

University of Wisconsin – Whitewater Audit & Review

Undergraduate Program Department of Marketing

Review Date: 2003-2004

Appendix A: Audit and Review Evaluation Report from last review.

It should be noted that the College of Business and Economics as a whole is accredited by AACSB.

I. PROGRAM HIGHLIGHTS/INITIATIVES

A. Overview

The Department of Marketing offers one 24-credit major in marketing for students earning the BBA degree from the College of Business and Economics. Students complete the Principles of Marketing course as part of the core curriculum for the College before proceeding to other courses in the major. Majors are required to complete two other courses: Marketing Research and the capstone course, Marketing Management. They choose six elective marketing courses to complete the degree.

Since the last Audit & Review, the Department has added a Direct and Internet Marketing emphasis. To complete this emphasis within the major, students must complete three specific marketing courses: Direct Marketing, Internet Marketing, and Database Marketing. They must also choose three additional elective marketing courses.

Besides the emphasis, students may choose to tailor their coursework to particular career areas such as business-to-business marketing, international marketing, marketing research, promotions, retailing, and sales.

The Department also offers a 21-credit Professional Minor in Business Studies with an emphasis in marketing for students outside the College of Business and Economics. Students complete the Principles of Marketing course and then follow it with 18 credits of elective marketing courses. As with the majors, minors may tailor their coursework to similar career paths.

B. Special Recognition

The Department of Marketing has experienced a number of successes over the period since the last Audit and Review. Among the most notable are:

- Two consecutive two-year continuations of the Department of Education grant to fund the Global Business Resource Center directed by Drs. Naidu (Marketing) and Bhargava (Economics).

- Both marketing student organizations, American Marketing Association (2001 and 2003) and Pi Sigma Epsilon (2001) have won top chapter national awards.
- Jimmy Peltier earned the University Award as Outstanding Researcher (1999) and College of Business & Economics Research Award (2003).
- Jimmy Peltier was also distinguished by earning Direct Marketing Educational Foundation awards including Outstanding Educator (2003), Best Paper (2001 and 2002) and a Best Paper Award from the Journal of Marketing Education (2003).
- G.M. Naidu and Jimmy Peltier were consecutively awarded the Arno Kleimenhagen Professorship
- Lois Smith earned the College of Business & Economics Service Award two years (2001 and 2002).

C. New Academic Assessment Initiatives

During the 2002-2003 academic year, the Department of Marketing piloted several new approaches to assessment for its majors and minors. The Department continued past methods of data collection while adding these new activities. New assessment strategies were:

- Establishment of specific skill and content objectives for each marketing course to address
- Surveying graduating seniors on their opinions as to whether courses demonstrated those objectives
- Surveying seniors concerning self-assessment of their skill levels in designated areas
- Expanding internal assessment of student performance by teams of three instructors evaluating samples of projects from students in four different courses
- Asking business professionals from our Advisory Council to evaluate samples of student projects from those same courses
- Determining strategies to implement to improve student performance in the skill areas in which demonstrated proficiency was below expectations

II. ACADEMIC ASSESSMENT

Appendix C: Advising Reports (major and major with emphasis)

A. CENTRALITY

1. Relationship to the mission and strategic plan of UWW.

Members of the Department of Marketing share a commitment to supporting the six priorities espoused in the UWW strategic plan.

- a. *UW-Whitewater will keep student learning as the paramount focus of its programs and services.*

The Department of Marketing demonstrates a strong emphasis on student learning through its setting of annual goals. Of the seven goals established by the Department for 2002-2003, four related directly to student learning. They were:

1. Enhance student's written and oral communication skills.
2. Provide students with a comprehensive understanding of the most current marketing practices, including critical thinking skills, ethical issues, knowledge in distinct marketing areas, and practical marketing experience.
3. Encourage international and cross-cultural opportunities for students, staff, and faculty.
4. Revise the Departmental assessment process.

The Department strives to require students to become proficient in communication through projects and presentations. We are working on developing a matrix for grading of oral projects to be used as a resource throughout the Department. Practical experience is provided through case analyses and competitive simulations in several classes. Several faculty and staff are directly involved with advising student organizations (Scott Swanson, Jimmy Peltier, G.M. Naidu, Marilyn Lavin, Lois Smith, and Sharon Roy Newman). Curricular changes to be discussed later will demonstrate an interest in maintaining course content currency.

b. *UW-Whitewater will deliver state of the art programs and services.*

Faculty and staff regularly use technology to deliver their courses. Most use ROAD accounts to disseminate course information and lecture slides to students. Some have taken training in Desire to Learn. Faculty and staff invite speakers from industry to come to their classes to discuss trends. Many classes rely on the latest software tools such as SPSS, RFM, or competitive simulations.

c. *UW-Whitewater faculty and staff will be exemplars in their fields.*

Awards listed in the introductory section of this paper show the success of our faculty in gaining recognition for their research efforts. The appendix information on activities and publications will show their commitment to professional work. All of our faculty are active researchers with current refereed publications and national or international presentations to their credit.

d. *UW-Whitewater will foster a sense of community, a respect for diversity, and an appreciation of global perspectives.*

As has been noted, G.M. Naidu is co-director of a Department of Education Grant for the Global Business Resource Center. Two faculty coordinate international exchange programs for UWW. Marilyn Lavin coordinates an internship exchange program in the Czech Republic, and Lois Smith coordinates an exchange with Arnhem Business School in the Netherlands. Numerous faculty have presented papers at international conferences or published articles on international topics.

e. *UW-Whitewater will serve as a vital resource to the region.*

Through the Global Business Resource Center, G.M. Naidu and his staff act as consultants for Wisconsin businesses wishing to enter international markets. The individual records of faculty will show their extensive consulting activities (both paid and pro-bono).

f. *UW-Whitewater will continue to strengthen its leadership position as a premier comprehensive university.*

The nationally recognized performance of student organizations, an extensive list of faculty refereed publications and presentations, and service to the university and business and professional organizations all contribute to the well-deserved positive image of UWW.

