

MARKETING DEPARTMENT PROGRAM REVIEW

Classification of Instructional Programs (CIP) Code: **52.1401**

College of Business
Florida Atlantic University (FAU)

2007-2013 Program Review, Self-Study Component

Prepared by:

James Gray, Chairman

with guidance/support/input from all affected full-time and part-time program faculty members

Fall, 2013

SECTION A: MISSION OF THE PROGRAM

The Marketing program, housed within the FAU College of Business (CoB), contributes in several ways to the mission of both the college and university. The program has been a mainstay in the college of business BBA program providing one course within the required core courses of study for all BBA graduates, and a range of electives for students who choose to major or minor in marketing.

The program offers one degree – a bachelor of business administration (BBA) in Marketing. The large majority of courses (over 85%) are offered via face-to-face (F2F) format with a minority offered via mixed mode/online format.

The MISSION of the Marketing Program at Florida Atlantic University (FAU) is excellence in three areas:

1. Teaching, to develop students' intellectual preparation to solve marketing problems
2. Research, produced by faculty who conduct and publish high quality research
3. Service, with department members providing professional, business, university and community service

The FAU Marketing Program mission is tied concretely to the FAU overall strategic plan: ["*Making Waves: Celebrating and Cultivating Discovery, Diversity, and Distinction*"](#).

The FAU Strategic Plan is in the process of being updated; however, the program's mission is highly likely to incorporate any future strategic plan changes with the existing mission statement.

Some of the areas of the strategic plan that tie directly to the Mission statement include: Item #1 in the Mission Statement above relates directly to the Strategic Plan Commitment to: *"Prepare students to fulfill a productive destiny in the workplace..."*

Class projects occasionally include case studies of actual company situations

"Increase FAU's Community Engagement/Expand Opportunities for experiential learning including internships/externships/field experience, service learning, and co-curricular programs

Students holding interests in common with those of the faculty may participate in directed independent study (DIS) courses. These directed independent study projects have, upon occasion, led to scholarly output in terms of papers, reports, and presentations commensurate with the undergraduate level and sophistication of those enrolled. This follows the university-wide *Quality Enhancement Program* [QEP] initiative "distinction through discovery" whereby undergraduate students are strongly encouraged to showcase their research and prepare for graduate school and beyond. One of our faculty members serves on the QEP Advisory Board.)

In general, the program's mission statement is focused and detailed to develop an exceptional program while adapting its particular goals to those of the broader university strategic plan.

SECTION B: EXTERNAL PROGRAM ACCREDITATION

The Marketing program at Florida Atlantic University (FAU) is accredited by both SACS – The Southern Association of Colleges and Schools (www.sacs.org) as well as the AACSB – The Association to Advance Collegiate Schools of Business (www.aacsb.edu) as part of its role within the larger FAU College of Business and within the university.

All faculty members participated as required in the most recent SACS (2011) reaffirmation process as well as the AACSB reaffirmation process (2012).

Discipline specific accreditation in Marketing is neither available nor being pursued.

Findings and recommendations from the most recent AACSB reaccreditation were not specific to the department; however, the general concern relative to faculty rates of publication (AACSB) and specific credentialing details (SACS) have resulted in some changes in the incentives and processes for faculty assignments that are used in the department.

SECTION C: INSTRUCTION

Overview

The FAU Marketing Program, exists as a major area of study within the bachelor of business administration degree (BBA) Program.

As such, the marketing curriculum fits within the narrow range of credit hours offered by a major housed in a large college of business. The marketing-specific coursework will be discussed in greater detail later in this section.

Enrollment and Demographic Information

(<http://iea.fau.edu/review/2012/enroll/MKTEnroll.xlsx>)

It is important to note that the marketing program has weathered a pronounced shrinkage in the number of marketing majors during the period.

Year	2006-7	2007-8	2008-9	2009-10	2010-11	2011-12
Majors	646	566	573	475	390	369

This marked decline likely has roots in several different areas. The recessionary economic environment certainly contributed to some of the early period declines in 2007-8-9, but does not account for the overall reduction in marketing majors. Another factor which was uncovered during informal discussions with students is the perception that with increasing consolidation across a number of industries that the number of marketing staff and professional positions is going down. A third factor contributing to the reduction is the pronounced distaste among many undergraduate students for careers in selling. While sales related jobs represent a major opportunity for entry level college graduates, many seem to have no interest in what they perceive as a risky situation where pay is directly linked to specific sales productivity. This has been reflected in enrollments for the sales and sales management related courses over the period of the review.

Student diversity for the period 2007-2012 does not show any discernible patterns that distinguish it from the college or university numbers:

Summary of Enrollment and Demographic Information

Enrollments have declined from a high of 646 majors (in academic year 2006-7) to approximately 369 majors during 2011-12.

During the same time frame, the faculty members went from 12 full-time down to 11, and two full time faculty on annual contracts are not being renewed after the current academic year. Effectively, this has reduced capacity in the classroom by approximately 20 sections. The use of graduate assistants and adjunct instructors has been significantly reduced during the period, in response to falling classroom enrollments. In summary, enrollment declines have been significant; however appear to have plateaued. Within the next 3 to 5 years retirements are expected to reduce faculty numbers, without impacting the ability to provide a satisfactory learning experience for students.

Faculty Profiles and Program Hiring Needs

Within the context of the college, the department of marketing is the most senior in terms of rank and longevity in the position, with over half the tenured faculty at or over the age of 60. The average length of service within the department is approximately 20 years

Within the Department of Marketing (excluding the Hospitality program--which is reviewed separately), the distribution of faculty across ranks is as follows:

Of the 12 regular full time faculty in the department

7 are at the rank of "Professor"

3 are at the rank of "Associate Professor"

1 is at the rank of "Senior Instructor"

1 is at the rank of "Instructor"

10 at the ranks of Associate and Full Professor are tenured, in unit faculty

2 within the Instructor ranks are non-tenured faculty on single-year contracts

All faculty have been in the department at least 12 years

The most recently hired tenured faculty member was hired in 1997

The most recently hired non-tenured instructor was hired in 2001

11 of 12 faculty members have been in the department for over 20 years

3 of 12 faculty members have been in the department for over 30 years

Program hiring needs within the next decade will include replacing approximately half of the faculty in the next 5 years, and essentially the entire faculty group within the next 10 years.

Succession planning is a critical unaddressed issue within the department.

This presents a rare opportunity to determine a direction for the department to follow, and to recruit in a systematic way to staff the department to follow that newly determined direction.

Full Time Equivalent (FTEs), Class Size, Faculty-to-Student Ratios
(<http://iea.fau.edu/review/2012/faculty/MARKETINGFaculty.xlsx>)

With the decline in marketing majors, average class sizes have become somewhat smaller; however staff is also being reduced through attrition, less use of adjunct instructors and fewer PhD student graduate students teaching sections of courses. A major factor that makes pure averages more or less meaningless is the transition of the MAR3023 core course offering to a mass-section Lecture Capture format with a class size of 400. This replaces 3 to 4 smaller (but still over 100 students per class) sections, which makes the numbers for elective courses lower.

