2017.08.050
10. Madrigal, R., and King, J. (2017), "Creative Analogy as a Means of Articulating Incongruent Sponsorships," *Journal of Advertising*, 46(4), 521-535 (First published online December 6, 2017), DOI: 10.1080/00913367.2017.1396513

Conferences and other scholarship

1. King, J., Koppenhafer, L., Madrigal, Yench, C. (2022) "I See What You are Doing Identifying Distracting Imagery in Pharmaceutical Advertising Using Computer Vision Tools" American Marketing Health Care Research (AMHCR) Conference, Park City, UT *Recipient of Best Paper of Conference Award
2. Madrigal, R. & King, J. (2020) "Sponsorship Success Ain't Just About the HITs" AMA Summer Conference, San Francisco, CA (paper accepted, unable to attend due to COVID-19)
3. Tippett, E., King, J. (2020) "How to spot deceptive drug injury ads like the HIV-related videos Facebook just disabled" *The Conversation*. <https://theconversation.com/lawyers-are-trying-to-scare-you-with-facebook-ads-129264>
4. King, J., Stornelli, J., & Bee, C. (2020) "Understand Your Audience: Mitigating Anger from Rival Sponsorship" Sport Marketing and Sponsorship Conference, Cologne, Germany (paper accepted, conference canceled due to COVID-19)
5. King, J., Koppenhafer, L., Madrigal, (2019). "Look Puppies! A Visual Content Analysis of Major Statements within Pharmaceutical Advertising" AMA Public Policy Conference, Washington D.C.
6. 2019 "Drug Injury Advertising," Invited panel participant, Attorney Advertising and the Search for Plaintiffs, 13th Annual Judicial Symposium on Civil Justice Issues (80+ Federal/State Judges). George Mason University, Antonin Scalia Law School, Arlington, VA.
7. King, J., Tippett, L. (2019). "Understanding Risk Statements Within Drug Injury Advertising" Academy of Marketing Science Conference, Vancouver, BC
8. King, J. and Madrigal, R. (2018) "Explaining Sponsorships Using Analogy," Invited submission for North American Society of Sport Management (NASSM) to support publication of 2018 Journal of Sport Management (JSM) publication. <https://nassmblog.com/2018/11/12/explaining-sponsorships-using-analogy/>

9. Tippet, E., King, J., Lucente, V., Ephraim, S., Murphy, M., and Taff, E. (2018) "Author Reply to Editorial Comment on Does Attorney Advertising Influence Patient Perceptions of Pelvic Mesh?," *Urology*, 111, 70-71 (First published online November 13, 2017), DOI: 10.1016/j.urology.2017.08.052
10. Madrigal, R., and King, J. (2018). "Use of Analogical Articulation Cues to Improve Sponsorship Congruence and Brand Image" Sport Marketing and Sponsorship Conference, San Diego, CA
11. Bee, C., King, J., Stornelli, J. (2018). "Are You with Us or Against Us? The Cognitive and Emotional Consequences of Sponsoring a Rival" Sport Marketing and Sponsorship Conference, San Diego, CA
12. King, J., Koppenhafer, L., Madrigal, R. (2017) "FDA Comment DTC Advertising," FDA request for Public Comment on Content of Risk Information in the Major Statement in Prescription Drug

Dr. Atmadeep Mukerjee:

Publications:

1. Mukherjee, A., Mukherjee, A., Iyer, P. and Smith, R.J. (2022), "The retailer's puzzle: influencer opinions and consumer-generated information", *Journal of Consumer Marketing*, Vol. ahead-of-print No. ahead-of-print.
2. Mukherjee, A., Mukherjee, A, and Iyer, P. (2021) "Imperfect produce: retailer actions and service outcomes", *Journal of Services Marketing*, Vol. 35, No. 8, pp. 1061-1072.
3. Rokonzaman, M., Mukherjee, A., Iyer, P., & Mukherjee, A. (2020). Relationship between retailers' return policies and consumer ratings. *Journal of Services Marketing*, 34(5), 621-633.

Appendix J

GSBE Advising Reports

2020-2021

2021-2022

GBSE Advising Center Annual Report 2020/2021

MISSION STATEMENT:

The John B. Goddard School of Business & Economics (GSBE) provides quality undergraduate and graduate education for developing professionals and career-oriented students. Degree programs are grounded in the university's liberal arts tradition and focused on synthesis of theory across disciplines, the application of theory to practice and the enhancement of professional skills. While we are primarily a regional institution, we seek to prepare our students to succeed in the global economy. As the academic advising unit of GSBE, we seek to assist undergraduate students in moving through the curriculum in the most appropriate manner for them. To see how we fit into GSBE overall mission and strategic plan, please visit:

<https://www.weber.edu/goddard/StrategicPlanning>

VISION STATEMENT:

We will be a leader among our peer institutions in providing undergraduate and masters' level business and economics education. Through the educational experiences we create, our students will be able to transform themselves into leaders who grow their communities and positively impact the world. We will be known for our scholarship, our commitment to the communities we serve, and our ability to prepare capable graduates. As an academic advising unit, we will provide students the most up-to-date information possible with regard to curriculum and course planning.

ADVISING PHILOSOPHY:

GSBE Academic Advising Center strives to empower and encourage all student to take ownership of their education through using multiple advising theories including but not limited to: developmental, advising as teaching, learning-centered, and appreciative. To accomplish this, we provide personalized, comprehensive advising in a supportive, inclusive environment; this approach fosters persistence from orientation to graduation.

UNIT GOALS:

GSBE Advising Staff will:

- Continuing staff development with a 'book club' and guest speakers from different areas within GSBE & WSU as a whole.
- Provide accurate advising for students which includes but is not limited to: maintaining appropriate notes in CatTracks and Starfish, staying current on curriculum changes.
- Assist students in completing their chosen program as efficiently as possible.
- Attempt to increase retention rates by 5% every academic year to include but not limited to: early outreach for registration, contacting students that withdraw from GSBE during the academic year in a timely and appropriate fashion, reaching out to 'semester to semester' students in a timely and appropriate fashion.

LEARNING OUTCOMES:

As a result of academic advising by GSBE Advising Staff:

- Students learn how to use a degree plan (i.e. CatTracks, Graduation MAPs, etc.)
- Students learn how to use advising technologies. (Advising technologies include but are not limited to Registration Schedule Builder, Starfish, eWeber portal, etc.)
- Students know how to contact their Academic Advisor.
- Students feel that the advisor creates a safe and inclusive space.

- Students understand the value of business foundation and core courses and/or economic foundation courses.

ASSESSMENT PLAN:

To ensure progress is being made toward the aforementioned goals and desired learning outcomes, the following assessment practices will be initiated and/or continued this year:

- Collaborate with UAAC Assessment Committee with yearly UAAC Learning Outcomes Survey.

