



COMPREHENSIVE ACADEMIC PROGRAM REVIEW

Note: Enter "NA" wherever data are not applicable or not available for the program under review.

Program Characteristics

Academic Program Name: **Marketing**

Degree: **Bachelor of Business Administration (B.B.A.)**

Program CIP Code: **52.1401**

School and Department: **C. Lamar and Ann Wright School of Business Administration**

Time frame for this review: **2016-2017/2020-2021**

Date of last internal review: **March 2016**

Current date program reviewed for this report: **March 2022**

Program Goal Statement and Student Learning Outcomes

Program goal statement: The Bachelor of Business Administration in Marketing degree is designed to give graduates a foundation in the marketing process, which will prepare them for positions in marketing, professional sales, marketing research, advertising, and social media marketing. The focus of the program involves development of marketing professionals who are knowledgeable about current and emerging trends in marketing.

Program outcomes:

1. General business knowledge
2. Preparation for employment in the field of marketing.
3. High job placement rate in marketing and related fields
4. High employer satisfaction with marketing graduates
5. High graduate satisfaction with marketing program

Student learning outcomes:

1. Consumer behavior and choice: Students will demonstrate understanding of the fundamental activities and motives impacting consumer behavior and how marketing strategies influence consumer choice.
2. Promotion, including advertising and social media marketing: Students should be able to demonstrate understanding of basic advertising and promotion concepts and the role of advertising and promotion in the marketing mix.



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3. Marketing research techniques and procedures: Students should be able to demonstrate application of research techniques and procedures for assessing markets.
4. Understanding of marketing concepts and processes: Students should be able to demonstrate understanding of marketing concepts and processes and be able to integrate marketing efforts with other business functions.

Brief Assessment of Previous Program Review

Outcome of previous program review (brief narrative statement).

The most recent previous program review was conducted in 2016 and covered the review period of 2010-2011 through 2014-2015. Enrollment trends identified in that program review included a change in the mix of marketing enrollees including an increase in male students and an increase in enrollment among African American students and Hispanic students. That review also found significant turnover among marketing faculty during that review period.

Overall, the review found significant achievement of program outcomes and student learning outcomes across the marketing degree. In addition, it found that enrollment in the marketing degree had increased substantially in the previous review period. Staffing, particularly among Scholarly Academic faculty and among adjuncts and lecturers, was identified as a weakness, particularly due to the issue of turnover. The review called for the hiring of one or two additional full-time faculty members with a master's degree to serve as Scholarly and/or Instructional Practitioners.

What improvements have occurred since the last program review or assessment?

Since the 2016 program review, there have been improvements in the School of Business that have affected the marketing program and improvements in the marketing program itself. The School of Business received a significant donation that resulted in both the naming of the Wright School of Business (WSOB) and a substantial renovation of the business school building. This has resulted in superior teaching facilities and the addition of a number of classrooms, student work spaces, and collective gathering spaces. It has also resulted in substantial publicity as the WSOB continues to promote itself in the community and dispel the previous



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associations of community members that Dalton State was a 2-year school. Secondly, the WSOB successfully gained re-accreditation by AACSB in the fall of 2019. This accomplishment places the WSOB in the top caliber of business schools, a significant accomplishment in itself. Given that the previous reaccreditation involved a sixth-year review, achieving re-accreditation during the first time added to this accomplishment. Finally, the WSOB was reorganized to remove the chair positions in favor of an assistant dean position that is in charge of student interests. This has resulted in centralized tracking and promoting of student internships, helping students gain valuable career experience and networking connections.

Improvements specifically in the marketing program involve addressing some of the weaknesses that were detailed in the previous comprehensive program review. First, the issue of faculty turnover seems to have been addressed. The two Scholarly Academic faculty members, Jon Littlefield and David Williams, have been at Dalton State since the previous program review. A third faculty member, Dick Hennier temporarily transferred to the WSOB until his retirement and was replaced by Cortnee Bunch, a former marketing manager for a Chattanooga-based manufacturer. While hired to primarily teach business communications, Professor Bunch contributes to the major by coordinating social media marketing activities, serving as an internship mentor, and participating in research activities with other faculty members. She has been teaching marketing electives, including retailing, and the plan moving forward is for her to take a larger role in marketing courses. Curricular changes made to the marketing program involved culling the program for untaught electives, making clearer to students the expected courses that would be taught, and making social media marketing a required course in the major, which more clearly linked the major to the needs of the marketing community and industry. Finally, a course including advanced readings, focusing on Current Issues & Emerging Trends in Marketing, has been developed and successfully taught for a number of years during the summer, providing both an appealing elective and the ability to master important contemporary research and topics in marketing.