More detailed analysis of the factors underlying class size and instructor utilization efficiency is included in Appendix 2, along with supporting data tables.

FTEs and Average Class Size

The four-year average (2008-2012) of FTEs for college of business departments are listed below the marketing department is within the middle range on these measures of the program.

ITOM	25.72
Finance	26.96
Accounting	28.33
Marketing	28.93
Management	31.20
Economics	43.33
Hospitality Management	52.73

The marketing department numbers remain within the middle group within the context of the departments of the college of business. Continuing stepwise reductions of instructional staff, in response to declining enrollments will keep the department within the same range for the near future. Two full time instructors (who are not listed in the faculty data summarized in the previous section on faculty profiles, will be retiring during the current academic year. At the same time, three PhD student graduate instructors will be phased in for 1 to 2 courses per year, as needed to smooth the transition in instructional staff. Where possible, with larger sections.

Faculty-to-Student Ratios

While faculty to student ratios have increased slightly due to dropping enrollment; the staff realignments mentioned above are intended to restore the balance, and keep the department in about the same faculty/student ratio for the near future.

Assessment and Assurance of Learning Goals (AOLs)

Since 2007, the Department of Marketing has been assessing Content Knowledge of Marketing across all sections of MAR3023 in the fall semester of each year. The learning goals, assessment instrument and pedagogy of MAR3023 have been modified each year in the effort to improve student learning.

The state of Florida will soon be revising its Academic Learning Compacts (ALCs) and changing the format to a new version and new title. As such, the report will focus on *past* activities related to the ALC for this program.

Further, core business courses are assessed and discussed with a college-wide assessment committee and/or curriculum committee.

Academic Learning Compact (ALC) and Assessment Goals

The state of Florida has required all programs to have an academic learning compact (ALC) available and visible to those interested to see what is promised in terms of educational outputs from public institution-based programs. The academic learning compacts are “required by Policy Guideline #PG 05.02.15 issued by the Chancellor of the State University System: (see http://www.fau.edu/honors/academics_alc.php) Although the structure and title of academic learning compacts (ALCs) are changing, this report focuses on the ALC as it has existed during

the period under review of this report (2005-2013). Going forward, the ALCs will be titled SLO (Student Learning Outcomes) but, for the most part, will have identical contents.

These key ALC for Marketing is: Content Knowledge (also known as “declarative knowledge”)

Marketing’s content knowledge is evaluated through the use of an objective-style exam which has questions derived from the test bank of the common text used in all sections. The marketing subjects tested during 2007-2010 were:

1. Marketing Research
2. Segmentation and Target Marketing
3. Marketing Mix (product, place, price, promotion)

Starting in 2013, the Content Knowledge will cover the following concepts (the listing which follows includes restatement of earlier goals, with the addition of Global Markets):

1. Target Market Segmentation and Evaluation
2. Product, Branding and Packaging Concepts
3. Pricing Fundamentals
4. Marketing Channels and Supply Chain Management
5. Integrated Marketing Communication
6. Reaching Global Markets

In addition, starting in 2013, a common Department Exam will be administered at the end of each fall and spring semester in MAR3023. Previously, it was only administered in the fall. This irregularity was causing students to avoid MAR3023 in the fall, so as to not take the Assessment Exam. Giving the exam both semesters will alleviate this issue. The exam is worth 10% of the student’s final grade.

Content Knowledge is discussed and refined on an annual basis during the twice-annual Department Meetings. During the period 2007-2012, the exams were updated every year in order to add rigor to the existing assessment.

The following section goes into further detail regarding specific assessment outcomes.

Assessment Activity and Results

Following the program’s Academic Learning Compact (ALC) and decision to conduct assessment on content knowledge, the program undertakes assessment each and every year in the fall semester. This year, 2013-2014, we will be assessing in the fall and spring.

As such, assessment reporting will be shown for 2007 through 2012.

2007-2010

Content Knowledge/Declarative Knowledge

Students will demonstrate Content Knowledge (declarative knowledge) in MAR3023 by obtaining a 73% or higher on each of the Learning Objectives.

From 2007-2010, the faculty members (both full-time and part-time) developed their own assessment exam. This exam was given as a separate exam at the end of the semester in all sections of MAR3023. It counted as 10% of their final grade. The exam covered the following topics:

1. Marketing Research
2. Segmentation and Target Marketing
3. Marketing Mix (product, place, price, promotion)

2007

In 2007 we were not able to assess how students did on each knowledge area, but were able to determine that 54% of the students achieved a score of 73% or higher.

Program Improvement

In order to improve the learning of the students, the faculty implemented a “Content Knowledge Sheet.” This study guide was to help the students focus on key concepts for the Assessment.

2008

A larger percentage of students (66%) this year scored 73% or higher on the exam.

Program Improvement

Although the passing rate increased, the faculty felt the questions that they created were not challenging enough. It was decided to use questions from a textbook not used in any of the MAR3023 sections.

2009

In 2009, we were able to assess how the students’ performed on each of the knowledge areas. In addition, we added assessment to the online MAR3023 for the first time. The average score on Marketing Research was 89%. The average score on the Marketing Mix questions was 76%. The average score on the Segmentation and Target Marketing questions was only 69%.

Program Improvement

The faculty was asked to re-emphasize Segmentation and Target Marketing throughout the semester, especially as they cover the Marketing Mix. It is believed that the faculty is not tying back the concepts of Segmentation and Target Marketing to the Marketing Mix.

2010

The results for student learning improved this year. Marketing Research knowledge declined to 86% average score. Marketing Mix knowledge remained the same at 76% while Segmentation and Target Marketing rose to 79%.

Program Improvement

The faculty realized that having a separate exam called Assessment Exam was causing unnecessary apprehension among the students. So, the faculty decided to imbed questions in each of the faculty's exams as they covered each of the topics. Further, the faculty decided to only use AACSB questions tagged as critical thinking questions and to modify the Learning Objectives to the following:

1. Global Diversity
2. Segmentation, Target Marketing and Positioning
3. Marketing Mix (product, price, promotion, place)

2011

The results on student learning this fall were:

Global Diversity: 77% average score

Global Diversity was a new measure this year in order to meet the AOL goals for the College of Business and BBA program.

Segmentation, Target Marketing and Positioning: 67% average score

This is a decline in learning from the previous year of 79% average score.

Marketing Mix: 78% average score

This is an improvement from the preceding year's score of 76%

Program Improvement

The continuing issue with Segmentation, Target Marketing and Positioning caused the faculty to move to a common text across all sections of MAR3023. In addition, the assessment questions will be drawn from this common text.

2012

The overall grade average for all sections and across all Learning Objectives was 74%. This is above our target passing score of 73%.

The overall grade average for Global Diversity was 78%, which is an increase from the previous year.

The overall grade average for Segmentation, Target Marketing and Positioning was 75%, which was a significant increase from the previous year.