CONTRIBUTIONS TO STUDENT SUCCESS:

The GSBE Advising staff contributes to the institutional goal of enhancing retention rates, graduation rates, GPA success, and satisfaction levels of WSU students by:

- Provide accurate advising for students which includes but is not limited to: maintaining appropriate notes in CatTracks and Starfish, staying current on curriculum changes.
- Assist students in completing their chosen program as efficiently as possible.
- Attempt to increase retention rates by 5% every academic year to include but not limited to: early outreach for registration, contacting students that withdraw from GSBE during the academic year in a timely and appropriate fashion, reaching out to 'semester to semester' students in a timely and appropriate fashion.

NOTABLE CHANGES & ACCOMPLISHMENTS FROM JANUARY 2020 – JUNE 2020:

- December of 2019 made final hire for three person advising team.
- Due to COVID-19 moved to a virtual environment for the following:
 - Advising: individual appointments and drop-ins
 - Grading of 2899
- Created the Faculty-Staff Advising Collaboration Committee which meets once a semester. This committee consist of advisors, specialists, chairs and other members of GSBE. We discuss academic issues that impact all departments and students.
- Christine worked with Niki, in Marketing, to change a face-to-face Weber Welcome into a virtual format. The rest of the team pitched in as needed.
- Alex worked with Niki to develop an outreach program for 'semester to semester' students (students not registered for fall).
- Karen worked with Niki to develop an outreach program for student admitted for fall semester.
- Karen had a proposal accepted to NACADA Region 10 Conference for May of 2020 but due to COVID conference was canceled so didn't present.

NOTABLE CHANGES & ACCOMPLISHMENTS FROM JULY 2020 – JUNE 2021:

- Continued to adjust to the need of the students in the "virtual realm."
- Returned to campus the second week of August but didn't start meeting with students face-to-face until after Labor Day.
- As a Unit, we assisted GSBE achieving an enrollment number, as of August 31, 2020, that was 10% over Fall 2019's third week numbers.
- Christine continued to worked with Niki to improve the Virtual Weber Welcome event virtual format.
- Alex worked with Niki to develop an outreach program for 'semester to semester' students (students not registered for spring).
- Karen worked with Niki to develop an outreach program for student admitted for spring semester.
- As a Unit, we assisted GSBE achieving an enrollment number, as of January 25, 2021, that was 0.4% over Spring 2020's first week numbers.
- Moved from YouCanBook.me as a scheduling platform in October 2020. The reasoning for this was for data access both for GSBE and the Provost. Ran into hiccups with regard to Juniors & Seniors being able to use platform because of time zone setting. Worked with Daniel Jensen, Starfish administrator to resolve issue. Other hiccup is new students (never taken a course at WSU) do not have access to Starfish to make appointments. Working with Daniel to resolve issue. Also looking at other ways for new students to

schedule appointments (i.e. calling, completing form and us returning call, different online scheduling platform-SimplyBook.me).

- NACADA Regional Conferences Pre-Conference Workshops the week of March 1, 2021, all staff members attended at least one virtual session.
- NACADA Regional Conference for Regions 6 & 10 (virtual conference) April 22 & 23, 2021, Christine and Karen attended.
- NACADA Regional Conference for Regions 6 & 10 (virtual conference) April 23, 2021, Karen presented a semi-live session during.
- UAA Virtual Conference May 2021, all staff members attended at least one session.

COMMITTEES SERVING ON 2020/2021:

Alex

- Faculty-Staff Advising Collaboration (GSBE)
- UAAC (University Wide)
- College UAAC (University Wide)
- Retention (University Wide)
- Internationalization (GSBE)
- Transfer Coordination (University Wide)
- UBAAN (State Wide Vice-Chair)

Christine

- Faculty-Staff Advising Collaboration (GSBE)
- New Student Orientation (University Wide)
- UAAC (University Wide)
- College UAAC (University Wide)

Karen

- Faculty-Staff Advising Collaboration (GSBE)
- UAAC (University Wide)
- College UAAC (University Wide)
- GSBE Curriculum (co-Chair)
- Goddard School Council (GSBE)
- Diversity, Equity, & Inclusion (GSBE)
- MOVE – Veteran Council (University Wide)
- Strategic Initiative Office (GSBE)
- Assurance of Learning (GSBE)
- Mandatory Advising Sub-Committee (University Wide)

OPPORTUNITIES & GOALS FOR 2021/2022:

GSBE Advising Staff will:

- Assist with promoting Study Abroad opportunities.
- Start working on the Living Learning Community with Housing which includes but not limited to: marketing, verbiage for website, and curriculum.

WISTLIST FOR FUTURE:

If the GSBE Advising Center had ultimate resources, we would like to have the following:

- Use of SimplyBook.Me as scheduling software; can automatically send email and text appointment reminders to students.
- Ability to run our own texting campaigns.
- Receive a weekly list of all students that have been admitted to GSBE for ANY semester.
- More staff: e.g. full-time professional advisors, part-time professional advisors, full or part-time person to build, run, and analysis data (can be for entire GSBE), and/or student employees.

OUR DATA:

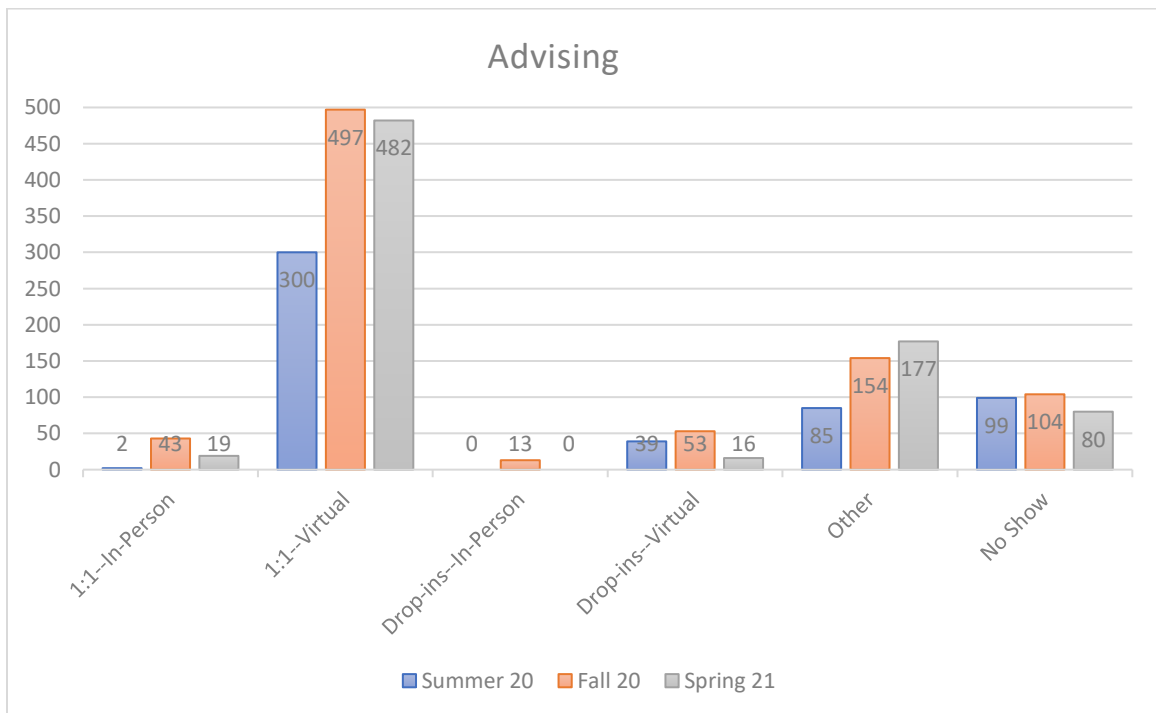
Each year we will compile the following numbers for each semester (summer, fall, spring):