2. Relationship of the Program to Other Programs in the University

First, the marketing major has close ties with other majors within the College of Business and Economics. The marketing principles class (Marketing 311) is required by all majors in the BBA program. The Department also plays a major role in servicing the Professional Business Minor / Marketing for other colleges in the University. For a number of the years within this review cycle, the marketing minor had the largest number of students of any minor in the University.

The marketing principles class is also required in the arts management area. The Department serves the journalism advertising emphasis by providing several marketing elective courses for use in that major. Marketing Principles is required for the advertising major. The large number of minors and the extensive number of advertising majors in marketing classes has taxed the availability of classes. Rooms are often at capacity with students regularly being turned away.

B. PROGRAM GOALS AND ASSESSMENT

1. Goals had remained unchanged for many years, but in the 2002-2003 academic year, the Department initiated a system of developing annual goals. The specific programmatic goals for the 2002-2003 year were:

- Revise the Departmental assessment process.
- Complete Departmental promotion standards and teaching effectiveness guidelines.
- Encourage and support faculty in their scholarship and research.

Other goals were related to specific student outcomes. Those goals will be explored in Section II. C.

The Marketing Department shares the mission of the College of Business and Economics as follows:

The mission of the College of Business and Economics is primarily to provide quality undergraduate education serving career-oriented students. The College also provides a quality graduate program built upon existing undergraduate programs of excellence. Continuing education for the region will be offered through quality credit and noncredit programs. The guidance of a faculty committed to excellence in teaching and sustaining scholarship. Education is broadly interpreted to include experiences in and outside of the classroom.

2. Ways in which the curriculum contributes to fulfilling the stated goals and objectives for the program.

During the 2002-2003 assessment process, the Department made a serious effort at expanding and updating its assessment process. Faculty and staff teaching particular marketing courses provided information on the curricular goals they felt their courses satisfied. The content goals and the marketing courses are shown in the table below.

GOALS / COURSES	MKTG. RESEARCH (321)	RETAIL MGMT. (337)	PROMOTIONAL POLICIES (350)
Written communication	X	X	X
Oral communication	X	X	X
Critical thinking		X	
Ethics		X	
Practical experience	X	X	X
International/ Cross Cultural Opps.		X	

GOALS / COURSES	INTERNET MKTG. (351)	STUDENT EXCHANGE (346)	INTERNATIONAL MKTG. (361)
Written communication	X		X
Oral communication	X		X
Critical thinking	X		
Ethics			X
Practical experience			
International/ Cross Cultural Opps.		X	X

GOALS / COURSES	PRODUCT POLICY (400)	BUSINESS TO BUSINESS (412)	CONSUMER BEHAVIOR (420)
Written communication	X	X	X
Oral communication		X	
Critical thinking	X	X	
Ethics			
Practical experience	X	X	
International/ Cross Cultural Opps.			X

GOALS / COURSES	PERSONAL SELLING/SALES MGMT (429)	SERVICES MKTG (432)	LOGISTICS (442)
Written communication	X	X	X
Oral communication	X		
Critical thinking		X	X
Ethics	X		
Practical experience	X		X
International/ Cross Cultural Opps.			

GOALS / COURSES	DIRECT MKTG (444)	DATABASE MKTG (445)	INTERNSHIP (492)	MKTG. MGMT. (479)
Written communication	X	X	X	X
Oral communication	X	X	X	X
Critical thinking		X		X
Ethics				
Practical experience	X	X	X	X
International/ Cross Cultural Opp				

The Assessment Report (Appendix G) shows the graduating students' responses to how the goals and courses correspond.

3. Summarize assessment data gathered during the review period.

The new assessment procedures were not implemented until this past year, and so we continued to collect data that had been included in previous years. Included in this section will be overall programmatic information. In Section II.C., more specific outcomes goals will be addressed.

Student Evaluations:

The Purdue instrument scores for faculty and full-time academic staff in the Department reflected a high quality of teaching. For the last two merit cycles (including 1999 and 2001), nine full time academic faculty and staff members averaged teaching scores 4.1 (1999) and 4.3 (2001) on a 5-point scale. In 1999, 8 instructors rated “outstanding” on the merit evaluation scale and 1 rated “excellent.” In 2001, all rated “outstanding.”

Performance in Capstone Course:

2002-2003:

For this past year, the performance in the capstone course was gauged based on student responses to the course and meeting its goals. At least half of students who took Marketing Management (Marketing 479) felt that this course accomplished each of its goals. Three faculty members also reviewed a sample of course projects (given in the assessment report). Further, members of our Advisory Council (business executives) also evaluated class projects for this course. Summary comments from them were:

- Put more emphasis on budgets and goals – generally giving financial information.
- Students’ work overall was impressive.
- SWOT analyses were good.