The overall grade average for the Marketing Mix was 73%. This represents a slight decline from previous years.

For the first time, learning on each of the components of the Marketing Mix was obtained.

Product: 76% average score

Price: 75% average score

Promotion 66% average score

Place: 75% average score.

The very low score on Promotion was quite surprising to the faculty.

In addition, we are now able to assess whether the mode of lecture delivery and testing shows variation in the Assessment Exam.

Lecture Capture had the highest scores and the face to face classes the lowest. Lecture Capture uses online testing which is open book/notes while the face to face classes use close book paper and pencil tests.

Cheating was explored as a reason, but the grade distribution for the Lecture Capture class remains a C average.

Other reasons include whether the instructor uses the test bank that comes with the book (only Lecture Capture does so) and that the Lecture Capture class typically has more exams that cover fewer chapters. In addition, the Lecture Capture format allows the students to re-watch the lectures as many times as they wish.

Program Improvement

For 2013-14, we will continue to use a common textbook across all sections. In addition, we will return to a separate exam, called the Mandatory Department Exam. This exam will allow us to use more questions for each learning outcome.

Summary of Assessment Activity, Results, and Program Improvement

The Marketing Department's MAR3023 faculty members are completely behind the assessment and program continuous improvement processes.

The department meets twice a year to discuss results, revise examinations as necessary and discuss better methods for learning.

As you will note from the year-by-year discussions above, our goals are to continuously improve rigor and student learning. Although our focus has been on improving the assessment instrument, we are now shifting our focus to improving pedagogy.

Our program is always on time with submitting assessment results and takes continuous program improvement quite seriously.

Admissions Criteria

Florida Atlantic University (FAU) is one of 13 state universities within the state university system of Florida (SUS). The middle 50% of freshmen who were admitted to the fall, 2013 freshmen entering class were reported as:

High School GPA (out of 4.0): 3.38-3.98

ACT Composite Score: 22-26

SAT Total Score: 1520-1740

Since the marketing program is housed within the College of Business (COB), students must first complete the COB “pre-professional business courses” and maintain a 2.50 grade point average (on a 4.0 scale) for admissions. The pre-professional business courses include:

Accounting I (Financial Accounting)	ACG 2021
Accounting II (Managerial Accounting)	ACG2071
Macroeconomics	ECO 2013
Microeconomics	ECO 2023
Methods of Calculus	MAC 2233
Introductory Statistics	STA 2023
Information Systems Fundamentals	ISM 2000

In addition to the 2.50 cumulative GPA overall, students must receive a grade of “C” or higher on all of these pre-professional business courses.

Admissions criteria and selectivity are similar to programs housed within colleges of business across the United States.

The program is not limited access.

Curriculum Structure & Components

As with most marketing programs housed in a college of business, there are many core business courses in addition to intellectual foundation/general education, pre-business courses, and marketing-specific courses.

The marketing major requires 18 credit hours of marketing-specific courses. This is very similar to programs in colleges of business offering a Bachelors of Business Administration (BBA) degree. For maximum flexibility of choice in coursework, two courses are required: 1) MAR 3023 Marketing Management (elsewhere generally called “Principles of Marketing” and 2) the capstone MAR 4803 Marketing Strategy. Four other courses (3 hour electives from the 3000/4000 level) are taken on a “choice” basis, and may include a maximum of 3 hours of internship credit, and/or 3 hours of directed independent study.

Unlike many other programs, neither the MAR4503 Consumer Behavior course nor the MAR 4613 Marketing Research and Information Systems are required.

In comparison to peer and aspirant college of business programs offering BBA degrees, our program differs by not requiring either or both of those courses.

Our courses include **(required courses in bold)**:

MAR3023	Marketing Management
MAR3326	Principles of Advertising
MAR3939	Honors Seminar in Marketing (Not currently offered)
MAR3040	Cooperative Education (Not currently offered)
MAR4156	International Marketing
MAR4231	Retail Management
MAR4232	Merchandising Management
MAR4323	Promotional Management
MAR4325	Direct Marketing
MAR4334	Creative Advertising Strategy
MAR4400	Personal Selling
MAR4403	Sales and Sales Management
MAR4453	Strategies in Business Markets
MAR4503	Consumer Behavior
MAR4613	Marketing Research and Information Systems
MAR4721	Marketing on the Internet
MAR4765	Entrepreneurial Marketing
MAR4803	Marketing Strategy
MAR4830	Services Marketing
MAR4836	Marketing and Product/Service Innovation
MAR4913	Directed Independent Study
MAR4933	Special Topics in Marketing
MAR4940	Advertising Internship
MAR4945	Retailing Internship
MAR4946	Sales Management Internship
MAR4957	Marketing Study Abroad

Changes to the curriculum have been minimal within the period of the review, with the addition of two courses, as follows:

- MAR4721 Marketing on the Internet
- MAR4765 Entrepreneurial Marketing

In light of seismic changes in marketing and advertising practice over the past couple of decades, it would appear that the curriculum is due for a major update/revision in the near future.

Recruitment and Placement Strategies

The decline in enrollments has precipitated efforts in the core mass sections to highlight career possibilities and alumni success stories through a series of short video clips from recent marketing major graduates, and faculty promotional efforts. Early indications are that the number of marketing majors is no longer declining as of the most recent semester. Data from the standardized datasets is not yet available; but it appears that enrollments are stabilizing.

Coordination with the advising staff on course descriptions and program features has also been undertaken, to encourage recommending the major to students whose interests align with the opportunities presented.

The department chairman has undertaken multiple outside contacts with local businesses for placement of interns and to arrange classroom presentations and employer visits to classes as guest speakers. This highlights to students the range of opportunities available and enhances the qualifications of the students who choose to participate with these employer programs.

Over the past year student internship placements have stabilized, and several students have chosen to pursue directed independent study with company sponsors, for (DIS) course credit.

Increased coordination with local employers like City Furniture, Northwestern Mutual, the Napleton Automotive Group, and others have been encouraged. Information sessions have been held in the hallways before class, and students have been exposed to more of the folks who prospectively would be hiring them upon graduation.

Advising Procedures

From orientation at the beginning of freshman year until a student has approximately 50 earned credit hours, advising is handled by the university-wide University Advising Office.

Marketing majors enter our institution as “pre-business”. We are the only institution in the state where a student desiring to major in marketing **cannot declare the major from the time of enrollment at FAU**. This leads to a major disconnect and also a problem recruiting. Because we are one of multiple majors in the college of business, students are told to choose “pre-business” as their major initially.

On the surface, this sounds like semantics, but it actually dissuades students from applying to FAU and/or believing that we do NOT have a marketing program.

Once admitted to the college of business, advising is handled centrally in the student services area. Department faculty do only selective advising on the details of the major or minor.