- Time frame for 20/21 semesters
 - Summer—May 4 – August 21, 2020
 - Fall—August 24, 2020 – January 8, 2021
 - Spring—January 11 – May 10, 2021
- Data
 - Different advising types
 - Major Declaration
 - Application to GSBE
 - Starfish Flags
 - Weber Welcome

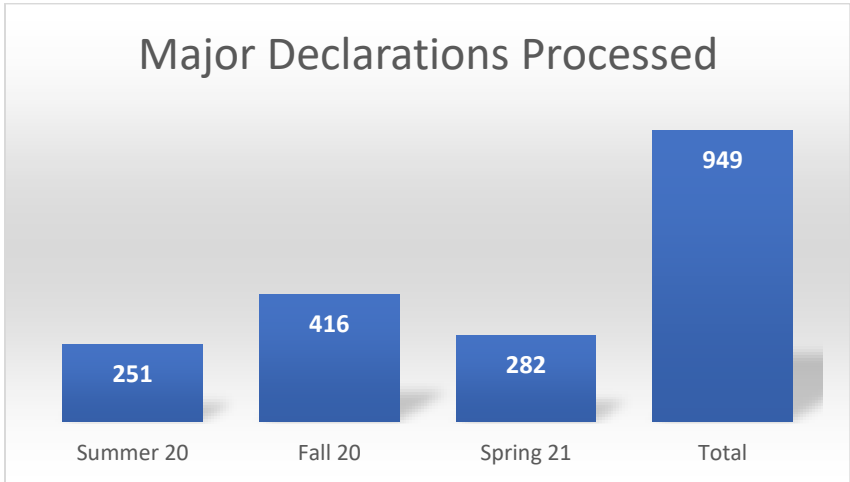
DATA

ADVISING				
	20/SU	20/FA	21/SP	Totals
Individual (1:1)*				
In-person	2	43	19	64
Virtual	300	497	482	1,279
Drop-ins*				
In-person	0	13	0	13
Virtual	39	53	16	108
Other (phone, email, etc)	85	154	177	416
No Show	99	104	80	283
Totals	525	864	774	2,163

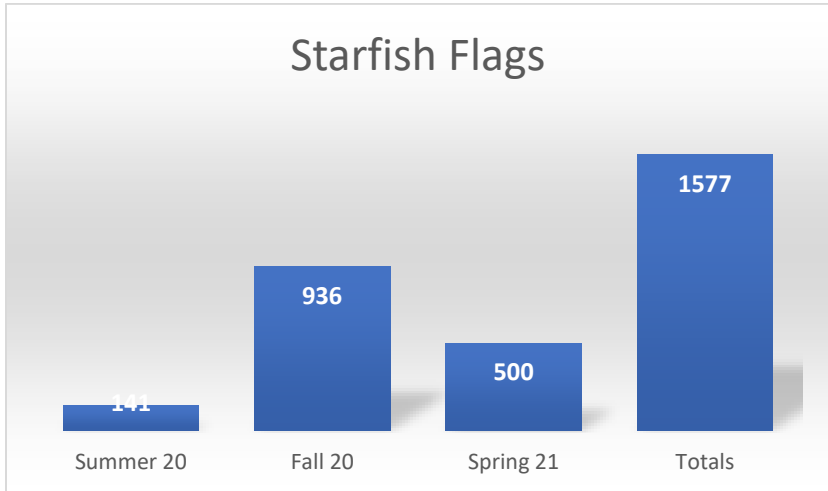
*Due to COVID-19, the number of in-person and virtual appointments (individual and drop-in) will be skewed.



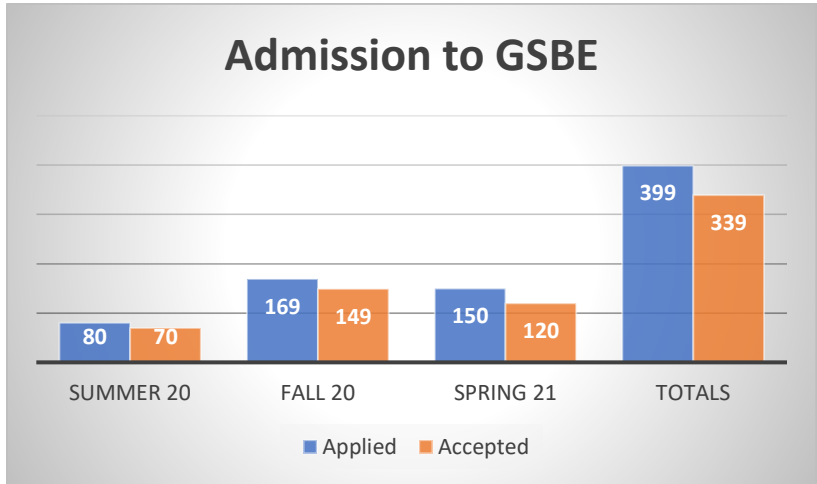
MAJOR DECLARATIONS				
	20/SU	20/FA	21/SP	Totals
Processed	251	416	282	949



STARFISH FLAGS				
	20/SU	20/FA	21/SP	Totals
Flags raised (non-kudos)	141	936	500	1,577

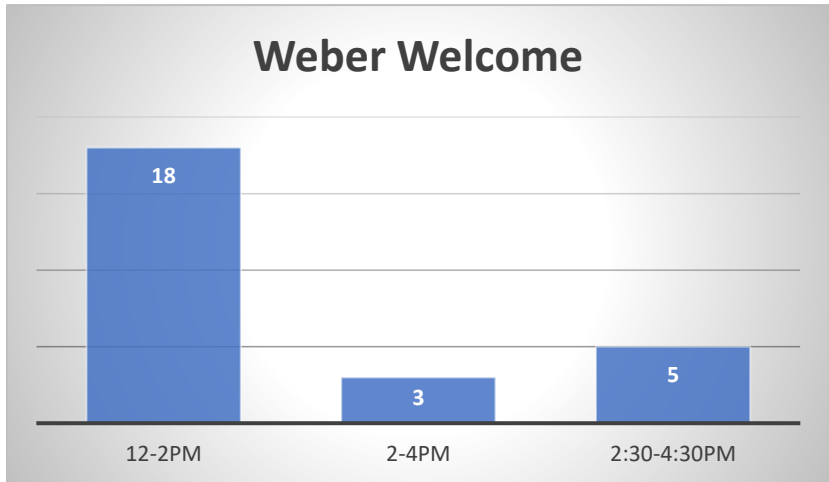


ADMISSION TO GSBE				
	20/SU	20/FA	21/SP	Totals
Applied (took 2899)	80	169	150	399
Accepted (passed 2899)	70	149	120	339
Percentage Accepted	88%	88%	80%	85%