2001-2002:

The instructor for the course wrote: In keeping with the initiatives to increase analytical thinking and problem-solving skills in students, as well as enhancing their ability to work in teams and make presentations, the Marketing Management course was structured around two major projects. The first allowed student teams to investigate and report on a special marketing topic of their choosing. Students presented on topics such as experience marketing, loyalty marketing, database marketing and permission marketing. The second project involved developing a comprehensive marketing plan for a brand of hand-held computer. Faculty attended class presentations and read projects. Comments from faculty included further need for specific analysis of competition and also of budgeting figures. Students needed work on oral presentation skills and the appropriate use of presentation software.

2000-2001:

According to the instructor’s assessment: Students worked on several team-based projects. The major project was an integrated case concerning the personal computer industry. Student teams applied textbook concepts to the pc industry. Students sharpened their analysis and teamwork skills by completing a marketing simulation, Photo Wars. Major themes covered in the course included customer relationship management, global marketing, and the use of technology in marketing.

1999-2000:

Students were assigned specific companies in order to apply class concepts throughout the course. Companies included Southwest Airlines, Dell Computer Company, Home Depot, Starbucks, and Rubbermaid. Students improved their teamwork skills as they completed three case studies dealing with marketing strategies. The overall theme of the course focused on evolving marketing strategies.

1998-1999:

The course used the case method to cover various concepts. Students designed marketing plans and discussed strategies related to those plans. An electronic bulleting board supplemented course material and introduced students to new technologies. Student feedback indicated that they would prefer a breadth of case topics. Instructors felt that the students needed further exposure to current outside readings.

Exit Surveys:

The graduating majors and minors were surveyed on four criteria related to the marketing program. The rating scale ranged from 1 indicating “very satisfied.” Summary results for the five years are shown here:

CRITERIA	MEAN 98-99	MEAN 99-00	MEAN 00-01	MEAN 01-02	MEAN 02-03
Variety of Courses	1.97	2.00	1.91	1.79	1.80
Content of Courses	1.94	2.00	2.00	1.87	2.00
Quality of teaching	2.02	2.00	2.10	1.96	2.20
Overall education received	1.97	1.90	1.89	1.72	1.71

These exit survey results indicate that students are generally satisfied with the instruction they received from their marketing classes.

Internship Evaluations:

Employers of student interns are asked to complete an evaluation of the students that they supervise. From 1998-2000, all (100%) of employers indicated they were either “very satisfied” or “satisfied” with students’ preparation for the internships, performance in the positions, and overall work ethic and attitude. The question format changed in 2001, but 100% of employers indicated that students either “met” or “exceeded” their expectations for performance. Employers frequently commented that interns learned quickly, worked independently, and adapted to the business world easily (2001-2002).

A report for the 2003-2004 academic year showed:

The Marketing Internship program has been a popular vehicle for students to gain valuable corporate experience. Following are the enrollment numbers by semester:


<u>Summer 2002</u>	<u>Fall 2002</u>	<u>Spring 2003</u>
8	12	10

UW-Whitewater marketing students participated in valuable internships that were mutually beneficial to them and their employers as evidenced by the following results.

Employer evaluations of student interns:

Assessment

rating 1-10 

 10 being highest

Student's contributions to business	8.88
Student's enthusiasm	9.25
Student's attitude	9.50
Student's pro-activeness	9.25
Overall experience	9.63

Comments:

- *Student was phenomenal.*
- *Student was very enthusiastic.*
- *Student exceeded expectations.*
- *Exceptional experience*
- *He was great!*
- *We were very happy with our intern from UW-Whitewater.*

Corporate intern partners included:

Wheel & Sprocket, Top Cut, Moore Sports, Career Services, Menard's, Target, Direct Supply, Lab Safety, Kohl's, and Bed, Bath & Beyond

Placement Statistics:

Placement statistics are available in Section III.A.4. of this report.

Data show that marketing students generally have success in finding jobs related to their field of study. Placements rates do fluctuate with the economy, however.

Employer Feedback:

For the first time in spring semester of 2003, the Department invited its Advisory Council members to give formal assessment feedback on students' performance in specific classes. The Advisory Council members were given a sample of completed assignments for the courses. The classes were Marketing Management, Direct Marketing, Internet Marketing, and Personal Selling & Sales Management. The assignments included examinations, oral presentations, and written projects. Summary feedback on Marketing Management was already presented in the Capstone Course section.

Summary comments from Advisory Council members on other coursework were:

Strengths:

For Personal Selling and Sales Management:

- Good identification of product features and attributes
- Good contract descriptions and summaries

For Direct Marketing:

- Good teamwork.
- Excellent research (both primary and secondary)
- Appropriate marketing strategies
- Good creation of images for offers

For Internet Marketing:

- Good writing and organization of exam responses (also identified as a weakness)
- Good examples

Weaknesses:

For Personal Selling and Sales Management:

- Greater need for benefits and value-added approaches
- Need more practice with objections
- Too quick to give free incentives

For Direct Marketing:

- Students should dress in more businesslike manner
- Financial and ROI understanding were weak
- Presentation skills could use improvement
- Need practice in setting objectives

For Internet Marketing:

- Need more work on identifying objectives
- Unsupported opinions used (need more support for arguments)
- Costs information needed – budget analysis
- Writing needs work

Performance of Student Groups:

The Department of Marketing student organizations have been very active, as the following information will demonstrate:

1998-1999: American Marketing Association: Group won national Outstanding Chapter Exhibit Award. A UWW marketing minor, William Hehr, won the award as Top Intern among more than 800 students. Pi Sigma Epsilon: UWW student, Paul Rozeski won the Pro Am Sell-a-Thon. Kate McNamara earned a \$1500 scholarship. The UWW chapter won Gold Level Status (top four in the nation). They also won Top Midwest Region Chapter, Top Sales Project, and First Runner-Up to National Top Chapter.