Retention/Persistence/Graduation Rates and Placement

Analysis of historical data:

- 1) The yearly range of transfer students who declared MKTG when entering FAU from 2002-2006 and graduated within three years or less was 39-75% with an overall average of 52%
- 2) Approximately 53-70% of transfer students who declared MKTG when entering FAU graduated in 4 years or less with an average of 63%.
- 3) Approximately 53-73% of transfer students who declared MKTG when entering FAU graduated in 5 years or less with an average of 66%.
- 4) Looking beyond 5 years, (i.e. 6-10 years after matriculating at FAU) the data indicates that graduation rates for transfer students who declared MKTG when entering FAU between 2002 and 2006 levels off around year 6 with a range of 55-78% and an average of 70%.
- 5) The data suggest that an additional 7% of undergraduate students will graduate within years 6-10 of starting the program.

In sum, approximately 30% of transfer students who declared MKTG when entering FAU from 2002-2006 did not earn a degree from FAU within 6-10 years.

Approximately 8% of students were still working to complete the degree program after five years and 3% after eight years.

Trends:

The Graduation Rates for the 3-yr metric has a positive trend with results increasing from 39% for students starting in 2002 to 75% for students starting in 2009. Similarly, Persistence Rates have also trended higher for the 3-yr metric increasing from 76% for students starting in 2002 to 90% for students starting in 2009. Overall, starting in 2003, the 6-10 year Graduation Rates are consistently in the 70-78% range.

Define population:

The IEA numbers for MKTG caused limitations in analysis as only Transfer students (with AA and without AA) could effectively be tracked by IEA (Institutional Effectiveness and Analysis). Unfortunately, the College of Business' process of declaring a major does not correlate with metrics designed by IEA for reporting and assessment purposes. Specifically, IEA numbers are lacking because it cannot track FTIC (First Time in College) students in the College of Business. The reason is that in 2007 the FAU College of Business created a requirement that stated all students can only declare a Business major after earning 60 credits. Another limitation is that the IEA system only tracks new students declaring a major. Therefore, IEA could not track College of Business students who initially started at FAU as freshman and declared a major two years later after earning 60 credits.

How formulas were calculated and interpreted:

The MKTG department conducted student performance analysis by focusing on Graduation Rates, Retention Rates and Persistence Rates. **Graduation Rate** is the percentage measurement of students who graduated from an initial group of students in a given year.

(Graduation Rate = total graduated/initial start group). **Retention Rate** is the percentage measurement showing how many students re-enrolled the following year. (Retention Rate = total enrolled / initial start group). **Persistence Rate** is the percentage measurement for the number of students who have graduated or are still enrolled. (Persistence Rate = (total graduated + total enrolled)/initial start group)). All rates were tracked for 10 years to give a more encompassing view of student performance. Persistence Rate was brought in to focus rather than Retention rate because once students start to graduate, the retention rate starts to decline.

(Please see supporting tables on next 2 pages)

Data Summary Tables:

Transfers from Florida Public Community Colleges

MKTG	Number in Class	Number who Graduate			Retention Number			Number who Persist				
		≤ 3 yrs	≤ 4 yrs	≤ 5 yrs	≤ 3 yrs	≤ 4 yrs	≤ 5 yrs	≤ 3 yrs	≤ 4 yrs	≤ 5 yrs		
		Year Admitted										
		2002	49	19	26	26	18	8	5	37	34	31
		2003	59	31	36	39	15	9	2	46	45	41
		2004	65	32	43	43	17	4	4	49	47	47
		2005	67	36	44	46	20	8	4	56	52	50
		2006	81	45	52	59	25	15	10	70	67	69
		2007	38	16	24	25	16	6	4	32	30	29
		2008	46	28	32		9	3		37	35	
		2009	20	15			3			18		

MKTG	Number in Class	Percent who Graduate			Retention Percentage			Percent who Persist				
		≤ 3 yrs	≤ 4 yrs	≤ 5 yrs	≤ 3 yrs	≤ 4 yrs	≤ 5 yrs	≤ 3 yrs	≤ 4 yrs	≤ 5 yrs		
		2002	49	39%	53%	53%	37%	16%	10%	76%	69%	63%
		2003	59	53%	61%	66%	25%	15%	3%	78%	76%	69%
		2004	65	49%	66%	66%	26%	6%	6%	75%	72%	72%
		2005	67	54%	66%	69%	30%	12%	6%	84%	78%	75%
		2006	81	56%	64%	73%	31%	19%	12%	86%	83%	85%
		2007	38	42%	63%	66%	42%	16%	11%	84%	79%	76%
		2008	46	61%	70%		20%	7%		80%	76%	
		2009	20	75%			15%			90%		

Number who Graduate in 10 years					Retention Number in 10 years					Number who Persist for 10 years				
≤ 6 yrs	≤ 7 yrs	≤ 8 yrs	≤ 9 yrs	≤ 10 yrs	≤ 6 yrs	≤ 7 yrs	≤ 8 yrs	≤ 9 yrs	≤ 10 yrs	≤ 6 yrs	≤ 7 yrs	≤ 8 yrs	≤ 9 yrs	≤ 10 yrs
27	27	28	30	32	3	3	4	2	0	30	30	32	32	32
43	43	43	43		1	0	0	0		44	43	43	43	
45	46	46			3	1	1			48	47	47		
47	47				0	0				47	47			
63					5					68				
Percent who Graduate in 10 years					Percent Retention for 10 years					Percent who Persist for 10 years				
55%	55%	57%	61%	65%	6%	6%	8%	4%	0%	61%	61%	65%	65%	65%
73%	73%	73%	73%		2%	0%	0%	0%		75%	73%	73%	73%	
69%	71%	71%			5%	2%	2%			74%	72%	72%		
70%	70%				0%	0%				70%	70%			
78%					6%					84%				

* Retention shows how many students re-enrolled the following year

* Graduation + Retention = Persistence

Placement Rates/Employer Types

FAU, the College of Business and its academic departments have a difficult task in providing placement rates for graduates. Because of very low survey response rates, any data which exists is based on very small sample sizes, based on non-response / self-selection biases which renders summary data unreliable for most interpretive purposes.

Within the context of the college of business, the marketing program has no better data or information than the college or university as a whole. We have a handful of self-reports from alumni who remain in contact with faculty, but no systematic picture of where our graduates are being employed, salaries obtained, or rates of placement.

As a new priority, more attention will be paid in developing systems to capture this sort of information, but no readily available data is on hand for the 2007 through 2012 review period.

SECTION D: RESEARCH

Research productivity of the department faculty in marketing is relatively consistent overall, albeit at relatively low levels and unevenly distributed across members of the faculty. The latest department figures are noted in the table below:

Research/Scholarly Productivity						
Marketing						
		Marketing				
		2008-2009	2009-2010	2010-2011	2011-2012	% Change
1. Books (including monographs & compositions)	#	0	0	0	0	-
2. Other peer-reviewed publications	#	10	23	22	22	120%
3. All other publications	#	9	1	13	8	-11%
4. Presentations at professional meetings or conferences	#	9	13	14	22	144%
5. Productions/Performances/Exhibitions	#	0	0	0	0	-
6. Grant Proposals Submitted	#	0	0	1	0	-
Sponsored Research & Program Expenditures						-
7. Organized Research	#	\$0	\$0	\$0	\$0	-
8. Sponsored Instruction	#	\$0	\$0	\$0	\$0	-
9. Other Sponsored Activities	#	\$0	\$0	\$0	\$0	-

During the past year or two increased activity and paper presentations at professional conferences has been encouraged, and supported at higher levels in order to jump start more refereed journal publications. The effects of this increased stimulus should be seen within the next couple of years.