WEBER WELCOME			
	12-2pm	2-4pm	2:30-4:30pm
In-person *			
	0	0	0
Virtual			
May 28		3	
August 13	6		
August 21	8		
April 27			5
May 7	4		
Totals	18	3	5

*Due to COVID-19, there were no in-person Weber Welcomes during the 2020/2021 academic year



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NOTABLE CHANGES & ACCOMPLISHMENTS FROM JULY 2021– JUNE 2022:

- Continued to adjust to the need of the students in the "virtual realm" and in-person.
- Moved back to Starfish prior to information from NISS report
- Due to staff turnover spent 80% of academic year with 2 advisors
- Both Alex Muller & Karen Hicks completed the University's "7 Habits of Highly Effective People"
- UAA Conference May 2022, Midway, UT – Karen Hicks attended
- Completed in-depth review of GSBE's Business/Economics Foundations course against our peer, competitor, and aspirant schools. Presented to Goddard School Council.
- Completed in-depth review of GSBE's admission process against our peer, competitor, and aspirant schools. Presented to Goddard School Council.
- Completed an up-dated electronic GSBE Academic Advising Handbook (training manual).
- Alex & Dr Jeff Steagall worked on a 2+2 program with University of Valencia in Spain.

COMMITTEES SERVING ON 2021/2022:

Alex

- Faculty-Staff Advising Collaboration (GSBE)
- UAAC (University Wide)
- College UAAC (University Wide)
- Retention (University Wide)
- Internationalization (GSBE)
- Transfer Coordination (University Wide)
- UBAAN (State Wide Vice-Chair) | first half of the year until disbanded

XXX

- Faculty-Staff Advising Collaboration (GSBE)
- New Student Orientation (University Wide)
- UAAC (University Wide)
- College UAAC (University Wide)

Karen

- Faculty-Staff Advising Collaboration (GSBE)
- UAAC (University Wide)
- College UAAC (University Wide)
- GSBE Curriculum (co-Chair)
- Goddard School Council (GSBE)

- Diversity, Equity, & Inclusion (GSBE) | first half of the year
- MOVE – Veteran Council (University Wide)
- Strategic Initiative Office (GSBE)
- Assurance of Learning (GSBE)
- Mandatory Advising Sub-Committee (University Wide)
- College Student Success Team (GSBE)

OPPORTUNITIES & GOALS FOR 2022/2023:

GSBE Advising Staff will:

- Assist with promoting Study Abroad opportunities.
- Start working on the Living Learning Community with Housing which includes but not limited to: marketing, verbiage for website, and curriculum. -- Tabled

WISTLIST FOR FUTURE:

If the GSBE Advising Center had ultimate resources, we would like to have the following:

- Ability to run our own texting campaigns.
- Receive a weekly list of all students that have been admitted to GSBE for ANY semester.
- More staff: e.g. full-time professional advisors, part-time professional advisors, full or part-time person to build, run, and analysis data (can be for entire GSBE), and/or student employees.

OUR DATA:

Each year we will compile the following numbers for each semester (summer, fall, spring):

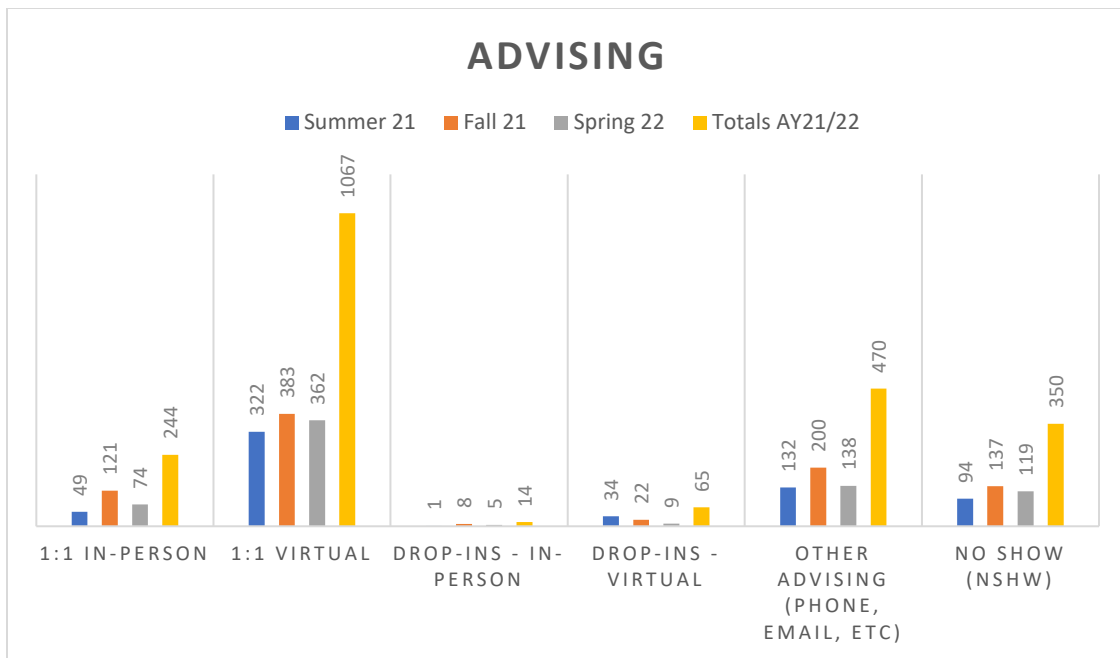
- Time frame for 22/23 semesters
 - Summer—May 10 – August 27, 2021
 - Fall—August 30, 2021 – January 7, 2022
 - Spring—January 10 – May 6, 2022
- Data
 - Different advising types
 - Major Declaration
 - Application to GSBE
 - Starfish Flags
 - Weber Welcome

DATA

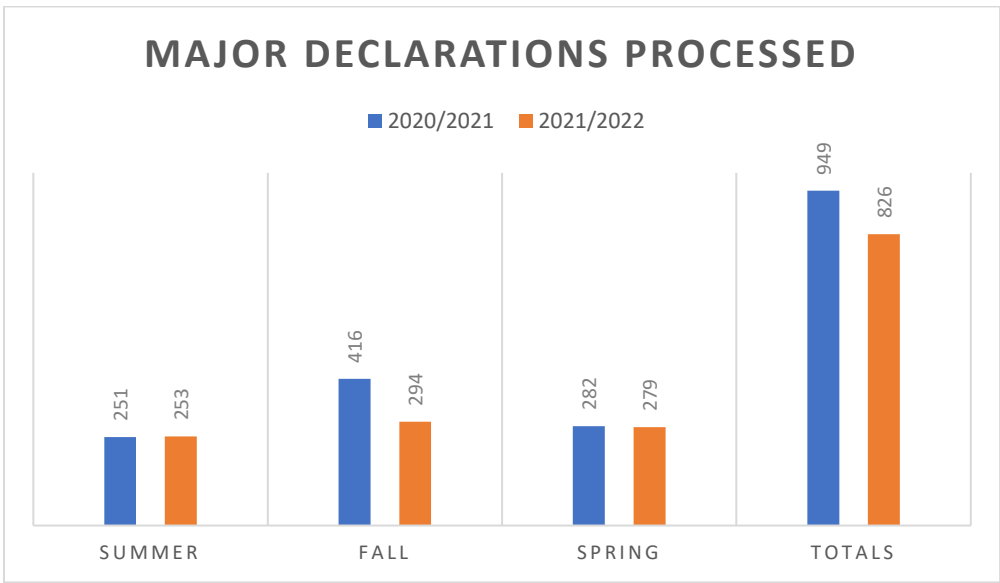
ADVISING								
	20/SU	20/FA	21/SP	20/21 Totals	21/SU	21/FA	22/SP	21/22 Totals
Individual (1:1)*								
In-person	2	43	19	64	49	121	74	244
Virtual	300	497	482	1,279	322	383	362	1067
Drop-ins*								
In-person	0	13	0	13	1	8	5	14
Virtual	39	53	16	108	37	22	9	65
Other (phone, email, etc)	85	154	177	416	132	200	138	470
No Show	99	104	80	283	94	137	119	350
Totals	525	864	774	2,163	632	871	707	2210