1999-2000: American Marketing Association: Group won award as top regional chapter and the Collegiate Chapter Exhibit Award. Pi Sigma Epsilon: First Runner-Up to National Top Chapter, Second place in Special Events Competition. They also won Top National Marketing Award, Top Service Project, Top Communications Award, Top Sales Project, and Top Regional Chapter Award. UWW student, Christy Petrakis won a \$1000 scholarship.

2000-2001: American Marketing Association: Won Top National Chapter Award. Pi Sigma Epsilon: Placed 4th in national competition. UWW student, Nikki Schibline won the Pro Am Sell-a-Thon. Five UWW students won national scholarships.

2001-2002: American Marketing Association: Won Top National Chapter Award. Honorable mention in the Dunkin-Donuts Case Competition. Pi Sigma Epsilon: Won Top National Chapter. Also won Top Salesperson Award, Top Marketing Award, and nine national scholarships.

2002-2003: American Marketing Association: Won Top National/International Chapter Award. Pi Sigma Epsilon: Placed 4th in national competition. Two UWW students won national scholarships.

Support for Faculty Scholarship and Research:

The Department of Marketing specifically supported research in giving Jimmy Peltier a research release in the 2002-2003 academic year. Also, Marilyn Lavin was granted a sabbatical for the fall semester of 2001. Typically, the majority of support comes from the College level, and in this case, the College of Business & Economics supports travel to two conferences each year when faculty present papers. The appendix indicates the high level of productivity that the Marketing Department maintains. Also, G.M. Naidu received support in the form of a one-class release each semester for his work with the Global Business Resource Center.

Completion of Departmental Promotion Standards

One of the Departmental goals was to revise promotion and teaching effectiveness standards. Both revisions were accomplished during this past academic year.

4. Program Contribution to State and Societal Needs, Addressing Diversity and Global Awareness Issues.

The marketing program contributes to state and societal needs through:

- preparing students for graduate study in business or related fields

- assisting students in developing skills necessary for employment in business and not-for-profit organizations
- preparing students to think critically and to apply theoretical concepts in real world settings
- giving students experience in working collaboratively
- faculty and staff doing extensive consulting work for business and nonprofit organizations
- faculty (Jimmy Peltier, Scott Swanson, and Tom Ainscough) completing a study to determine possible means of collaboration between UWW and the City of Whitewater to promote economic development
- the Global Business Resource Center assisting Wisconsin businesses that are seeking to enter international markets

The marketing program addresses diversity and global awareness by:

- setting international and cross-cultural opportunities as one of its primary knowledge goals for students
- assigning one faculty member to act as international liaison for students (David Luna).
- compiling a list of international resources available to students for research in the Global Business Resource Center (Amy Coon)
- actively coordinating UWW Exchange programs with the Czech Republic (Marilyn Lavin) and Arnhem, the Netherlands (Lois Smith)
- supporting businesses seeking trading partners through the Global Business Resource Center
- designating specific courses as emphasizing international and cross-cultural diversity topics and materials

5. Changes in Goals, Objectives, and Curriculum Occurring Since the Last Audit and Review; Responses to Previous Audit and Review

Goals:

In the last Audit and Review report, the Department had a list of almost 30 goals and 19 objectives. In re-evaluating our assessment process, we collapsed those objectives into a smaller list of goals and really focused on those seven. Three programmatic goals were presented in this section, and four more student outcomes goals with accompanying examples will be included in the next section of this report. We are actively reviewing goals each year and adjusting them as some may be accomplished. For instance, we removed the goal of establishing promotion and tenure standards for faculty as we completed that goal this year. We changed the goal of developing and piloting a new assessment procedure to the goal of refining that procedure for the 2003-2004 academic year.

Curriculum:

The Department of Marketing has deleted two courses since the last Audit and Review. The two deleted courses were: Franchising (Marketing 338) and Sales Management (Marketing 349). We deleted Franchising because a large portion of the material covered

in this course was being subsumed under the heading of another marketing course, Retail Management. Likewise, the material from the Sales Management course began to overlap heavily with the Personal Selling course. As a result, the Personal Selling course was renamed as Personal Selling and Sales Management to reflect that change in focus.

Another course was renamed and its content updated. The original course was Physical Distribution Analysis (Marketing 442). In the field of marketing, where shipping and storage had been major cost containment issues for business, the focus shifted to greater interest in the flow of electronic data in inventory and to cooperation among levels in the supply chain. The new title of the course is Logistics, and the course content reflects the addition of material on data sharing as well as physical goods handling.

The Department of Marketing added two new courses: Internet Marketing (Marketing 357) and Database Marketing (Marketing 445). Both of these courses reflect changes in the marketplace, specifically in how information is communicated and how products are sold (via the Internet) and in how data on customers is maintained and used to develop strategies (database creation and maintenance).

