

Marketing Program Review

**Department of Business Administration and Marketing
Goddard School of Business and Economics
Weber State University**

Review Committee

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Date of Site Visit

March 27, 2023

General Evaluation

The Goddard School of Business and Economics started offering the Marketing major in 2019 in response to growing student and industry demand for quality specialized business education with an emphasis on the field of marketing. Since the introduction of the Marketing major, the number of GSBE students declaring this major has increased at an average annual rate of 2.2% and currently constitutes 195 students. The program has five tenure-track faculty and typically four adjunct instructors to teach its offerings. During the program review, the review committee analyzed the self-study document provided by the Department of Management and Marketing, conducted meetings with administrators, faculty, advisors, support staff, and students, and toured instructional facilities. Based on our assessment of the documentation and the discussions conducted during the site visit, we were impressed by the academic rigor and instructional relevance of the program, as well as by the excellent supporting efforts of the advising and career services. While our assessment is largely positive, we noted a few areas with potential for improvement, most of which were already recognized by the department and program faculty. This review identifies the strengths and opportunities of the program and proposes recommendations for its future development.

Compared to similar programs in comparable institutions, the Marketing major at WSU is characterized by its emphasis on faculty-student face-to-face interactions, real-world engagement and collaboration, small class size, and low student-faculty ratio, all of which ensure high-quality instructional outcomes and great attention to individual student needs. The program offers a broad core curriculum in response to the diverse needs of local employers. Recent adjustments in the program follow the trends in the industry and meet employer demand. They include streamlining its electives, introducing Digital Marketing and Social Media Marketing courses, and developing a Marketing minor.

It should be noted that the COVID-19 pandemic and the resulting lack of face-to-face interaction, as well as faculty and staff transitions, slowed the process of aligning the program's goals with the mission and vision of GSBE, delayed the creation of a program-specific external Advisory Board, and impeded active student organization development (e.g., American Marketing Association student chapter and the WSU Marketing Club). Nevertheless, progress is being made in these and other areas.

Mission Statement

The mission of the Management and Marketing Department is "to help students learn how to create positive relationships with customers." The Marketing major program promotes this mission by offering relevant and current courses designed to provide the students with the knowledge of marketing theories and

cutting-edge practices and to facilitate the implementation of the acquired knowledge by developing hands-on marketing skills via class projects and some internships with local companies. The program incorporates the perspectives of external stakeholders by maintaining strong contacts with area businesses, inviting guest speakers and recruiters to classes, and conducting class projects in collaboration with local business clients. In the discussion with the dean and department chair, it was acknowledged that more attention could be paid to the actual mission statement for the Marketing major and the leadership team committed to revisiting that by possibly adding a vision statement.

Curriculum

The curriculum content for the Marketing major is based on the Management major marketing-focused specialization prior to the new major introduction and incorporates courses relevant to the current employment requirements and relevant state-of-the-art marketing instruction. The existing syllabi contain the normally accepted sets of learning goals and offer the learning activities to develop the requisite knowledge and skills needed for marketing. Students have multiple opportunities to interact with the faculty regarding the content of the curriculum and its relevance for their future employment, both during office hours and during various mentoring events. Currently, only two courses are offered in the online modality using the Canvas platform. While more efforts are made to develop online courses, it is not a priority of the program to offer a 100% online degree option due to its competitive positioning as a face-to-face student-focused high-quality offering. Most classes use High-Impact Educational Experiences (HIEE) or Center for Community-Engaged Learning requirements (CCEL) and carry those designations.

The Marketing program has recently introduced three major innovation initiatives:

1. A new Social Media Marketing course is being offered for the first time in Semester 2023.
2. The Marketing major course offerings were streamlined by the removal of rarely taken electives.
3. A 15-credit-hour Marketing minor has been developed for business and non-business majors.

The development of these initiatives has made a strong program even stronger. Faculty said the next major improvement they would like to see is “more room in the foundations level” to allow students to take more Marketing classes and provide opportunities for students to take electives, including the internship class. Students said what they want is an “interdisciplinary minor” that would allow them to take classes about website design, graphics design, and app design. They said experience with Adobe Suite would make them more marketable upon graduation.