Overall, the research productivity of the department is low overall, and this should not be an unexpected situation, considering the rank structure and career stages of the marketing faculty. (Please see the earlier section on “Faculty Profiles and Hiring Needs” for more elaboration)

Research interests of individual faculty members do not overlap to any great extent, and therefore, joint work among members of the department do not benefit from the synergies that might be obtained in an environment where interests were better aligned. This represents a significant opportunity for the future, as faculty retire and are replaced by younger scholars.

SECTION E: SERVICE & COMMUNITY ENGAGEMENT

The table reprinted below includes trends from the past 4 years.

Service Productivity						
Marketing						
		Marketing				
		2008-2009	2009-2010	2010-2011	2011-2012	% Change
1. Faculty memberships on department, college or university committees	#	39	46	24	52	33%
2. Faculty memberships on community or professional committees	#	2	12	14	22	1000%
3. Faculty serving as editors or referees for professional publications	#	30	36	43	7	-77%

In item 1, the trend (which has been actively encouraged through assignment changes and persuasion) indicates an improved level of engagement among the marketing faculty in the committee structure and life of the college and the university.

Item 2, Community and professional engagement shows steady increases, although the percentage figure is not meaningful in the context of these smallish numbers.

Item 3 editor/referee numbers are not meaningful in that the numbers in early years represent numbers of publications, while figures for the latest reporting year indicate number of faculty members (ignoring multiple roles for individual faculty). This renders the first three reported year and the latest non-comparable. The change in reporting became effective in 2011-12.

**SECTION F:
Other Program Goals**

No other program goals have been directly established.

SECTION G: Strengths and Opportunities

Among the strengths of the department that support the program goals are a widely varied set of research and teaching skills and interests among the full time faculty. For the most part, department decisions are made via consensus, and individual faculty work to their strengths to support the missions of the department, college and university. A stable and continuous staff among the full time faculty has contributed considerable stability and consistency across programs over time.

SECTION H: Weaknesses and Threats

As previously mentioned in the section on faculty profiles, a weakness that is evident within the department is that the turnover of faculty has been quite low. While this is a strength in terms of continuity, it can also manifest as a weakness in terms of the impetus to stay on the cutting edge of developments in the practice of marketing in the wider business community. Declining enrollments within the undergraduate program in terms of numbers of students enrolling as marketing majors has forced compromises in the offerings of the program and has required painful staffing changes in recent years. This has also had the beneficial effect of forcing us to look at what we are doing and how we are getting it done.

SECTION I: RESOURCE ANALYSIS

Within the context of the college, the marketing program is adequately supported in terms of resources. There are enough faculty in the department to cover most of the teaching needs of the department, and support for research is commensurate with the levels of publication productivity being generated.

The challenge of the past few years has been managing a reduction in the number of students majoring and minoring in the discipline, and deploying instructional resources effectively, while simultaneously effecting reductions in teaching staff without being disruptive to the program.

The upcoming years will present a different set of challenges and opportunities based upon the effects of a wave of retirements from the department. This was discussed in the earlier section on "Faculty Profiles and Hiring Needs."

SECTION J: FUTURE DIRECTION

The future direction of the department will depend upon plans that are set in motion today and in the relatively near future. Within the coming decade, the anticipated retirements of all twelve current department faculty members presents a unique opportunity to reorient the department from the past toward the future.

One of the major changes that will be needed is the replacement of faculty as current ones retire. The chance to set a vision and course for the future that integrates skillsets of newly recruited faculty would allow the department to determine a focus of research, teaching, and service excellence that is unified and builds on those synergies. This presents a unique opportunity to set a course and recruit new talent to set the department on the planned trajectory.

Unfortunately, the new strategies and tactics for the department need to be based on factors that a senior faculty cohort is ill-equipped to envision. A major planning and strategy thrust needs to be mounted to determine the course to be pursued. This needs to happen soon.

One area in which actions are currently contemplated is the reinvigoration of the Center for Services Marketing and Management (CSMM). At the moment, the hiring of an executive director with responsibility for fundraising and program development is in prospect. With modest success, this effort may be able to integrate the common threads of interest in service as a competitive factor across markets and industries, while providing outside funding support for the development of a distinctive competency and reputation for the department.

DISCUSSION ITEMS FOR EXTERNAL REVIEWERS

We have pondered many areas throughout the research for this program review. Several questions have emerged from this undertaking for our external reviewers and other stakeholders. Input on the following would be much appreciated.

MARKETING PROGRAM QUESTIONS:

1. For a program that is in the “mature” stage of its life cycle, what directions do you see that could reposition the department for the future?
2. The unique challenges facing a program with all senior faculty are many. They include a tendency toward career disengagement. We would like input from the external reviewers on the best methods for managing this situation. What are the best practices to move the program forward in spite of its age/rank structure and inertia?
3. Should we move toward elimination of the PhD concentration in Marketing, due to the low participation rates and lack of cutting edge research from a superannuated faculty?.

We may, however, be too close to the topic. Hence, external input and suggestions would be appreciated on this topic.

4. Please provide input specifically about professionals/staff you employ in your institutions to handle student recruitment and industry relations/placement. We desperately need to develop this area and would like to follow “best practices”.
5. What is your overall impression of our program?
6. Please provide suggestions based on our existing program that we may implement during the next 5-to-7 year period.
7. In its current situation, what do view as our program’s biggest strengths and its biggest weaknesses?

APPENDIX 1: ABBREVIATED FACULTY MEMBERS' CURRICULA VITAE

The following pages contain abbreviated one-page CVs for full-time faculty members in the marketing program. These include:

Listing of Department Faculty:

1. Barbara Conte
2. Patricia Doney
3. James Gray
4. Gopal Iyer
5. Paul Koku
6. Pradeep Korgaonkar
7. Tamara Mangleburg
8. Michael Mullen
9. Ann Root
10. C.M. Sashi
11. Eric Shaw
12. Allen Smith

If the reader would like to view the full CV of any faculty member, he or she may visit the web page: http://business.fau.edu/faculty-research/faculty-profiles/index.aspx#.Ukivs_PD_Sc Once you have landed on the web page simply type in the last name of the faculty member of interest in the "find faculty" box and then click the "search" button.

The one-page abbreviated CVs are listed on the following (12) pages.