What changes or revisions have been made to the program, its curriculum, or its program/student learning outcomes since the last program review? Please include a follow-up discussion of the previous review's action plan?

The marketing program has remained relatively consistent with what was done in the previous CPR period. This has been intentional because the program has matured, fewer significant changes need to be made, and the more consistent faculty have helped solidify the program. Most of the changes have resulted from minor fine-tuning of the major to more appropriately meet the needs of graduating students and area employers, such as adding a readings class, making social media marketing a required class for the degree, and continuing to envision the marketing strategy class as a capstone (renumbered from 4081 to 4701 to reflect the capstone emphasis of this class).

The action plan from the 2016 review emphasized the need for one additional faculty member at the assistant or associate level, and another half- to full-time faculty member to serve in a part-time role. This action plan was suggested to keep up with the expected enrollment growth of the marketing program. The movement of Professor Dick Hennier from the School of Technology resulted in an interim solution until his retirement in 2018, and the hiring of Professor Bunch has suggested the promise of movement toward this goal; however, Professor Bunch has thus far been tasked with primary responsibility for teaching the Business



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Communication class instead of marketing electives. The loss of a faculty member who taught in the program (Dr. Williams) and the termination of the associated faculty line have negated the progress in achieving this goal.



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Student Demographics

Enrollment	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	% Change
Headcount	153	152	157	150	159	3.9%
FTE	23.83	24.58	30.33	31.25	28.5	19.6%
Enrolled Full-time	116	115	110	105	115	-.9%
Enrolled Part-time	37	37	47	45	44	18.9%
Female	74	74	75	75	89	20.3%
Male	79	78	82	75	70	-11.4%
Alaskan Native/Native American/American Indian	1	3	2	2	1	0%
Asian, Hawaiian, Other Pacific Islander	3		5		3	0%
Black/African-American	12	13	9	8	8	-33.3%
Hispanic	33	40	45	54	58	75.7%
Multi-racial	5	7	4	2	3	-40%
Undeclared					1	
White	99	89	92	84	85	-14.1%

Full-time equivalents and enrollment status are based on a 12-credit load for full-time status.

Analysis and comments on student demographics: Overall headcount for the marketing program since Fall 2016 has increased moderately (3.9%), while the number of students who enrolled full-time (-.9%) has stayed approximately the same. Part-time enrollees increased more substantially (18.9%). Total headcount in the marketing major was up to 159 students in Fall of 2020. Overall FTEs increased by 19.6%. During this time period, the makeup of students along gender lines changed significantly, with female students increasing by 20.3% while male students decreased by 11.4%. This continues the trend in female enrollees noted at the time of the 2016 program review. Large changes occurred in the ethnic make-up of marketing program students during this period. While African-American students decreased by 4 students, Hispanic students increased 75%, from 33 students in Fall of 2016 to 58 students in Fall of 2020. Part of this increase is likely the achievement of Dalton State as a Hispanic-Serving Institution (HSI) during the review period. As DSC's brand positioning increasingly focuses on the HSI status when marketing to students, this proportion is likely to increase. It could also be that the increased tracking of ethnic demographics resulted in more students declaring as Hispanic rather than as undeclared. White students during this same timeframe decreased slightly by 14 students.



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Faculty Indicators of Program Quality	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	% Change
School (not Department) faculty teaching in program (excluding Areas A through E)	n/a	n/a	n/a	n/a	n/a	
Full-time program faculty	3	2	2	3	3	0.0
Part-time program faculty	0	0	0	0	0	0.0
Total program faculty	3	2	2	3	3	0.0
Percent of program classes taught by full-time program faculty	100.0	100.0	100.0	100.0	100.0	0.0
Gender (full-time and part-time faculty)	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	% Change
Male	3	2	2	2	2	-33.3
Female				1	1	
Race/Ethnicity (full-time and part-time faculty)	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	% Change
Alaskan Native/Native American/American Indian	0	0	0	0	0	0
Asian, Hawaiian, Other Pacific Islander	0	0	0	0	0	0
Black/African-American	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0
Multi-racial	0	0	0	0	0	0
Undeclared	0	0	0	0	0	0
White	3	2	2	3	3	0
Tenure Status (full-time faculty)	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	% Change
Tenured	2	1	1	1	1	-50.0
On-tenure track	1	1	1	1	1	0
Non-tenure track	0	0	0	1	1	
Rank (full-time faculty)	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	% Change
Professor	0	0	0	0	0	0
Associate Professor	2	1	1	1	1	-50%
Assistant Professor	1	1	1	1	1	0
Instructor/Senior Lecturer/Lecturer	0	0	0	1	1	



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Faculty Indicators of Program Quality

Highest degree (full-time faculty)	2016-17	2017-18	2018-19	2019-20	2020-21	% Change
Doctorate	2	2	2	2	2	0
Specialist						
Master's	1	0	0	1	1	0
Bachelor's						
Associate's/Other						

Provide additional details, analysis, and comments regarding faculty indicators of program quality.