*2020/2021 -- Due to COVID-19, the number of in-person and virtual appointments (individual and drop-in) will be skewed.

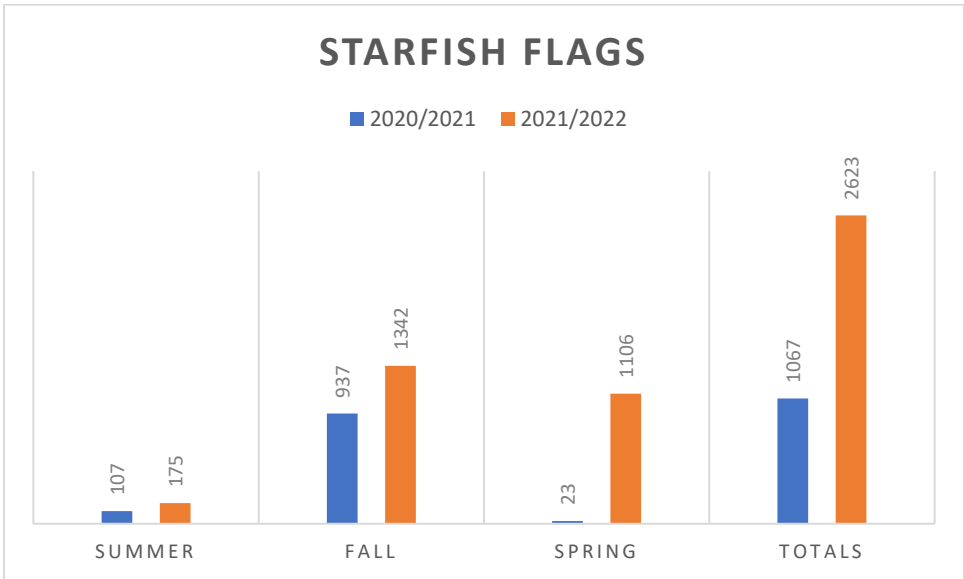
** 2021/2022 – Due to only one advising meeting with students in-person, the number of in-person and virtual appointments (individual and drop-in) will be skewed.



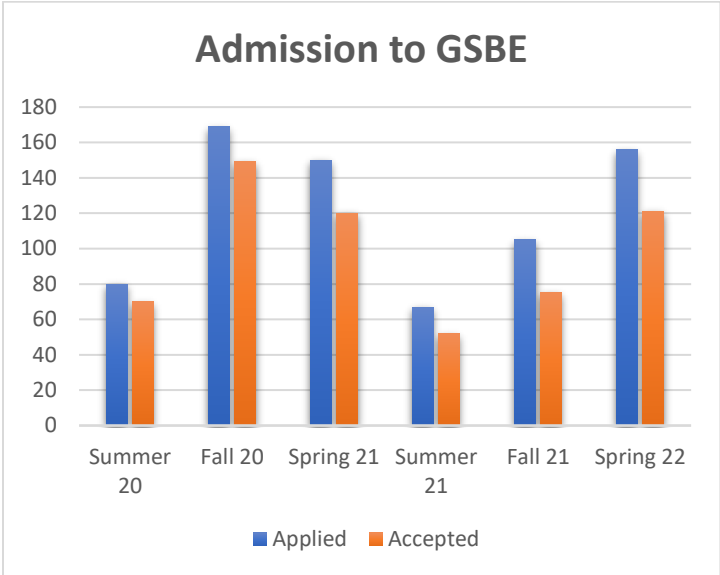
MAJOR DECLARATIONS								
	20/SU	20/FA	21/SP	20/21 Totals	21/SU	21/FA	22/SP	21/22 Totals
Processed	251	416	282	949	253	294	279	826



STARFISH FLAGS								
	20/SU	20/FA	21/SP	20/21 Totals	21/SU	21/FA	22/SP	21/22 Totals
Flags raised (non-kudos)	141	936	500	1,577				

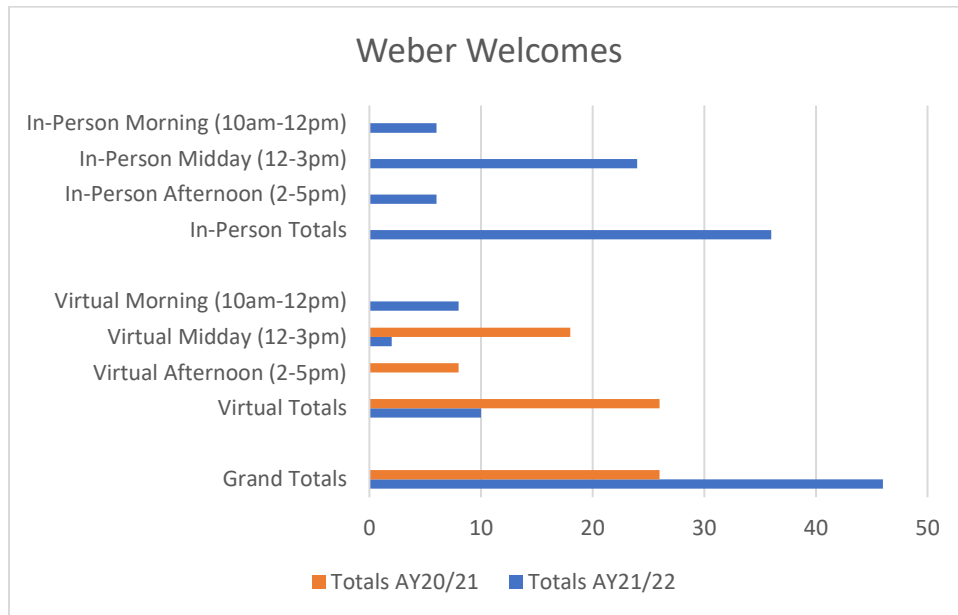


ADMISSION TO GSBE								
	20/SU	20/FA	21/SP	20/21 Totals	21/SU	21/FA	22/SP	21/22 Totals
Applied (took 2899)	80	169	150	399	67	105	156	328
Accepted (passed 2899)	70	149	120	339	52	75	121	248
Percentage Accepted	88%	88%	80%	85%	78%	71%	78%	77%