Based on substantial increases in the use of the Internet and selling direct to consumers and business customers, and based on the recommendations of the Marketing Department's Advisory Council, we created our first emphasis within the marketing major titled: Direct and Internet Marketing. This emphasis requires the completion of three courses: Internet Marketing (Marketing 357), Direct Marketing (Marketing 444), and Database Marketing (Marketing 445). Students who choose this emphasis would complete their degrees with the usual marketing major required courses (Marketing Research and Marketing Management) along with three other marketing elective courses of their choice.

Previous Audit and Review Responses:

Appendix A shows the Audit and Review response from 1998. The recommended result was that the program should be continued without qualification. In that report, the Audit and Review Committee made several suggestions. They were:

Assessment:

1. *Continue the development of external data collection techniques.*

The Department has revamped its assessment procedures substantially to include evaluations from employers who serve on our Advisory Council. The University has attempted to distribute surveys to exiting seniors and to alumni. We asked that alumni receive our new exit survey with information on competency and course/goal relationships. Unfortunately, the response rates, at least for the senior survey, have been too low to be reliable. We received one senior survey response from those distributed by the University.

2. *Describe the process the department uses to collect data from on-site internship supervisors. Explain how this process gives feedback on specific educational objectives. Make the internship evaluation instrument more focused.*

We continue to work on this recommendation. All employers have been called and asked to evaluate their interns in global measures. The feedback loop to educational objectives

remains weak, but data are being collected consistently. One reason for less than optimal progress in this area is that our internship coordinator has not been consistent. Sharon Roy Newman will be acting as internship coordinator, and she is making plans for a more outcomes-focused mailed survey approach

3. Global statements about meeting objectives and standards for the course should be supported with evidence.

Our new departmental exit surveys along with evaluations of coursework made by instructors and by employers are far more specific than what was done previously. We are discovering specific needs of our students and making plans for addressing them.

4. Discussion of the assessment results would be helpful. Do student perception data match faculty expectations?

Our assessment report for 2002-2003 (Appendix G) will show that we did match faculty goals with student perceptions. In some cases, as the report showed, we fell short, but in most we were successful. We are making plans for improving the correlation between instructional goals and the experiences students report in specific courses.

5. Explore having students in an upper level class do some portion of the program assessment as a project.

Graduate students have assisted in our data analysis and reporting. Undergraduate students have attended our Advisory Council meetings and have participated in assessment discussions as to how the program could be improved and what questions we should ask them as they move through the program.

6. Consider differentiating between Program Goals and Objectives. There seems to be a mixture of broader goals and more specific goals/objectives.

We have combined goals and objectives under one heading of “goals.” We have reduced the goals to a more manageable number that allows us to focus in particular areas. We are trying to measure those areas using three basic sources of data: students, instructors, and professional businesspeople. We are using both quantitative and qualitative data for our analysis.

External funding:

1. Continue to investigate and pursue other external funding.

Faculty have been very active in seeking funding from outside agencies. Of course, the Global Business Resource Center under the direction of G.M. Naidu has been very successful with the Department of Education. They have experienced unprecedented renewals in this grant because of their excellent productivity.

Specific data on the GBRC funding and other external funding is found in Section IV. D. of this report.

Resources:

1. Continue to pursue means of acquiring additional laptop computers.

With more and more dependence on distance learning, this need is still not being met. We now have three laptop computers that faculty and staff share, and they are always in demand, often with waiting lists.

C. ASSESSMENT OF STUDENT LEARNING/OUTCOMES

1. State Performance Objectives

The goals for students who graduate from the marketing program are:

- a. To demonstrate excellent written communication skills
Examples: To be able to write business reports, to use appropriate grammar and spelling, to be able to write executive summaries, to document research
- b. To demonstrate excellent oral communication skills
Examples: To be able to speak comfortably both formally and informally before groups, to know how to prepare and execute a presentation supplemented with presentation software such as PowerPoint
- c. To demonstrate a comprehensive understanding of the most current marketing practices, including critical thinking skills, ethical issues, knowledge in distinct marketing areas, and practical marketing experience.
Examples: To be able to write a business case analysis or marketing plan, to identify ethical dilemmas faced by marketers
- d. To have an understanding of international and cross-cultural issues and opportunities.
Examples: To identify ways in which cultures within and outside the US are different in values and behaviors, to be sensitive to and understanding of those differences, to apply marketing principles to adapt to different cultures

2. Describe Data Collection Techniques and Whether the Program Has Been Successful in Achieving Desired Performance

Some of the data collection techniques have already been reported, but to review, they were:

Exit Surveys:

Graduating majors and minors were asked to rate their satisfaction with their overall education as well as course variety, content, and quality of teaching. On these measures, all mean scores fell above the neutral point into the “satisfied” or “very satisfied” areas. Over the five years, fluctuations in these scores have been minimal.

In the 2002-2003 academic year for the first time, we surveyed students as to their feelings of competency in designated skill areas. Once again, the mean scores on skills all fell above the central, neutral point, indicating that on average students felt either “prepared/trained” or “well prepared/trained.”

Also included in the exit survey was a list of courses and those relevant goals. Instructors had indicated which goals they felt their courses emphasized. Of 48 possible goal/course items, only 4 goal/course combinations fell below the 50% mark. Restated, in only 4 instances did students report that courses had not helped them to achieve particular goals.