The Scholarly Academic (SA) faculty, Jon Littlefield and David Williams, remained consistent throughout the review period. Both are white males with doctoral-level qualifications. Dr. Littlefield began the review period as a tenure-track Assistant Professor and was promoted to Associate Professor and tenured in 2018. Dr. Williams began the review period as a tenure-track Assistant Professor and continued in that capacity until Spring 2021. A third faculty member, Dick Hennier, transferred from the School of Technology in 2016 and taught in the program briefly until his retirement in 2018. His status was that of tenured Associate Professor, and he was a white male with a master's-level (MBA) qualification. Professor Cortnee Bunch, a white female with master's-level (MBA) qualification, was hired in 2018 as a lecturer in marketing. As of Spring 2021, Professor Bunch has begun a Ph.D. program in marketing at the University of South Alabama. Dr. Raina Rutti, a white female, was the instructor of record for one section (3 students) of MARK 4900 during the fall of 2017. While she was qualified at the doctoral level, she was trained in management rather than marketing.

Overall, the consistency of the doctoral-level SA faculty is a strength of the program throughout the review period; however, the loss of the second SA faculty line in Spring 2020 promises to negatively impact that consistency moving forward. While the ethnic diversity during the review period has been negligible, the hiring of Professor Bunch has increased the gender diversity of the rather small program faculty substantially. Further, Professor Bunch has already begun positioning herself as an eventual SA faculty member by working on publishing activities with fellow WSOB faculty members.



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Indicators of Measures of Quality

Student Input	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	% Change
Mean ACT score	19.7	19.5	19.5	19.4	19.6	-.01%
Mean SAT score	472	468	467	464	461	-2.3%

If applicable to your degree program, provide any additional external quality assurance data/information or results (e.g., professional accreditation results, National Survey of Student Engagement [NSSE], market rankings, etc.).

From the chart above, there have been very small decreases in initial student measurements. The mean ACT score has decreased from 19.7 in the fall of 2016 to 19.6 in the fall of 2020—a decrease of .01%—while the mean SAT score has decreased from 472 in the fall of 2016 to 461 in the fall of 2020—a decrease of 2.3%. While these decreases are minimal, they seem to represent a consistent trend throughout the program review period suggesting that less prepared students are entering the degree program.

During the fall semester of 2019, the WSOB successfully completed its 5-year AACSB continuous improvement review (CIR). It should be noted that the AACSB is the highest level of accreditation for schools of business, achieved by less than 5% of business schools internationally. According to the AACSB, this achievement indicates excellence in “teaching, research, curricula development, and student learning.”



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Indicators of Measures of Quality

Student Output	2016-17	2017-18	2018-19	2019-20	2020-21	% Change
Exit scores on national/state licensure (If applicable)						
Graduating majors' mean GPA	3.08	3.22	3.03	3.11	3.17	2.9%
Employment rate of graduates (if available)	n/a	n/a	95%	95%	95%	0%
Number of students entering graduate/professional programs				1		

Describe the extent to which students have achieved current program outcomes during this program review cycle (most recent year).

There are five overall program-level outcomes for the marketing program: (1) attainment of general business knowledge by marketing majors, (2) preparation for employment in the field of marketing, (3) high job placement rate in marketing and related fields, (4) high employer satisfaction with marketing graduates, and (5) high graduate satisfaction with marketing program.