WEBER WELCOME		
	20/21 Totals	21/22 Totals
In-person*		
Morning (10am-12pm)	0	6
Midday (12-3pm)	0	24
Afternoon (2-5pm)	0	6
Totals		
Virtual		
Morning (10am-12pm)	NA	8
Midday (12-3pm)	18	2
Afternoon (2-5pm)	8	NA
Totals	26	46

*Due to COVID-19, there were no in-person Weber Welcomes during the 2020/2021 academic year



Appendix K

Marketing Program New Initiatives

1. Social Media Marketing Class Proposal
2. Revisions to Marketing Major
3. Proposed Marketing Minor

Proposed new marketing Elective

Course Name: MKTG 4300 Social Media Marketing & Strategy

Course Description: This course will enable students to plan, develop and implement social media marketing strategies in order to create, maintain, and grow a firm's social media presence. Students will learn platform-specific foundations of social media marketing focusing on the use of social media in growing and sustaining a business. The course objectives involve teaching students to create social media campaigns to boost brand recognition, run targeted ads to drive sales, manage social media crises, enable influencer marketing, and achieve organizational goals. Students will be able to create, manage and strategize a firm's social media presence across multiple platforms to drive business growth after completing this course.

Course Objectives: Upon successful completion of this course, students will be able to

- Understand the landscape of social media marketing.
- Understand the major social media platforms, their role, and their function in marketing.
- Choose the right social media platforms based on marketing objectives and learn how to create social media policies.
- Create and maintain brand awareness and consumer engagement by leveraging multiple social media channels.
- Create and manage the firm's social media presence and social media content to achieve specific business goals and marketing objectives.

Course Prerequisites: MKTG 3010 – Marketing Concepts and Practices

Course Requirements: Textbook and computer

Textbook: Social Media Marketing: A Strategic Approach by Zahay, Roberts, Parker, Barker, and Barker, 3rd Edition

Course Expectations: The following are expected for the successful completion of the course.

1. Attendance: Regular attendance is a must for success in this course. Quizzes and exams will have questions based on class discussion. Interviews, family commitments, and excessive workload are not valid reasons for missing class. Points may be deducted for absence.

2. Class participation: This class relies on interaction and discussion. Students are expected to share their knowledge by participating in class. The quality of your participation will determine the quality of this course for you individually and for the class as a whole. Technology usage other than class requirements and note-taking will be strictly prohibited.

3. Professionalism: Adequate professionalism is expected in class. This includes being on time, following class developments, and waiting for class to be over. Students are also expected to treat their peers appropriately both in class and in group project meetings.

Grading System: The total points for the class is 1000 which are distributed as follows.

Weekly Quizzes (10 quizzes with 30 points each)	– 300
Exams (3 exams with 150 points each)	– 450
Group Project	– 200
Class participation	– 50

Course Grades: Standard university grading criteria will be used which are as follows:

A:	93-100%	B-:	80-82%	D+:	67-69%
A-:	90-92%	C+:	77-79%	D:	63-66%
B+:	87-89%	C:	73-76%	D-:	60-62%
B:	83-86%	C-:	70-72%	E:	<60%

Special accommodations: Any student requiring accommodations or services due to a disability must contact Services for Students with Disabilities (SSD) in room 181 of the Student Services Center.

Extended campus closure plans: In the event of an extended campus closure due to a natural disaster, epidemic, or other events, I will continue to provide instruction via the Canvas learning management system. I will provide text-based mini-lectures (narratives, slides, and/or presentations) which correspond to the material covered each class period and will expect you to log in to the system on a regular basis to keep up with coursework and to receive instruction. Assignments will continue to be turned in through Canvas according to the due dates listed on the syllabus and schedule. Within Canvas, online discussions and collaborations will be made available to allow you to interact with other students and me about course material. I will check email (Campus and within the Canvas course) on a regular basis should you need to communicate with me personally. The severity of the "event" and its impact on human life, communication lines, etc., will determine the extent that we can continue classes.

Ethical conduct: The Goddard School of Business & Economics recognizes students as adults pursuing their education. The Goddard School Honor Code seeks to contribute to the development of appropriate individual and group behavior and encourages responsible citizenship within the University community. The administration of honor code policies will be conducted in a manner that will foster the ethical development and personal integrity of students and promote an environment that is in accord with the overall educational mission of the Goddard School and Weber State University.

Students are expected to maintain academic ethics and honesty. Prohibited activities include but are not limited to the following:

a. Cheating, which includes:

- i) Copying from another student's test;
- ii) Using materials during a test not authorized by the person giving the test;
- iii) Collaborating with any other person during a test without authorization;
- iv) Knowingly obtaining, using, buying, selling, transporting, or soliciting in whole or in part the contents of any test without authorization of the appropriate University official;

v) Bribing any other person to obtain any test;
vi) Soliciting or receiving unauthorized information about any test;
vii) Substituting for another student or permitting any other person to substitute for oneself to take a test.

b. Plagiarism, which is the unacknowledged (uncited) use of any other person's or group's ideas or work. This includes purchased or borrowed papers;

c. Collusion, which is the unauthorized collaboration with another person in preparing work offered for credit;

d. Falsification, which is the intentional and unauthorized altering or inventing of any information or citation in an academic exercise, activity, or record-keeping process;

e. Giving, selling, or receiving unauthorized course or test information;

f. Using any unauthorized resource or aid in the preparation or completion of any coursework, exercise, or activity.

Penalties for violation of the Goddard School Honor Code are severe, including consequences such as a failing grade in the class, dismissal from the university, and other penalties consistent with laws appertaining to state and federal codes.

Harassment/discrimination: Weber State University is committed to providing an environment free from harassment and other forms of discrimination based upon race, color, ethnic background, national origin, religion, creed, age, lack of American citizenship, disability, status of the veteran of the Vietnam era, sexual orientation or preference or gender, including sexual/gender harassment. Such an environment is a necessary part of a healthy learning and working atmosphere because such discrimination undermines the sense of human dignity and sense of belonging of all people in the environment. Thus, students in this class should practice professional deportment, and avoid treating others in a manner that is demeaning or derisive in any respect.

While diverse viewpoints and opinions are welcome in this class, in expressing them, we will practice the mutual deference so important in the world of work. Thus, while I encourage you to share your opinions, when appropriate, you will be expected to do so in a manner that is respectful towards others, even when you disagree with them.