The review committee was impressed by repeated references to “rigor and quality.” In that vein, faculty acknowledged that more assurance is needed to ensure that different sections of the same courses have the same minimum requirements and that more structured syllabi need to be provided for adjunct professors. They believe these standardizations can be accomplished while allowing both full-time and adjunct faculty the freedom to accomplish the same goals in different ways. The reviewers were also impressed by what faculty do to keep classes current. For example, faculty use the Google Ads program that gives students cutting-edge real-world experience. These hands-on approaches to curriculum design require the faculty to constantly update their knowledge and skills, which they do to greatly benefit students.

Student Learning Outcomes and Assessment

The Marketing program maintains a well-documented curriculum map with seven measurable student learning outcomes that align with the SLOs in the Goddard School of Business and Economics. Faculty regularly monitor adherence to the specific learning outcomes in each class to ensure that students are meeting the requirements in the Assurance of Learning process for accreditation with AACSB. Based on the most recent formal assessment, Marketing major students exceed an 80% threshold for evidence of learning for each of the seven marketing-specific learning outcomes. Moreover, Marketing students scored in the 99th percentile on the university-level ETS Major Field Test. The results of the Goddard

graduation survey show that graduates in the Marketing major indicate high satisfaction with their education (scoring 8 out of 10). While these efforts and results are phenomenal, faculty agreed they could be made more meaningful. The reviewers pointed out that using grades for assessment purposes could be problematic, suggesting assessing students on the associated SLOs for a course instead. This could be done through the use of a hidden assignment in Canvas. WSU's Office of Institutional Effectiveness could be consulted about the weighting of the data and obtaining the results. The faculty also discussed an alternative to the ETS Major Field Test that they thought might provide better data.

Academic and Career Advising

The program uses the GSBE's advising office staff to advise Marketing students in planning and completing their degrees. The advising office offers a resume development course (BSAD 2899) that prepares WSU students for GSBE admittance and introduces GSBE programs of study and concentrations, including the Marketing major. The GSBE advising office is represented on the College Curriculum Committee and participates in its meetings to offer suggestions and discuss student needs. The Marketing program faculty conduct regular meetings with the advising office staff to discuss new course developments, program changes and new initiatives in the marketing area. The advising office is also involved in student recruitment by doing high school outreach and proactively contacting students to increase retention. Currently, college-wide retention is between 70-80%. The college also employs student ambassadors and runs summer camps for high school students to attract them to the business profession.

The career development efforts are represented by the required Executive Teaching Series course that provides students with information regarding the job search process, personal branding, and networking. The course also features local business leaders and college alumni as guest speakers who introduce diverse aspects of businesses and business-related professions, including the marketing specialization. In addition to a university job fair, the college runs its own job fair inside the college building, with an emphasis on different business functions, including marketing. These efforts help not only introduce future marketing majors to the profession but also recruit new majors by highlighting the specifics of real-world jobs.

Faculty

All full-time faculty members have terminal degrees in marketing and are qualified to teach in the program. The adjunct instructors have appropriately accredited master's degrees and impressive job experiences as past or current top marketing executives. The program follows the WSU and GSBE systematic annual evaluation process. The program's instructors are highly praised by the students and administration (e.g., Dr. Clinton Amos received a WSU Presidential Teaching Award in 2020). The program faculty are actively involved in the student mentoring process, including career-related mentoring, undergraduate research, professional certification, and start-up commercialization activities (e.g., Dr. Jesse King, who teaches in the program, received a Faculty Mentor of the Year award in 2021). The faculty engage students in the community, supervise class projects for local businesses and nonprofits, and facilitate student internships with local enterprises. The Marketing program involves its students in global and international experiences by teaching global destination and Study Abroad classes. Faculty members are active in community service, serving on company advisory boards, participating in panel discussions, advising Weber State University administration, and judging WSU and local schools' student competitions.

All Marketing program tenure-track faculty members have terminal degrees in marketing and are active in research. In the past five years, the faculty have cumulatively published 26 peer-reviewed journal articles and participated in numerous research conferences. They also actively serve as peer reviewers in scholarly journals, having reviewed in total at least 100 manuscripts in the past five years. The faculty are pro-

vided with adequate professional development opportunities such as sabbatical leaves, annual professional development funds, research fellowships, and relevant technology access (e.g., updated computers and various software).