The target for the first program outcome, attainment of general business knowledge, is that 70% of marketing majors will reach the 75th percentile of the ETS Major Field Test (MFT). This target is consistent with the long-term target of the WSOB as a whole, although there has been discussion about adjusting that target to be more consistent with the mission of the WSOB. There are three internal mechanisms that encourage achievement of the first outcome. First, lower-division students (freshmen and sophomores) must meet certain criteria, including a minimum grade point average and taking particular preparatory courses such as speech, introductory math, and calculus prior to matriculating formally into the upper division. This process is audited by professional and faculty advisors. A curriculum change occurred during the Spring of 2020 that removed the global upper-division prerequisite for upper-division classes, but this was replaced with a more appropriate course-centered prerequisite structure. Second, core business classes must be passed with at a minimum grade of C in order to graduate. Finally, during the senior capstone course on strategic management, a major field test is administered. During most of the review period, the WSOB used the ETS Major Field Test; however, the school has tested the use of a custom internal test in order to attain more detailed data. However, the data from ETS are limited to overall summary data and do not provide specific program-level program outcome metrics, something that would be feasible with the internal test. For Spring 2021, the 75th percentile represented a score of 161 on the MFT. For the 10 marketing majors that took the test in the most recent period related to the review (Spring 2021), two achieved a score of at least 161, placing them at or above the 75th percentile. **Action plan: It seems the target score is an artifact of an earlier era and has not been revisited at least during the duration of the review period. The action plan to address the first program outcome will be carried out at the WSOB level in order to maintain standardization of program outcomes across WSOB degrees. Ultimately the consensus seems to be that the 75th percentile is a very high bar given the general competitiveness of students of AACSB accredited schools of business. The WSOB has begun discussion to change the target score for the MFT across all majors to one that is more aligned with our mission. Once the new target is decided on, curriculum mapping to identify where specific marketing skills are learned will be performed. Finally, Dean Helms has agreed to purchase additional level data from ETS in order to better assess the areas within marketing (and other WSOB fields) where students are lacking knowledge.**

The target for the second program outcome, preparation for employment in the field of marketing, is that 70% of reporting graduates will express that they were prepared for employment. While data collection to support achievement of this goal has ceased, anecdotal evidence suggests that the recent strong job market has helped marketing majors successfully attain entry-level positions appropriate to their training. Second, while there have been students applying and being accepted into graduate programs, no consistent effort has been dedicated to a formal count of these. **Action plan: Data collection will be re-instituted in the final graduate survey to assess graduating student perceptions of their preparedness for either post-college employment or graduate school, whichever is appropriate. Additionally, a second survey will be conducted by the WSOB Dean’s Office one year after they graduate to assess their perceptions at that time. Again, it should be noted that we believe we are accomplishing this outcome; we simply have not collected consistent data to support achievement of that outcome.**

The target for the third outcome, high job placement, is that 70% of responding graduates would report placement in marketing and related jobs after graduation. The third and fourth outcomes are related to the second outcome. The better job we do in preparing students for fields in marketing, the more likely graduates are to be placed in appropriate positions and the more likely employers are to be satisfied. Positive economic data likely influences employment rates, and for marketing these are estimated by the WSOB administration. These estimates arise both from informal reporting of employment and from anecdotes shared among faculty and administrators. In this job market, even marginally performing students seem to succeed. **Action plan: In compiling data for this report we learned that, while the graduate satisfaction survey included a question of students’ majors, that question was located at the end of the survey and students rarely filled in the major data. That survey has now been updated so that major will more likely be completed by graduating seniors.**

For the fourth program outcome, high satisfaction with marketing graduates, the target is that 70% of reporting employers will report high satisfaction. Interactions with employers by faculty and WSOB administrators suggest a high degree of satisfaction with the WSOB graduates they hire. The implementation of the Employer of the Day program has given us an opportunity to interact directly with employers in this respect. **Action plan: The Assistant Dean will develop an employer satisfaction survey to be administered every other year. The metric used to assess the 70% target will be the average of employer responses to their satisfaction with WSOB graduates.**

The target for the fifth program outcome, graduate satisfaction, is that 70% of reporting marketing graduates will express at least a “good” level of satisfaction with the quality of education provided. This outcome has been achieved throughout the review period. Graduates with whom we remain in contact tend to express a high degree of satisfaction with the marketing program, and satisfaction surveys of graduates tend to rate satisfaction high. While satisfaction surveys are not conducted by major, it was possible to match student ID numbers semester by semester from data collected from business students. The specific metric used was “overall quality of education of the WSOB.” Note that while there are some gaps in data collection, the numbers below represent overwhelmingly high degrees of satisfaction. Data for all business graduates are presented in the table below:

	F16	F17	S18	F18	S19	F19	S20	F20	S21
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Excellent	26	31	44	32	49	28	42	21	44
Good	28	25	30	21	29	11	26	10	23
Fair	4	2	3	6	4	3	1	2	1
Poor	0	0	0	0	0	0	0	0	0
Very poor	0	0	1	0	0	0	0	0	0

And the following table includes satisfaction data specific to marketing (or marketing systems—the name of the previous major) graduates:

	F16	F17	S18	F18	S19	F19	S20	F20	S21
Excellent	5	4	5	2	11	10	10	1	9
Good	3	4	9	4	4	0	3	3	2
Fair	0	0	1	0	0	0	0	0	0
Poor	0	0	0	0	0	0	0	0	0
Very poor	0	0	1	0	0	0	0	0	0

Describe the extent to which students have achieved current student learning outcomes during this program review cycle (most recent year).