If you have questions regarding the university's policy against discrimination and harassment you may contact the university's AA/EO office (626-6239) or visit its website:

<http://departments.weber.edu/aaeeo/>

Course Schedule

Session	Lecture topics
Week 1	The role of social media marketing
Week 2	Goals and strategies
Week 3	Identifying target audiences
Week 4	Rules of engagement for SMM and social media governance
Week 5	Social media platforms and social networking sites
Week 6	Paid social media influencers
Week 7	Content creation and sharing: blogs, podcasting, and webinars
Week 8	Visual storytelling
Week 9	Content marketing: publishing articles, white papers, and e-books
Week 10	Virtual communities
Week 11	Mobile marketing on social networks
Week 12	Social media monitoring and management tools
Week 13	Managing and staffing the organization for social media marketing
Week 14	Social media marketing plan
Week 15	Final project presentation

Bachelor of Science in Marketing – Major Requirements

[Proposed Changes to Marketing Major]

Prerequisites	Required Course	Course Title
Liberal Support Curriculum (13)		
	ENGL EN 1010 (3)	Introductory College Writing (“C” grade or higher required)
ENGL 1010	ENGL EN 2010 (3)	Intermediate College Writing (“C” grade or higher required)
	BTNY LS 1403 (3)	Environment Appreciation
MATH 1010 or MATH 1050 placement	MATH QL 1050 (4)	College Algebra (“C” grade or higher required)
Business Foundations (BF) [Minimum of “C-” or higher & 2.5 GPA] (16)		
	ACTG 2010 (3)	Survey of Accounting I
ACTG 2010	ACTG 2020 (3)	Survey of Accounting II
MATH 1050	ECON 2010 (3)	Principles of Microeconomics
MATH 1050, ECON 2010	ECON 2020 (3)	Principles of Macroeconomics
	MIS 2010 (1)	Business Computer Skills
MATH 1050	QUAN 2600 (3)	Business Statistics I
ENGL 2010 & MATH 1050 with “C” or higher, overall GPA of 2.5 or higher and Business Foundation GPA of 2.5 or higher. <i>(To be taken concurrently with the final Business Foundations class.)</i>	BSAD 2899 (0)	Business Foundations & Admission Assessment
Business Core [Minimum of “C-” or higher] (34)		
QUAN 2600	QUAN 3610 (3)	Business Statistics II
	BSAD 3200 (3)	Legal Environment of Business
BSAD 2899	BSAD 3330 (3)	Business Ethics & Environmental Responsibility
	BSAD 4620 (1)	Executive Lectures
BSAD 2899, BSAD 3200, FIN 3200, SCM 3050, MGMT 3010, MGMT 3200 or PS 3250, MKTG 3010, Senior Standing	BSAD 4780 (3)	Strategic Management (<i>GSBE Capstone – take last semester</i>)
BSAD 2899	International Course (3)	<i>(see BSAD Degree Map)</i>
ACTG 2010, ECON 2010, MIS 2010, QUAN 2600	FIN 3200 (3)	Financial Management
	MGMT 3010 (3)	Organizational Behavior & Management
MATH 1010	SCM 3050 (3)	Operations & Supply Chain Management
	MKTG 3010 (3)	Marketing Concepts & Practices
MIS 2010	MIS 2020 (3)	Introduction to Information Systems
ENGL 2010	MGMT 3200 (3) or PS 3250 (3) or ENGL 3100 (3)	Managerial Communications Business Communication Professional and Technical Writing
Major Required Courses [Minimum of “C-” or higher] (21)		
QUAN 2600	MIS 2030 (3)	Business Analytics
MKTG 3010 OR Concurrent Enrollment	MKTG 3100 (3)	Consumer Behavior
MKTG 3010	MKTG 3200 (3)	Selling & Sales Management
BSAD 2899, QUAN 3610	BSAD 3500 (3)	Introduction to Business Research
BSAD 2899, MKTG 3010, pre- or co-requisite: MKTG 3100	MKTG 3450 (3)	Promotion Management
BSAD 2899, ACTG 2020, MGMT 3200 or PS 3250 or ENGL 3100, MKTG 3010	MKTG 4400 (3)	Marketing Strategy
BSAD 2899, MKTG 3010	MKTG 4200 (3)	Digital Marketing
Major Elective Courses [Minimum of “C-” or higher] (6):		
Group 1 (Select Two 3-Credit Hour Courses)		
BSAD 2899, MKTG 3010	MKTG 3500 (3)	Services and Sports Marketing (Fall ONLY)
BSAD 2899, Instructor Approval	MKTG 4860 (3)	Marketing Internship
See Communication Department	COMM 3850 (3)	Advertising
BSAD 2899, MKTG 3010	MKTG 3600 (3)	International Marketing
BSAD 2899, MKTG 3010	MKTG 4300	Social Media Marketing & Strategy (Spring ONLY)
BSAD 2899, MKTG 3010	MKTG 3600 (3)	International Marketing
BSAD 2899, MKTG 3010	MKTG 4200	Digital Marketing
Group 2 (Select One 3-Credit Hour Course)		
MGMT 3010	MGMT 4300 (3)	Leadership and Group Effectiveness
BSAD 2899, SCM 3050, QUAN 3610	SCM 4100 (3)	Quality Management & Process Improvement
BSAD 2899, SCM 3050	SCM 4400 (3)	Global Supply Chain Management (Spring ONLY)
BSAD 2899	MGMT 4650 (3)	Negotiations (Spring ONLY)
BSAD 2899, BSAD 3200	BSAD 4210 (3)	Survey of Business Law

Critical Path:

MKTG 3010 → MKTG 3100 → MKTG 3450

MATH 0950 → MATH 0990 → MATH 1010 → MATH 1050 → QUAN 2600 → QUAN 3610 → BSAD 3500

* **Note:** Critical Paths indicate courses that have prerequisites that force the sequence to take several semesters to finish.

In order to stay on track for graduation, classes within the sequence should be taken at the earliest point possible.

All Math and Goddard School courses expire after 10 years from the date of completion.

For advising, please contact the Goddard School Advising Center at 801-626-6534 or email advisebusiness@weber.edu

Bachelor of Marketing

Graduation MAP

This is a suggested plan. Meet with an academic advisor to create a specific plan that best fits your academic needs. Remember, taking an average of 15 credit hours per semester facilitates timely graduation.