Faculty/Staff Evaluation of Student Performance:

As the detailed information in the Assessment Report indicates, faculty and staff evaluated a small sample of student exams, projects, and presentations from four different classes. The final results indicated that while there were many positive comments on student performance, four troublesome themes arose. They were:

- Students had trouble taking theory and applying it to real world situations.
- Students had difficulty in using their research to develop strategic actions.
- Students need work on oral presentation skills.
- Students need more experience writing business-style reports and using business sources.

Positive comments included:

- Generally, students showed their understanding of marketing concepts and theories.
- They could identify and state marketing problems when given case examples.
- They understood the concepts of defining target markets and monitoring the macroenvironment.

Professional Businesspersons' Evaluation of Student Performance:

Members of the marketing Department Advisory Council reviewed similar materials and made the following common comments for areas students needed to improve:

- Students need to learn to make the leap between product attributes and product benefits.
- Students had difficulty establishing objectives.
- Students were limited in their ability to demonstrate an understanding of budgets and financial standing.

Evaluators found that writing ability and presentation skills varied considerably from student-to-student or team-to-team. Evaluators also commented on the skills of students, indicating that their abilities were at least equivalent to their new hires at the close of their first year of employment. They found students' ideas to be innovative and their secondary research to be well done.

Internship Employer Evaluations:

All ratings of marketing interns have been very positive. Employers have reported no complaints or deficiencies.

Performance of Student Organizations:

Both student organizations, AMA and PSE, have been very successful regionally and nationally, as has already been reported. We are very proud of these student groups and their commitment.

Employment:

As will be reported in trend data, students in marketing have been very successful finding employment in the field.

4. Explain How Specific Courses Are Related to Student Performance Objectives

In Section II B of this report, the chart on goals and courses is available.

5. Discuss Potential Revisions to the Curriculum That You Foresee Over the Next Review Period

If the total number of majors and minors continues to grow, and the number of faculty and staff allocated to the department holds steady or declines, we will need to reduce the number of elective marketing courses that we offer, or else we will need to offer more of them on an alternating semester basis.

Based on discussions during our Advisory Council meetings, we might envision an undergraduate course on marketing ethics. We would also expect that electronic interchange of data and use of the Internet for buying and dissemination of information will increase in its emphasis in classes, as will international cases and examples.

D. DUAL-LEVEL COURSES

In our first meeting during fall 2003 semester, we voted to eliminate the graduate equivalent for three undergraduate courses. Eliminated were: Marketng 620 (Consumer Behavior), Marketng 636 (Purchasing and Materials Management) and Marketng 642 (Logistics). We have one dual-listed course remaining: Marketng 561 (International Marketing). We have retained this course to accommodate Business Education graduate students who would not otherwise be eligible for our graduate International Business/Marketing course.

For graduate students who enroll in Marketng 561, instructors require an additional research and application project.

E. PROGRAM IMPROVEMENT RESULTING FROM ASSESSMENT EFFORTS

1. Highlight important changes to the curriculum, the assessment objectives, and/or the data collection techniques/processes that have occurred during the review period.

One of the major changes made was the reduction in the number of goals for the department. As has already been discussed, the number of objectives and goals was so extensive that we had trouble identifying what was important or what we should stress. We have winnowed the goals to a list of seven (presented previously) to be revised annually. As a result of this reduction in goals, we now have more concrete actions to take to improve student learning (addressed in the next section).

Data collection has changed this past year also in order to capture information more directly related to the designated goals. Information is also collected on individual courses and their content areas. Instructors, students, and business professionals have all contributed their assessments about performance on the objectives. Information collected prior to the 2002-2003 academic year was of a more global nature and not as directly related to goals for student learning. It was our intention to find out more precisely whether our students were accomplishing the skills we thought they were and whether they were assimilating the information that they needed about specific topics (e.g., ethics and international/cross-cultural topics).

The most important curricular change has come in the form of a greater emphasis on technology and marketing, specifically the creation of two new courses: Database Marketing and Internet Marketing. The new emphasis in Direct and Internet Marketing is also indicative of the increased role of technology in marketing as a whole. Our Advisory Council discussed and supported the addition of these courses and the associated emphasis.

2. Indicate How the Program has Responded to Recommendations Relevant to Assessment of Students' Learning.

In our assessment measures, we discovered some disconnects between perceptions of different groups. For example, students, on average, felt that they were either "prepared/trained" or "well prepared/trained" in skills and content areas that we queried them on; however, instructors and employers who evaluated student performance on these same areas found some deficiencies. The Department used these assessments and took the following actions to move towards the goal of preparing students better for their careers:

- a. Instructors found: Students had trouble taking theory and applying it to real world situations. They also had difficulty in using research to develop strategies.
Action: In a Department meeting, we decided that in our courses we would do more direct teaching of the relationship between theory, research, and action. We will consistently refer to this approach as "so what?" As an example, if our research shows that people living in rural areas purchase products more frequently from catalogs, we ask students, "So what?" Theory also indicates that some products for sale in catalogs are high involvement and require extensive processing. What actions can a catalog marketer take to use this information? Instructors will have graded assignments addressing these skills.
- b. Instructors found: Students need work on oral presentation skills.
Action: In a Department meeting, we shared several matrices and lists of good presentation characteristics. We agreed that we will evaluate the presentation skills as well as the content of the material presented. We are working on suggestions for a grid that faculty and staff can use to evaluate presentations.

c. Instructors found: Students need more experience writing business-style reports and using business sources.