Attainment of student learning outcomes are tracked using Weave on at least a biennial basis. This allows periodic review and adjustment of specific course offerings and overall curricular design. Results for the most

recent assessment are provided below. As a reminder, the student learning outcomes were as found in the following list:

1. Consumer behavior and choice: Students should be able to demonstrate understanding of the fundamental activities and motives impacting consumer behavior and how marketing strategies influence consumer choice.
2. Promotion, including advertising and social media marketing: Students should be able to demonstrate understanding of basic advertising and promotion concepts and the role of advertising and promotion in the marketing mix.
3. Marketing research techniques and procedures: Students should be able to demonstrate application of research techniques and procedures for assessing markets.
4. Understanding of marketing concepts and processes: Students should be able to demonstrate understanding of marketing concepts and processes, and be able to integrate marketing efforts with other business functions.

Student Learning Outcome	Target	Assessment
<p>Consumer behavior and choice: Students should be able to demonstrate understanding of the fundamental activities and motives impacting consumer behavior and how marketing strategies influence consumer choice.</p>	<p>The MARK 3011 (Consumer Behavior) course is a survey of the field of consumer behavior, with significant emphasis on the interpretive side of the field. Student groups in MARK 3011 complete a paper and presentation on a cultural occurrence (e.g., a ritual or rite of passage) and discuss its consumer behavior implications in regard to peer-reviewed consumer behavior literature. The target for this assignment is that 70% of students will achieve a grade of at least 70 on the paper and presentation.</p>	<p>During the spring of 2020 (the most recent administration of the course within the review period), 22 out of 26 students achieved a grade of at least 70% on the paper (84.6%) and 25 out of 26 students achieved a grade of at least 70% on the presentation (96.2%).</p> <p>The target was achieved.</p>

<p>Promotion, including advertising and social media marketing: Students should be able to demonstrate understanding of basic advertising and promotion concepts and the role of advertising and promotion in the marketing mix.</p>	<p>The MARK 3570 (Integrated Brand Promotion) course surveys promotional methods with a heavy emphasis on advertising strategy and creative development. Student groups in MARK 3570 research a subculture of consumption (with course-based IRB approval) and construct an advertising campaign targeting key consumption motives of that group. The target for the project is that 70% of students will achieve a grade of at least 70 on the final “pitch” presentation.</p>	<p>During the fall of 2020 (the most recent administration of the course within the review period), one section of MARK 3570 was offered with an enrollment of 25 students. Of those 25 students, 100% achieved a grade of at least 70 on the “pitch” presentation.</p> <p>The target was achieved.</p>
<p>Marketing research techniques and procedures: Students should be able to demonstrate application of research techniques and procedures for assessing markets.</p>	<p>MARK 4121 (Marketing Research) focuses on the assumptions, processes, and analysis tools involved in conducting marketing research. The course emphasizes both quantitative methods such as surveys and qualitative methods such as focus groups, interview techniques, and visual projective methods. Rather than a course project, students in MARK 4121 do 10 separate writing assignments that focus on various research methods (e.g., identifying logical fallacies, construction of scales, data analysis). Combined, these writing assignments represent 30% of</p>	<p>Students in MARK 4121 during the fall of 2020 (the most recent administration of the course within the review period) were assessed for this learning objective. In order for this target to be met, 70% of students must have scored at least a 21 on the combined writing assignments. Out of 18 students in the course, 16 (88.8%) achieved at least a 21.</p> <p>The target was met.</p>