Support (Staff, Administration, Facilities, Equipment, and Library)

The Marketing program is supported by a strong support staff of administrative assistants in the college who help each other out as needed. The classrooms are well-equipped, and staff and faculty have up-to-date technology. They are supported by a knowledgeable and available IT staff. Through efficient interlibrary loan, the library can essentially provide anything students and faculty need. The leadership staff consisting of an interim dean and a department chair are strong, but new. The interim dean has only been in place since July 1, 2022, and the department chair is in her second year. Both are knowledgeable and hard-working to maintain the good reputation of the Goddard School of Business and Economics.

Relationships with the External Communities

The Marketing program maintains strong ties with the external communities, evidenced by bringing alumni and other business leaders to campus to participate in the Executive Lecture series and real-world class exercises with businesses and nonprofits. However, this is one area that could be extensively improved during the next review process. In five years, the schedule should include meetings with alumni and businesses. If a marketing advisory board is created, those members could be invited to the program review. Talking to these groups would have given reviewers a better feel for the achievement and excellence of the Marketing program.

Results of Previous Program Reviews

This is the first review for the Marketing program since it became its own major.

Program Recommendations

1. **Mission and Vision:** We applaud the dedication and effort of the GSBE faculty and administration to address the needs of students and employers by developing a new Marketing program. We recognize that the COVID-19 pandemic and the resulting faculty turnover delayed the formal goal formulation of the Marketing program, as well as its alignment with the *mission and vision* of the college. We also note that the administration and the Marketing faculty plan to revisit the mission and vision of the college and streamline the goals for all programs within the college during this academic year. We believe that continuing this effort is important for the success of the Marketing program.
2. **Diversity Learning Outcome:** We are impressed with the formal program assessment results as evidenced by the AACSB and various college and university-level tests and surveys. We believe that the marketing-specific proposed learning outcomes adequately reflect the knowledge and skills required by the marketing profession. We also suggest adding a *diversity appreciation category* to the Marketing student learning outcomes.
3. **Assessment Tool in Classes:** Assessment experts do not recommend using class grades as a means of assessing student learning outcomes. We recommend working with the Office of Institutional Effectiveness to create an *assessment tool inside Canvas* that lines up with the SLOs for each class and can be appropriated weighted to align with the marketing curriculum grid. Campus consultants in OIE can pull the data when needed for assessment reports.
4. **Exit Survey:** Given that very low numbers of graduating students fill out the exit survey evaluating the program, we propose making the exit survey a required assignment in the capstone class to capture the *employment placement* data.

5. **Marketing for Marketing:** We also suggest developing a strong link and engagement with graduating Marketing major and minor students by developing the program's social media accounts, email newsletters, and networking events.
6. **Consistency in Courses:** The scope and content of Marketing program courses are of high quality and based on the current scholarship and cutting-edge technological developments. The faculty teaching in the program use great creativity and diversity of assignments in their courses. Regular meetings are conducted to make sure class content does not overlap. To further improve the uniformity of goal achievement and assessment, we propose to *standardize and streamline class objectives and assessments* in the same courses taught by different instructors.
7. **Advisory Board:** To improve the visibility of the Marketing program in the region and strengthen the links with the local businesses, we support the intention of the faculty and administration to establish an external *Marketing Advisory Board*. The board could be instrumental in keeping the Marketing program course content current, helping student job placements, and raising funds for student Study Abroad or competition travel.
8. **Marketing Club and AMA Chapter:** While the COVID-19 pandemic impeded the functioning of the *Marketing Club*, we believe that a marketing-focused student organizations could provide additional real-world experience for participants. Establishing a WSU chapter of marketing student national organizations such as *AMA* is also suggested. Pending potential program extension and additional faculty lines, a Marketing lab can be established to help students link their acquired marketing skills to real-world business problems.
9. **Interdisciplinary Minor and Workshops:** Given student interest in in-house courses covering graphic design, app development and other technical courses, we suggest offering an *interdisciplinary minor* for Marketing students or *specialized workshops* in these subjects for partial class credit. Also, consider getting Marketing students involved with on-campus marketing professionals (e.g., in the Athletics and University Communications offices, or for developing innovative marketing solutions for other on-campus student organizations).
10. **Hire Women and Diverse Faculty:** As female reviewers, we definitely noticed no women on the faculty. However, we do note that the leadership team consisting of a dean and department chair are female. We suggest stressing other kinds of diversity in the upcoming faculty search.