Barbara T. Conte

conte@fau.edu

Senior Instructor of Marketing
Abbreviated Curriculum Vitae

EDUCATION:

M.B.A., Florida Atlantic University, 1980

B.A., Florida Atlantic University, 1976

SCHOLARLY ACTIVITY:

None

PROFESSIONAL ACTIVITIES:

President BTC Marketing Solutions Consulting Firm

Webmaster for Marketing Department Web Site

Completion with honors of the FAU eLearning Designer and Facilitator Certification Program

OWLS (FAU's honorary alumni leadership society)

COURSES TAUGHT:

Marketing Management

Promotional Management

Consumer Behavior

Retail Management

Marketing Strategy

Management and Organizational Behavior

Global Strategy and Policy

Learning Strategy and Human Development

Patricia M. Doney, Ph.D.

[@fau.edu](mailto:pdoney@fau.edu)

Associate Professor of Marketing
Abbreviated Curriculum Vitae

EDUCATION:

Ph.D. University of North Carolina at Chapel Hill 1992

MBA Georgia State University 1990

B.A. Northern Illinois University 1974

SCHOLARLY ACTIVITY:

2007-2013

5 Peer reviewed Journal articles

2 Summer Research Grants

2 Peer reviewed Conference Proceedings (1 in press)

Reviewer for 1 journal (ad hoc basis)

CeL 1001 Training Course

MBA Round Table Charlottesville, VA

17th Annual Part-time MBA Conf. Chicago, IL

PROFESSIONAL ACTIVITIES:

COURSES TAUGHT:

Marketing Management

Promotional Management

Marketing and Product/Service Innovation

James I. Gray

grayj@fau.edu

Chairman, Department of Marketing
Associate Professor
Abbreviated Curriculum Vitae

EDUCATION:

PhD, University of South Carolina, May, 1990
MBA, Augusta State University (Ga) June 1977
BS, Virginia Tech, June, 1973

SCHOLARLY ACTIVITY:

2007-2013

0 peer reviewed journal articles
0 Conference Proceedings/Industry Publications
2 book reviews
2 panel presentations for industry associations or professional groups
0 academic book chapters
Reviewer for 4 journals (ad hoc basis)

PROFESSIONAL ACTIVITIES:

15 years management experience in banking, insurance and consumer packaged goods
Regularly consult for airlines, car rental, and related travel industries.

COURSES TAUGHT:

Undergraduate Marketing Strategy, Sales and Sales management, Retail Management
Principles of Marketing management
Graduate Marketing Functions and Processes

Gopalkrishnan R. Iyer

giver@fau.edu

Professor of Marketing
Abbreviated Curriculum Vitae

EDUCATION:

Ph.D., Virginia Tech, 1993

M.B.A., Gujarat University, 1986

B.Tech., M.S. University of Baroda, 1984

SCHOLARLY ACTIVITY:

2007-2013

12 (Twelve) Peer reviewed Journal articles

20 (Twenty) peer reviewed Conference Proceedings/Presentations

1 (One) Edited Book

2 (Two) Associate Editorship of Academic Journals (until 2010)

1 (One) Book Review Editorship of Academic Journals (until 2011)

1 (One) Special Issue Editorship of Academic Journals

7 (Seven) Editorial Board Membership of Academic Journals (currently 6)

Reviewer for **5** journals (ad hoc basis) [Some multiple times]

Reviewer for World Marketing Congress (2012), AMA Educators' Conference (2010)

PROFESSIONAL ACTIVITIES:

Vice-Chair, Programming and Global Membership, *American Marketing Association Retailing and Pricing Special Interest Group*, 2011- current

Founding Member, India Region, Association for Global Business Research, 2012.

COURSES TAUGHT:

PhD – Seminar in Marketing 1&2; Philosophy of Science; Experimental Design and Multivariate Statistics; Structural Equations Modeling

MBA (Including Executive MBA) – Advanced Marketing Management; Global Marketing; Global Environment of Management; Marketing Research Methods; Marketing Analysis & Executive Action

U/G – International Marketing; Marketing Management; Services Marketing

P. Sergius Koku

Koku@fau.edu

Professor of Marketing
Abbreviated Curriculum Vitae

EDUCATION:

J.D., May 2003, The University of Miami School of Law.

Ph.D., January 1994, Rutgers University

MBA (Finance), May 1992, Rutgers University

M.A. (Applied Economics), May 1991, Rutgers University

MBA (Marketing), August 1984, Oregon State University

B.A., (Summa Cum Laude, Finance), May 1983, University of the Virgin Islands.

SCHOLARLY ACTIVITY:

2007-2013

16 Peer-reviewed Journal articles

28 Peer- reviewed Conference Proceedings/Presentations

1 Special Issue Editorship

2 Book Chapter

2 Editorial Board Memberships of Academic Journals

Reviewer for 10 journals (ad hoc basis)

Reviewer for: *Journal of Business Research*, *Journal of Islamic Marketing (Emerald Publication)*, *Strategic Marketing*, *Journal of Marketing Management*, *Journal of Environment and Development*, *Quarterly Review of Economics and Finance*, *Journal of Economic Psychology*, *Journal of Marketing of Higher Education*, *International Journal of Hospitality Management*, *Australasian Accounting Business and Finance Journal*

PROFESSIONAL ACTIVITIES:

Organization member: The American Bar Association, The American Finance Association
American Marketing Association, Academy of Marketing Science, The Federal Bar, Southern
District of Florida, The Florida Bar, The Institute of Operations Research and Management
Sciences.

Attendance: Took a course on teaching online organized by FAU's eLearning Center, Spring
2013.

Audited a graduate course in Managerial Accounting while on sabbatical – 2011/2012

Regularly take courses for continuing education credits in law.

COURSES TAUGHT: Marketing Strategy, Services Marketing, Marketing on the Internet. Also
teach courses in Business Law and Advanced Business Law for the School of Accounting.

Pradeep K. Korgaonkar
korgaonk@fau.edu
Professor of Marketing
Abbreviated Curriculum Vitae

EDUCATION:

Ph.D., Business Administration, Georgia State University
M.B.A., Clark University, Worcester, Massachusetts
B.S., (Chemistry), Bombay University, India

SCHOLARLY ACTIVITY:

2007-2013

13 Peer reviewed Journal articles

4 peer reviewed Conference Proceedings/Presentations

2 Editorial Board Memberships of Academic Journals

Reviewer for 4 journals

Reviewer for: Journal of Retailing and Consumer Services, Journal of Internet Research, Journal of E-Commerce Research, Journal of Computer Mediated Communication

PROFESSIONAL ACTIVITIES:

Member, University P&T Committee
Chair, College P&T Committee
Member, College Strategic Committee
Member, College Steering and Policy Committee
Member, University Community Goals Committee
Member, College P&T Committee
Co-chair, College Strategic Planning Committee

COURSES TAUGHT:

Marketing Management, Direct Marketing, Marketing Research, Marketing Strategy, Advertising Effectiveness, Chaired 4 Ph.D. Dissertations

Tamara F. Mangleburg

tmangle@fau.edu

Associate Professor of Marketing
Abbreviated Curriculum Vitae

EDUCATION:

PhD Virginia Polytechnic Institute and State University, 1992

MBA Virginia Polytechnic Institute and State University, 1988

BA Virginia Polytechnic Institute and State University, 1985

SCHOLARLY ACTIVITY:

2007-2013

2 Peer reviewed Journal Articles

4 Peer reviewed Conference Proceedings and Presentations

1 Editorial Board Membership

Reviewer for 3 Journals (ad hoc)

Reviewer for Conferences, American Academy of Advertising (annual conference) 2007-2013

PROFESSIONAL ACTIVITIES:

National Council on Family Relations, member

COURSES TAUGHT:

Consumer Behavior, Retail Management, Merchandise Management

Michael R. Mullen

mullen@fau.edu

Professor of Marketing
Abbreviated Curriculum Vitae

EDUCATION:

Ph.D., University of North Carolina at Chapel Hill, 1992

M.B.A., Northwestern University, 1988

B.S., University of Wisconsin – Oshkosh. 1976

SCHOLARLY ACTIVITY:

2007-2013

11 Peer reviewed Journal articles

11 Peer reviewed Conference Proceedings/Presentations

1 Editorial Board Memberships of Academic Journals

Reviewer for 15 journals (ad hoc basis)

Reviewer for: Journal of Trust Research, Journals: Occasional Reviewer: Academy of Management Review, Advances in International Marketing, International Marketing Review, International Sociology, Journal of Academy of Marketing Science, Journal of Business Ethics, Journal of Business Research, Journal of Cross-Cultural Psychology, Journal of International Business Studies, Journal of International Management, Journal of International Marketing, Journal of Macromarketing, Journal of Retailing, Management and Organization Review, Organizational Studies

PROFESSIONAL ACTIVITIES:

Marketing Ph.D. Committee, member

American Marketing Association, member.

Academy of International Business, member.

Consortium for International Marketing Research (CIMaR), member.

Center of International Business and Management (CIBAM) at the Judge Institute, University of Cambridge, academic associate member.

Macromarketing Society, member.

Navy League, member

Fulbright Scholar in International Business to Ireland

COURSES TAUGHT:

International Marketing, Marketing Strategy, Global Marketing

Ann R. Root

aroot@fau.edu

Instructor

Abbreviated Curriculum Vitae

EDUCATION:

Ph.D., University of Michigan, 1989

M.B.A., University of Michigan, 1986

B.S., University of California, Berkeley, 1981

SCHOLARLY ACTIVITY:

2007-2013

4 Peer reviewed Conference Proceedings/Presentations

PROFESSIONAL ACTIVITIES:

none

COURSES TAUGHT:

Undergraduate: Marketing Management, Marketing Strategy, Consumer Behavior, Marketing on the Internet

Graduate: Marketing Functions and Processes, Advanced Marketing Management, Marketing Strategy, Promotional Strategy, Global Marketing

C.M. Sashi

sashic@fau.edu

Professor of Marketing
Abbreviated Curriculum Vitae

EDUCATION:

Ph.D., Northwestern University, 1985

M.S, Indian Institute of Management Calcutta, 1978

B.S., (Hons.), Indian Institute of Technology Kharagpur, 1976

SCHOLARLY ACTIVITY:

2007-2013

5 Peer reviewed Journal articles

1 Editorial Board Memberships of Academic Journals

Reviewer for 5 journals

PROFESSIONAL ACTIVITIES:

Chair of the Faculty Assembly, College of Business, 2013-present.

Member, University Faculty Senate, 2013- present.

Member, Ph.D. Committee, Department of Marketing, 2008-present.

Library Representative, Department of Marketing, 2005-present.

Vice President, Beta Gamma Sigma Honor Society, 1996-present.

Member, Summer Research Grants Committee, College of Business, 2012-2013.

Secretary, Faculty Assembly Steering Committee, College of Business, 2011-2013.

Member, Undergraduate Council, College of Business, 2009-2010.

Member, Equity Pay Committee, 2006-2007.

Member, Ad Hoc AACSB Accreditation Committee, 2006-2007.

Member, Kenan Evren Chair Search Committee, 2004-2006.

COURSES TAUGHT:

Marketing Management, Strategy in Business Markets, Retail Management, Marketing Functions and Processes, B2B Marketing Strategy, Interorganizational Relationships in Marketing

Eric H. Shaw, Ph.D.

shaw@fau.edu

Professor of Marketing
Abbreviated Curriculum Vitae

EDUCATION:

Ph.D., Temple University, 1985
MBA, Florida Atlantic University, 1973
BBA, Florida Atlantic University, 1972

SCHOLARLY ACTIVITY:

2007-2013

- 6 – Peer reviewed Journal articles
- 6 – Invited Journal articles
- 4 – Peer reviewed Conference Proceedings/Presentations
- 1 – Special Issue Editorship
- 3 – Book Chapters
- 1 – Associate Editor for an Academic Journal
- 4 – Review Boards for Academic Journals

PROFESSIONAL ACTIVITIES:

2007-2013 (Committee Service)

- 4 – Professional Committees (President of Association and Conferences for Historical Analysis and Research in Marketing; Judge for SOFIE Awards; Bar Grievance Committee for 15th Judicial Circuit of Palm Beach County; Vice President of Board of Directors for Boca Helping Hands)
- 2 – State University System (SUS) Committees
- 23 – University Committees (Chairman of 6)
- 4 – College Committees
- 12 – Athletics Committees (Chairman of 2)

COURSES TAUGHT:

2007-2013

- BBA – Marketing Strategy
- MBA – Strategic Marketing Planning
- PhD – Seminar in Marketing Thought; Seminar in Marketing and Management Theory

Dr. Allen E. Smith

aesmith@fau.edu

Associate Professor of Marketing
Abbreviated Curriculum Vitae

EDUCATION:

D.B.A., Texas Tech University (1982)

M.S. Eastern new Mexico University (1973)

B.S. Butler University (1969)

SCHOLARLY ACTIVITY:

2007-2013

0 Peer reviewed Journal articles

2 peer reviewed Conference Proceedings/Presentations

1 Book:

Smith, Allen (2013--reprint), *Advertising Campaign Strategy*, (2004), 2nd edition, Dubuque, Iowa: Kendall/Hunt Publishing Company. ISBN: 0-7575-1394-8

Reviewer for 0 journals (ad hoc basis)

Reviewer for;

Academic Business World International Conference (2011)

International Conference on Learning and Administration in Education (2011)

International Conference on Learning and Administration in Education (2010)

Academic Business World International Conference (2009)

Academic Business World International Conference (2008)

COURSES TAUGHT:

Doctoral Seminar 1, Product Strategy, Advanced Marketing Management, Developing and Marketing Innovations, Advanced Promotion Management, Brand Strategy (WAC certified course), Advertising Internship, Directed Study, Marketing and Product and Service Innovation, Creative Advertising Strategy—Concepts and Design, Principles of Advertising (Quality Matters “QM” designation), Learning Strategies and Human Development, The Learning Community Experience

APPENDIX 2

Summary of Data: Class Size and Student-to-Faculty Ratio Spreadsheet

Data was collected in the following manner. The data was filtered to give a more accurate and representative description of what programs are really experiencing in terms of “Class Size” and “Student-to-Faculty Ratio.”