	<p>the course grade. The target is that 70% of students will earn at least 70% of the points on the combined writing assignments.</p>		
<p>Understanding of marketing concepts and processes: Students should be able to demonstrate understanding of marketing concepts and processes and be able to integrate marketing efforts with other business functions.</p>	<p>MARK 3010 (Principles of Marketing) in a general introduction of marketing for all business majors. It focuses on the basic building blocks of the field of marketing (the 4 Ps) and continues to include coverage of marketing strategy, research, promotion and selling, and other marketing topics. In MARK 3010, the final course project is construction of a marketing plan for a brand of the student's choice. This is an individual project that results in a paper submitted at the end of the semester. The target is that of marketing majors taking MARK 3010, 70% will achieve a score of at least 70 on the marketing plan.</p>	<p>Marketing major performance in MARK 3010 in spring of 2021 (the most recent administration of the course within the review period) was used to assess this learning objective. Note that marketing majors represent only a portion of students taking MARK 3010. Of the 80 students enrolled in the two sections of MARK 3010 during the review semester, 13 were marketing majors. Of the marketing majors, 10 (76.9%) scored greater than 70 on the marketing plan project.</p> <p>The target was achieved.</p>	



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Indicators of Measures of Quality

If available, provide additional information and/or results of other indicators of quality related to student output such as completed satisfaction surveys, employer satisfaction surveys, stakeholder satisfaction surveys, completion and continuation rates, attrition rates, starting salaries of graduates, etc.

While data here are only periodically collected formally, anecdotal data including discussions with employers, continued faculty connection with graduates (via email, LinkedIn, or other media), and discussion with other WSOB stakeholders suggests that marketing majors gain an education that prepares them well for their future endeavors.

Describe efforts undertaken to achieve and maintain curricular alignment within the program and currency to the discipline.

While the marketing program is largely a mature program, we have made continuous efforts to assess the continued viability of the educational experience and to make adjustments when appropriate. One example of these adjustments involved making a course in social media marketing a required course in the marketing major. This allowed us to highlight an important development in the field of marketing and continue to meet the needs of graduates and employers by requiring this course. Another example is the institution of a course in sports marketing, which allowed us to both highlight a potential career path for marketing majors and also to support the return of athletics at Dalton State. A final example is the new offering, during Spring 2020, of a course in retailing, which is an important potential career path for marketing majors.

Indicators of Measures of Viability

Internal Demand for the Program	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	% Change
Number of students enrolled in the degree program	153	152	157	148	159	3.9%
Number of students who applied to the program (if applicable)						
Number of students admitted to the program (if applicable)	65	56	62	57	n/a	
Percent of classes taught by full-time faculty	100	100	100	100	100	0.0%

Describe additional details as deemed appropriate.

As indicated in the chart above, the marketing major continues to be a popular major within the Wright School of Business. The 3.9% increase in number of students enrolled in the major over the evaluation period (from 153 in Fall 2016 to 159 in Fall of 2020) indicates the major continues to be viable. Further, while the



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2019 number fell slightly from Fall 2018 to Fall 2019, the number of students admitted to the marketing major (defined as the number of students in their first semester as a marketing major) has varied only minimally during the period. Finally, during the entire evaluation period, 100% of marketing classes have been taught by full-time faculty.

Indicators of Measures of Productivity

Graduation	2016-17	2017-18	2018-19	2019-20	2020-21	% Change
Number of degrees conferred	14	22	28	23	24	71.4%
Total student credit hours earned	125	123	119	118	118	-5.6%

Describe any institutional-specific factors impacting time to degree.

At the college level, a number of changes have positively impacted both the number of degrees conferred in the marketing major and the total number of credit hours earned by students. Specifically, the number of marketing degrees conferred has increased 71.4% during the evaluation period, from 14 in 2016-2017 to 24 in 2020-2021. During that same time period, the average total credit hours earned by students has decreased by 5.6%.

Mostly, these changes have been influenced by a reorganized advising structure with professional advisors specifically dedicated to freshman and sophomore WSOB students while faculty advisors worked with students in their junior and senior years. This program that was unfortunately discontinued during the 2019-2020 academic year. This advising structure had helped encourage students to map out their plan to graduation such that they met the necessary prerequisites and allowed for courses to be taken in the semester when they were available. An additional factor is training of faculty advisors in curriculum and in DegreeWorks. The previous stability of the WSOB professional advising function over the evaluation period (particularly until the previously described advising staffing change) had also positively influenced the major's productivity. A change in emphasis to focusing on 5 courses per semester to graduate in 4 years has been adopted during the review period, which has also helped productivity.

Finally, significant steps have been taken to ensure students have taken the "big 5" prerequisites for the strategic management (MNGT 4701) course. (MNGT 4701 is a capstone course for all business majors and must be taken in the final available semester. Its prerequisites are MARK 3010, MNGT 3051, FINC 3056, LSCM 3251, and BUSA 3701.) Advising meetings often document the requirement for the big 5 prior to the final semester, and professional and faculty advisors inform students of the requirement. Finally, the instructor of



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MNGT 4701 audits the prerequisites for students taking that course and informs both students and their advisors of any discrepancies between the course requirements and their ability to take the course.