Action: All elective marketing courses will require writing with feedback to students. Writing assignments can include essay exams, case analyses, or projects. Carol Elsen, the business specialist in the UWW library, attended our department meeting to introduce herself and her support services. Several classes have specific library web sites now, assisting students in choosing good research sources. Ms. Elsen also visited several classes to demonstrate the extent of library source availability.

d. Businesspeople found: Students need to learn to make the leap between product attributes and product benefits.

Action: In direct marketing, promotions, and personal selling classes, we will implement class activities related to showing students more directly how attributes lead to benefits. For example, if Tide has special bleaching crystals (attribute), the benefit is cleaner clothes. Instructors will incorporate these activities into projects and examinations.

e. Businesspeople found: Students had difficulty establishing objectives.

Action: Classes using projects and case analyses will require students to write specific objectives, and students will be evaluated based on those objectives.

f. Businesspeople found: Students were limited in their ability to use budgets.

Advanced marketing classes, most especially Marketing Management, will include case materials or simulations that involve setting budgets.

g. In four instances, students did not perceive that goals designated for those courses were being met. Part of the problem here may have been that it was not until faculty and staff had written their fall syllabi that we developed the matrix indicating which courses would meet which goals. Graduating seniors would have taken the marketing research class a full year before the goals/courses matrix was even developed. All instructors in the Department currently have the matrix and use it to develop objectives for their courses and specific assignments intended to achieve the goals. Longitudinal data will prove whether we are reaching our goals or not. Specific examples of actions include: Marketing research will include written projects. Business-to-Business marketing classes will incorporate more case examples.

h. For the four courses evaluated specifically by teams of instructors and businesspeople, the current instructors will know the limitations and strengths previously reported and will adapt classes to improve the course content.

F. Information Shared With Constituencies

The Advisory Council of the Marketing Department met in May and was presented with the initial assessment information. Included at the Advisory Council meeting were student organization leaders. The afternoon's discussion covered assessment strategies and findings. Students were asked to bring this information back to their organizations.

The Advisory Council has been in existence for many years, meets regularly, and has shown outstanding support for the program.

Faculty for the capstone marketing course, Marketing Management (Marketing 479), share assessment-related goals and results with the students in that course.

The American Marketing Association is one of the largest student organizations on campus. Each semester, the Marketing Department hosts a pizza party for the group and presents assessment findings.

Advisors to Pi Sigma Epsilon, another student organization, present the assessment findings to that group.

The Department of Marketing meets monthly and has spent many hours during those meetings in this past academic year developing and revising the assessment process. All faculty and staff have participated in the advising process.

III. ENROLLMENT

A. Trend Data

1. Number of students enrolled as marketing majors each fall for past five years.

YEAR	ENROLLMENT
Fall 2002	229
Fall 2001	218
Fall 2000	172
Fall 1999	170
Fall 1998	163

2. Number of degrees granted each year for the past five years

YEAR	DEGREES
Fall 2002	90
Fall 2001	91
Fall 2000	82
Fall 1999	71
Fall 1998	76

3. Average total credits to degree for the past five years

YEAR	CREDITS
Fall 2002	130
Fall 2001	127
Fall 2000	129
Fall 1999	132
Fall 1998	123

Students may graduate as marketing majors with 120 credits.

4. Student placement information

YEAR	% OF GRADS PLACED
2002	92.73%
2001	90.38%
2000	88.14%
1999	97.83%
1998	100.00%

Placement statistics reflect fluctuations in the economy.

B. Demand for Graduates

1. Acceptance into graduate programs

YEAR	NUMBER ATTENDING GRADUATE SCHOOL
2002	1
2001	0
2000	2
1999	0
1998	1

2. Employment Projections

Marketing students may be employed in a variety of fields including sales, advertising, direct marketing, retail management, or retail merchandising.

Projections from the U.S. Bureau of Labor Statistics for these areas are quoted as follows:

Sales:

*Employment of sales representatives, wholesale and manufacturing, is expected to **grow more slowly than the average** for all occupations through the year 2010. Continued growth due to the increasing variety and number of goods to be sold will be tempered by the increased effectiveness and efficiency of sales workers. Many job openings will result*

from the need to replace workers who transfer to other occupations or leave the labor force. (Growing more slowly refers to a growth rate of between 3 – 9% annually.)

For advertising, sales management, and promotion:

*Employment of advertising, marketing, promotions, public relations, and sales managers is expected to **increase faster than the average** for all occupations through 2010. Increasingly intense domestic and global competition in products and services offered to consumers should require greater marketing, promotional, and public relations efforts by managers. The number of management and public relations firms may experience particularly rapid growth as businesses increasingly hire contractors for these services instead of additional full-time staff. (Growing “faster” refers to growth rates of 21-35%).*

For retail buyers:

*Overall employment of purchasing managers, buyers, and purchasing agents is expected to experience **little or no change** through the year 2010. Demand for these workers will not keep up with the rising level of economic activity because the increasing use of computers has allowed the paperwork involved in ordering and procuring supplies to be eliminated, reducing the demand for lower level buyers who perform these duties and for the managers who supervise them. In addition, the increased use of credit cards by some employees to purchase supplies without using the services of the procurement or purchasing office, combined with the growing number of buys being made electronically, will restrict demand for purchasing agents. Despite little or no change in employment, some job openings will result from the need to replace workers who transfer to other occupations or leave the labor force.*

3. Other indicators of employment trends

As has already been mentioned, the Department of Marketing has established a new emphasis in Direct and Internet Marketing. The following material concerning the direction of that field comes from the *Occupational Outlook Handbook*.