Class Size

Undergraduate and Graduate courses were evaluated separately.

Courses not included in the analysis: all of the seven Pre-business courses (all are 2000-level) as well as GEB 2011 were not reviewed. Other courses not included are Dissertation courses (7978-7980), DIS courses, Internships, lab sections, and small cross-reference courses sections.

Mean and Median Class Size and Student-to-Faculty Ratios were determined after segmenting the course data in to three groups:

- 1) all courses in the Department (separated as Undergraduate and Graduate)
- 2) all non-business core courses in the Department (only applies to Undergraduate)
- 3) only business core classes in the Department (only applies to Undergraduate)

Student-to-Faculty Ratio

Student: Faculty ratio is derived from a formula created by the Common Data Set Initiative that is used by US News and World Report for reporting purposes. Also, the Integrated Postsecondary Education Data System (IPEDS), the primary source for data on colleges, universities, technical, and vocational postsecondary institutions in the United States uses the same formula.

IPEDS formula:

$$\text{Student-to-Faculty Ratio} = [S_F + S_P/3] / [F_{FI} + (F_{FN} + F_{PI})/3]$$

S_F = the number of full-time enrolled students,

S_P = the number of part-time enrolled students,

F_{FI} = the number of full-time instructional faculty,

F_{FN} = the number of full-time non-instructional faculty who teach part-time, and

F_{PI} = the number of part-time instructional faculty

** Since the College of Business does not classify students as Full-time or Part-time, the College of Business will determine Student FTE as follows: the number of student credit hours divided by a constant number (ie. 12 credits for Undergraduate courses and 9 credits for Graduate courses).

$$\text{FAU formula for UG Student-to-Faculty Ratio} = [\text{total student credit hours}/12] / [F_{FI} + (F_{FN} + F_{PI})/3]$$

$$\text{FAU formula for GR Student-to-Faculty Ratio} = [\text{total student credit hours}/9] / [F_{FI} + (F_{FN} + F_{PI})/3]$$

Lastly, it should be mentioned that Student-to-Faculty Ratios have been calculated based on a count of students from Fall and Spring of the academic year. It appears most university reports are based on one semester which results in a lower Student-to-Faculty Ratio.

All MAR courses (Not Hospitality courses)

		Undergraduate	
		Mean Class Size	Median Class Size
MARKETING	Summary		
	2009-10	35.9	28.5
	2010-11	38.4	27.0
	2011-12	39.4	19.0
	2012-13	44.7	21.5

All MAR courses (Excluded are: Hospitality courses and MAR 3023)

		Undergrad	Undergraduate	Graduate	Graduate	UG Faculty Student Ratio	GR Faculty Student Ratio
		Mean Class Size	Median Class Size	Mean Class	Median Class		
Summary							
2009-10		24.4	24.5	22.1	24.0	31.2	18.9
2010-11		23.5	23.0	21.9	24.0	25.2	17.7
2011-12		20.7	19.0	19.2	21.0	20.6	16.6
2012-13		20.1	16.0	21.4	21.5	17.1	16.3

Business Core Classes in Marketing ONLY MAR 3023

**MAR 3023
Faculty
Student
Ratio**

Summary	Mean Class Size	Median Class Size	
2009-10	93.2	95	56.0
2010-11	117.8	150.5	88.3
2011-12	172.8	148.5	86.4
2012-13	195.9	152	85.7

APPENDIX 3: Checklist

Academic Program Review 2014:
Self-Study Report Checklist for (Marketing)

SELF-STUDY REPORT COMPONENTS	Included
A. Mission and purpose of the program	
• In context of the BOG and FAU mission and Strategic Plans	✓
• Discussion of external program accreditation (if applicable)	✓
B. Date and description of last external (i.e. accreditation) review, if applicable, or last review of this program	
• Findings and recommendations	✓
• Major changes made since last review	✓
C. Instruction: The self-study should address all aspects of programmatic quality associated with instruction. Special attention should be paid to curriculum, degree programs, and teaching quality. Student issues such as advising, retention, honors programming, occupational outcomes and placement in graduate schools should be addressed.	
• Review of Part I of Departmental Dashboard Indicators	✓
• Establishment of goals for student learning (Refer to the program's latest plan in the FAU Assessment Database, and for baccalaureate programs, attach a copy of ALC/SLO)	✓
• Assessment of how well students are achieving expected learning outcomes (Refer to the program's latest report in the FAU Assessment Database)	✓
• Description of how results of assessments are used for continuous program improvement	✓
• For baccalaureate programs, review of lower level prerequisite courses to ensure that the program is in compliance with State-approved prerequisites	✓
• For limited access programs, review of whether such status is still warranted	✓
• Admissions criteria	✓
• Enrollment information (headcount and SCH production)	✓
• Average class size and faculty/student ratio	✓
• Curriculum, including duration of program and comparison to peer programs, as identified by the unit (including aspirational peers and SUS)	✓
• Description of internships, practicum, study abroad, field experiences	✓
• Pedagogy/Pedagogical innovations (for example, eLearning, simulations, student-centered approaches, and so on)	✓
• Scope of institutional contributions, such as to the Intellectual Foundations Program, cross-listed courses, "service courses", inter-professional education efforts, certificate programs	✓
• Student profile, including student diversity and demographics, scholarly activity, number of students receiving scholarships and assistantships, and recruitment strategies	✓
• Advising procedures	✓
• Retention rates	✓
• Graduation rates	✓
• Licensure rates (if applicable)	N/A
• Placement rates/employment profile	
• Faculty profile, including diversity, rank, academic specialties, and mix between full- and part-time faculty and how this meets or does not meet department needs	✓
• Faculty teaching load and methods of calculation	✓
• Summary of faculty scholarship and research productivity, including grants and publications	✓
• Strategic planning for hires	✓
• Abbreviated vita for each full-time faculty member	✓
D. Research: Departments should address their efforts at collaborating with internal and external partners to promote both volume and quality of faculty and student research, scholarship, creative achievements, and other forms of inquiry. They should report on interdisciplinary efforts and those initiatives that promote economic development or community engagement in the region.	
• Review of Part II of the Departmental Dashboard Indicators	✓
• Establishment of goals for research	✓
• Assessment of how well goals are being met	✓
E. Service/Community Engagement	
• Discussion of community engagement including public service, special projects, service learning, and other services to the community	
• Review of Part III of the Departmental Dashboard Indicators	✓
• Establishment of goals for service	✓
• Assessment of how well goals are being met	✓
F. Other Program Goals	
• Describe and assess how well goals are being met	✓
G. Strengths and opportunities that support achievement of program goals	
• List and describe	✓
H. Weaknesses and threats that impede program progress	
• List and describe	✓
I. Resource analysis	
• Sufficiency of resources to meet program goals	✓
J. Future Direction	
• Anticipated changes	✓
• 3 to 5 broad questions for the review team to answer with respect to a unit's current state and aspirations	✓
Notes:	