Evidence of Program Viability

Based on evidence from **ALL of the above** information, data, and analysis, discuss whether continued resources should be devoted to this program. This discussion must be evidence-based. Your comments should consider external factors and address questions such as the following: Are your students getting jobs? What is the job outlook for graduates? Are students prepared for the jobs they get? How is the field changing? Are program faculty members in contact with employers and getting back feedback on graduates' job performance? Do employers state or suggest a need for changes in the program?

As the previous information demonstrates, the marketing major continues to be a popular and viable major within the WSOB and DSC. Enrollment is steady and substantial, and evidence provided suggests satisfaction with marketing majors by employers (as supported by placement data and discussions with business stakeholders). In the rare situation when the WSOB receives feedback from employers that is critical, there are curricular processes to make adjustments to the major, as discussed in the previous sections.

While we have discussed the major field changes to emphasize social media marketing, we have adapted to that change by instituting a change in the major to make a course in that area required for the degree. In total the outlook seems to be positive for those earning marketing degrees. One caveat, however, should be mentioned—the impact of COVID-19 on the economy and the resulting job loss seemed to have only a temporary effect on college students in the past year. The recovery from COVID-19 shutdowns seems to have helped create a very strong job market for marketing majors, one that will likely continue for several years in the future particularly in the area of services. We continue to be flexible and adjust to any changes in employment trends and foresee a positive position moving into the future.

Program Strengths and Weaknesses

Based upon this review, what are the strengths and weaknesses of the program?

Strengths:

Strengths of the program include a dynamic curricular perspective that allows for adjusting to changes in the employment market. As discussed previously, faculty in the marketing major have evidenced consistent success in achieving student learning objectives in marketing courses. Faculty consistency has been a positive trend; most of the marketing faculty during the review period were tenure-track and had been at Dalton State during the entire review period. Finally, continued attainment of AACSB accreditation has placed the WSOB in the top 5% of business schools internationally, a significant reputational advantage for attaining a positive brand position for the WSOB, for the marketing major, and for DSC as a whole.

Weaknesses and concerns:

While the strengths of the marketing program are significant, funding for staffing has been lacking, and represents a weakness. Having only one full-time tenure-track faculty member, in addition to a lecturer whose time is only partly applied to the marketing program, has severely limited the potential course availability for students and has likely contributed to slower than optimal growth in the major. While the addition of Cortnee Bunch as a marketing lecturer has been a positive indicator, her small amount of teaching in the major has limited her impact. Another weakness is the lack of funding for items that were previously expected to be present in the newly renovated building. Specifically, the placement of a marketing research lab in the building has not taken place due to funding limitations. The vision was to have a location to conduct focus group interviews both in training students and in providing that service to local businesses; however, the funding for that project did not come to pass in the renovation.

Recommendations for Follow-Up and/or Action Plans (if needed)Issue/Concern:

As we move forward in the marketing degree, plans for adjusting some of the weaknesses mentioned above will contribute to positive program outcomes. First, application of additional faculty FTEs to the marketing degree will allow coverage of additional marketing electives such as international marketing and services marketing. This would have the impact of filling out the major to be competitive with similar regional institutions such as the University of North Georgia, University of Tennessee—Chattanooga, and Kennesaw State University, all of which have much more extensive course offerings.

Another goal will be to complete construction of the marketing research lab, which will allow us to both serve the community with the potential of a focus group data collection location and to better train marketing majors in this important source of qualitative marketing research data.

Third, placement and tracking of employment at the level of the administration will be beneficial to the marketing major. The WSOB Dean's office may be the ideal focal point of this information gathering process, perhaps through the Assistant Dean.

Finally, as Professor Bunch continues to encourage marketing majors to gain skills in social media marketing, the formal institution of a degree path dedicated to social media marketing training will help make that process more concrete and more available to other WSOB students.

Specific action(s):

To address the first issue of additional FTEs dedicated to the marketing program, the increased utilization of Professor Bunch will assist in the ability to offer additional sections of marketing courses, particularly needed electives. While current discussions about fine-tuning business majors, including marketing, could also assist in decreasing the need to offer marketing-specific courses, the risk of diminishing the quality of the major exists with that alternative. Ultimately, lobbying for the replacement of the tenure-track line that Dr. Williams occupied until Spring 2021 will need to occur at the administration level (WSOB Dean and Provost). Without the replacement of that faculty line with a Scholarly Academic (i.e., doctoral degree and active research agenda), there exists a constraint in the future quality of the marketing major.