WEBER STATE
UNIVERSITY

Catalog Year 2019-2020: Math 0950

<input checked="" type="checkbox"/>	Course	Credit Hour	Semester Offered	Milestones & Notes
Freshman (Semester 1)				
	ENGL EN 1010 Introductory College Writing	3	Fall, Spring, Summer	<ul style="list-style-type: none"> Complete English 1010 and Math 0950 with a "C" or higher.
	MATH 0950 Pre-algebra***	3	Fall, Spring, Summer	
	American Institutions (AI)	3	Fall, Spring, Summer	
	BTNY LS 1403 Environment Appreciation	3	Fall, Spring, Summer	
	Total Semester Credits	12		
Freshman (Semester 2)				
	ENGL EN 2010 Intermediate College Writing	3	Fall, Spring, Summer	<ul style="list-style-type: none"> Complete English 2010 and Math 0990 with a "C" or higher.
	MATH 0990 First Course in Algebra***	3	Fall, Spring, Summer	
	Physical Science (PS)	3	Fall, Spring, Summer	
	Humanities (HU)/(DV)**	3	Fall, Spring, Summer	
	Total Semester Credits	12		
Sophomore (Semester 3)				
	MATH 1010 Intermediate Algebra	4	Fall, Spring, Summer	<ul style="list-style-type: none"> Complete Math 1010 with a "C" or higher. Complete MIS 2010 with a "CR".
	MIS 2010 Business Computer Skills (BF)	1	Fall, Spring, Summer	
	LIBS/BSAD 2704 Info Resources Bus Disciplines*	1	Fall, Spring, Summer	
	Creative Arts (CA)/(DV)**	3	Fall, Spring, Summer	
	Social Science (SS)/(DV)**	3	Fall, Spring, Summer	
	Physical Science (PS) or Life Science (LS)/(DV)**	3	Fall, Spring, Summer	
	Total Semester Credits	15		
Sophomore (Semester 4)				
	MATH QL 1050 College Algebra	4	Fall, Spring, Summer	<ul style="list-style-type: none"> Complete Math 1050 with a "C" or higher. Complete ACTG 2010 with a "C-" or higher. Maintain 2.5 GPA.
	ACTG 2010 Survey of Accounting I (BF)	3	Fall, Spring, Summer	
	MKTG 3010 Marketing Concepts & Practices	3	Fall, Spring, Summer	
	Humanities (HU) or Creative Arts (CA)/(DV)**	3	Fall, Spring, Summer	
	PS 3250, MGMT 3200, or ENGL 3100	3	Fall, Spring, Summer	
	Total Semester Credits	16		
<input checked="" type="checkbox"/>	Course	Credit Hours	Semester Offered	Milestones & Notes
Junior (Semester 5)				
	ECON SS 2010 Principles of Microeconomics (BF)	3	Fall, Spring, Summer	<ul style="list-style-type: none"> Complete ECON 2010, QUAN 2600, and ACTG 2020 with a "C-" or higher. Maintain 2.5 GPA.
	QUAN 2600 Business Statistics I (BF)	3	Fall, Spring, Summer	
	ACTG 2020 Survey of Accounting II	3	Fall, Spring, Summer	
	MIS 2020 Introduction to Information Systems	3	Fall, Spring, Summer	
	MKTG 3100 Consumer Behavior	3	Fall, Spring	
	Total Semester Credits	15		
Junior (Semester 6)				
	ECON SS 2020 Principles of Macroeconomics (BF)	3	Fall, Spring, Summer	<ul style="list-style-type: none"> Complete ECON 2020 with a "C-" or higher. Complete BSAD 2899 with a "CR". Maintain 2.5 GPA.
	BSAD 2899 Business Foundations & Admission Assessment	0	Fall, Spring, Summer	
	QUAN 3610 Business Statistics II	3	Fall, Spring, Summer	
	MGMT 3010 Organizational Behavior & Management	3	Fall, Spring, Summer	
	MKTG 3200 Selling and Sales Management	3	Fall, Spring	
	Total Semester Credits	12		
Senior (Semester 7)				
	MIS 2030 Business Analytics	3	Fall, Spring	<ul style="list-style-type: none"> MKTG 3450 is offered Fall Only. Maintain 2.5 GPA.
	SCM 3050 Operations and Supply Chain Management	3	Fall, Spring, Summer	

	MKTG 3450 Promotion Management	3	Fall	
	BSAD 3200 Legal Environment of Business	3	Fall, Spring, Summer	
	BSAD 3500 Introduction to Business Research	3	Fall, Spring, Summer	
	Total Semester Credits	15		
Senior (Semester 8)				
	FIN 3200 Financial Management	3	Fall, Spring, Summer	<ul style="list-style-type: none"> • Maintain 2.5 GPA. • Complete requirements for BSAD 4780 with a "C-" or higher. • Meet with Career Services
	BSAD 3330 Business Ethics & Environmental Responsibility	3	Fall, Spring, Summer	
	International Business Course (see list below)	3	Fall, Spring, Summer	
	MKTG 4200 Digital Marketing	3	Fall, Spring	
	Major Elective #1	3	Fall, Spring	
	Total Semester Credits	15		
Senior (Optional)				
	MKTG 4400 Marketing Strategy	3	Fall, Spring	<ul style="list-style-type: none"> • Apply for graduation.
	Major Elective #2	3	Fall, Spring, Summer	
	BSAD 4780 Strategic Management	3	Fall, Spring, Summer	
	BSAD 4620 Executive Lectures	1	Fall, Spring	
	Additional Elective Hours	4	Fall, Spring, Summer	
	Total Semester Credits	14		
	Total Bachelor Credits	120		

Gen Ed Breadth Requirements (do not duplicate departments)

<input type="checkbox"/> HU	<input type="checkbox"/> CA	<input type="checkbox"/> HU or CA
<input type="checkbox"/> SS	<input type="checkbox"/> SS	
<input type="checkbox"/> PS	<input type="checkbox"/> LS	<input type="checkbox"/> PS or LS
<input type="checkbox"/> DV (Double dip with breadth course)		

INTERNATIONAL BUSINESS COURSES: ACTG 4140 Accounting for Global & Complex Entities; **ECON 3110** International Trade; **ECON 3120** International Finance & Monetary Systems; **ECON 4170** Economic Development; **MIS 3710** Global Issues in Information Technology; **MGMT 3400** International Business; **MKTG 3600** International Marketing; **SCM 4400** Global Supply Chain Management

International Course Requirement may be fulfilled by a Study Abroad or Exchange Program – See the Advising Center for opportunities.

*LIBS/BSAD 2704 = University Computer Information Literacy (CIL) Requirement. LIBS 1504 (1 cr.) or LIBS 1704 (1 cr.) may also be used to complete the requirement.

**All Degrees require 3 credit hours of Diversity (DV) Credit. See the current *General Education Course List* for suggested DV courses that will also fill SS/HU/CA/LS General Education Requirements.

***Courses numbered below 1000 level do not count toward credits earned or GPA.

• Indicates milestones that must be completed in that semester in order to stay on track for graduation.

Revision Date: 11/10/2022

Proposed Marketing Minor

Marketing Minor Curriculum

Marketing Minor (15)		
Core Courses (2):		
Prerequisites	Course	Course Title
	MKTG 3010 (3)	Marketing Concepts & Practices
MKTG 3010 (can be taken concurrently with MKTG 3010)	MKTG 3100(3)	Consumer Behavior
Elective Courses (3):		
MKTG 3010	MKTG 3600 (3)	International Marketing
MKTG 3010	MKTG 4200 (3)	Digital Marketing
MKTG 3010	MKTG 3450 (3)	Promotion Management
MKTG 3010	MKTG 3200 (3)	Selling and Sales Management
MKTG 3010	MKTG 3500 (3)	Sports and Services Marketing (Fall Only)
MKTG 3010	MKTG 4600 (3)	Social Media Marketing (Spring Only)
MKTG 3010, MATH 1050/1090, QUAN 3610	BSAD 3500 (3)	Business Research
MKTG 3010, ACTG 2020, and Bus Com PS 3250 or ENGL 3100 or MGMT 3200	MKTG 4400 (3)	Marketing Strategy

Students are responsible for understanding any prerequisites for chosen electives. For non-business majors BUSAD 2899 will be waived. Other than the prerequisites, there is no critical path for the marketing minor courses. Courses have limited capacity.