To address the second issue of the lack of a marketing research lab, the first step would be to find a consultant to design the facility. Since focus group labs tend to be technologically sophisticated in audio-visual data collection equipment, the second step will be acquiring funding for the modification of the designated classroom to be consistent with the design specifications. Once modified, that room and the adjoining room will need to be reserved for the research function during usual classroom meeting times; however, research-intensive courses may still utilize those teaching spaces. Finally, promotion of the facility to potential research organizations may take place, such that an additional revenue source may be provided to the WSOB/DSC.

To address the third issue, that of placement tracking, the WSOB Assistant Dean may be utilized to encourage data collection and reporting.

The final issue, development of a career path that specifically emphasizes social media marketing, may take one of a number of potential forms. With the addition of several courses in advanced social media marketing or the use of existing courses offered in the Department of Communication, particularly focused on social media tactics and advanced metrics, the possibility of a minor in social media marketing exists. Another possibility involving additional course offerings would be a certificate program.

Expected outcomes:

Overall, our hope is both to increase the number of marketing majors starting and completing the marketing degree program and to improve the quality of education that the program provides. Increasing the number of Scholarly Academic faculty dedicated to the major will increase the number and variety of course offerings, which will allow students quicker degree completion and more potential areas of focus within their major. The addition of a social media marketing minor will allow marketing students to demonstrate their proficiency in social media marketing and to better link their skills with needs of employers. The marketing research lab would both allow more thorough and high impact experiential training in marketing research techniques



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(particularly focus groups) for marketing and other WSOB majors and have the potential of adding income from occasional community non-profit or corporate clients. The visibility of WSOB would be augmented with additional public relations messaging related to the lab, increasing our standing in the community. By better tracking majors after their graduation, we would hope to achieve further involvement in mentoring and placing current WSOB students plus increased opportunities to contact them with WSOB-specific giving opportunities.

Time frame for achievement:

While the timeframe for these achievements represents multiple years of activity, the main constraint in terms of achieving these outcomes is financial in nature. The addition of a Scholarly Academic faculty member is a clear priority. The marketing major, the 5th 7th largest enrollment bachelor's degree offered at Dalton State, has only one Scholarly Academic faculty member in marketing, with one half of a single lecturer's time dedicated to marketing courses. For the marketing research lab, the design process can take place immediately upon budget allocation and finding an architect/designer. Then the subsequent equipment purchase would be contingent upon financial resources. For the social media marketing minor/certificate, the design of the program can take place immediately; however, the implementation in terms of additional course offerings would be contingent upon additional faculty resources being dedicated to the project.

Person(s) responsible:

As previously detailed, the application of financial resources to the first, second, and fourth issues would fall under the purview of the WSOB Dean championing those projects with higher administration. The third issue could be undertaken by the Assistant Dean of the WSOB.

Resources needed:

Financial resources have been detailed earlier in the plan. Once a Scholarly Academic faculty line is approved for marketing, the hiring process can take place. Given the comparatively low faculty financial remuneration and the potential negative reputation among the marketing academic community related to Dr. Williams' departure, finding a candidate with a unique desire to be in the geographic area of Dalton State will be a priority. For the marketing research lab, finding a designer will be the first resource needed, while the subsequent furniture/equipment purchase is the larger financial resource needed. The availability of the marketing research lab, and the adjoining room at times, will be needed. Finally, the additional staffing position outlined previously can be partly applied to offering additional, advanced social media courses for the minor.



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Prepared by:

Signature [Signature] Date: 5-18-2022

Dean's Approval: Signature: [Signature] Date: 5/18/2022

Approval of the Chair of the DSC Comprehensive Program Review Committee: Signature: [Signature] Date: 5/18/2022

Vice President of Academic Affairs (VPAA) Categorical Summation:

Check any of the following to categorically describe action(s) the institution will take concerning this program.

- Program MEETS Institution's Criteria
- Program is critical to the institutional mission and will be retained.
- Program is critical to the institutional mission and is growing, or a high demand field, and thus will be enhanced.
Program DOES NOT MEET Institution's Criteria for continuation.
- Program will be placed on monitoring status.
- Program will undergo substantive curricular revisions.
- Program will be deactivated.
- Program will be voluntarily terminated.
- Other (Please elaborate):

VPAA Signature: [Signature] Date: 05/19/22

Bruno Hicks, Ed.D.
Provost and Vice President for Academic Affairs
Dalton State College