The Internet and electronic commerce are creating new opportunities to reach and communicate with potential customers. Some firms are hiring Internet sales managers, who are in charge of maintaining an Internet site and answering inquiries relating to the product, price, and delivery terms—a trend that will increase demand for these supervisors.

4. As is typical of all of UW-Whitewater, our undergraduate students are primarily full time students of traditional age and are seeking their first career-oriented positions.

C. Accreditation

1-2. Role of Program Accreditation

The CoBE is accredited by AACSB. Many reputable graduate programs require that undergraduate students who apply for their programs have attended AACSB accredited colleges. AACSB accreditation requires a high level of teaching quality and faculty research in addition to a curriculum that reflects current business needs.

D. Location Advantage

UWW's location within easy driving distance from Madison, Milwaukee, and the northern suburbs of Chicago provides two noticeable advantages for students who attend this campus. First, faculty and staff are able to find speakers from large businesses to make classroom presentations. Second, considerable employment opportunities are available for our students in these cities.

E. Comparative Advantage

1. Identify any unique features that set the program apart from other competing programs in the UW System or other colleges and universities in Wisconsin.

The Department of Marketing has a wider array of undergraduate elective marketing courses than any other marketing department in the state. This diversity of courses allows students to prepare for different careers in the marketing field. The program in sales has a strong reputation among employers in the region, as do the retail management and retail buying areas. Our newly implemented Direct and Internet Marketing emphasis will allow specialization in a quickly growing field. Our students are recruited by employers such as Xerox, Kerry Ingredients, Cygnus Publishing, Lab Safety Supply, Federated Insurance, National Mutual Insurance, Sanford Business-to-Business, Kohl's, Carson Pirie Scott, Direct Supply, Strong Capital Management, Harris Data, and Rayovac Corporation.

Another strong competitive advantage for students in our program is the excellent track record and experiences offered by our student organizations. As has already been mentioned, both American Marketing Association and Pi Sigma Epsilon have been top national chapters in this review (AMA twice). They have active, involved students who have the opportunity to lead and develop their resumes prior to graduation.

F. Community Impact

1. Discuss the impact that the program has on the community and/or region.

Pi Sigma Epsilon participated in service activities that supported charities such as the American Cancer Society, the Lions Camp, Camp Hartland (an HIV camp focusing on children), and many others. American Marketing Association supports the Epilepsy Foundation, the Muscular Dystrophy Foundation, Sabel House, UWW student scholarships, and the Clean Highway Program.

As the faculty information attached later in this report will show, members of our department are actively involved in both business and pro bono consulting regionally, nationally, and internationally.

Creative Marketing Unlimited, the marketing research arm of AMA, works with business clients in the region by conducting research and developing promotional materials for them.

The Global Business Resource Center serves Wisconsin businesses by providing consulting on different regions in the world and how businesses can best enter or expand international markets. They have also mounted a project helping small businesses certify employees in E-Commerce.

IV. RESOURCE AVAILABILITY AND DEVELOPMENT

A. Faculty and Staff Characteristics

1. Discuss the characteristics of faculty and staff

Of the 11 positions dedicated to the Department of Marketing, in spring of 2003, 10 were held by Ph.D.s. The other position was held by a long-term academic staff member who had completed her MBA degree in marketing. In spring of 2003, however, two tenure-track faculty members resigned for better paying positions, leaving us with 8 Ph.D.s. One of the Ph.D. positions was lost to budget cuts, but we are hopeful we will be approved to hire a Ph.D. for the other position.

Using spring semester, 2003, data, of the 10 Ph.D. positions, 2 (20%) were filled with women. The academic staff position was also filled by a woman. Using data on doctoral recipients from the year 2001, new Ph.D.'s were 42.5% female and 57.5% male. Females are clearly under-represented in faculty appointments. Within the last five years, we have offered positions to at least four women, all of whom declined our offers because they received better ones. Our academic staff typically have a higher proportion of women, so students are seeing women marketers in the classroom. The overall male/female balance changes from semester to semester with the hiring of adjunct academic staff members dependent on faculty leaves and release time options.

In our department, of the Ph.D. positions, 4 (40%) were filled by minorities. Out of national new doctoral recipients who are either US citizens or on permanent visas, 24.6% were minorities

2. Indicate the courses in the curriculum for which faculty and staff members are responsible.

Because of our broad list of electives, faculty are by necessity required to be flexible in terms of their course load. The following chart shows the faculty and staff members who

were teaching in Spring 2003 and the courses that those faculty and staff members have taught over the five years of this audit and review period.

Only undergraduate courses are listed here.

FACULTY AND STAFF MEMBERS	UNDERGRADUATE COURSES TAUGHT
Ainscough, Tom	311 – Principles of Marketing 350 – Promotional Policies and Strategies 361 – International Marketing
Coon, Amy	311 – Principles of Marketing 361 – International Marketing
Hsu, Maxwell	444 – Direct Marketing 479 – Marketing Management
Lavin, Marilyn	311 – Principles of Marketing 337 – Retail Management 339 – Franchising 351 – Internet Marketing 420 – Consumer Behavior
Luna, David	420 – Consumer Behavior
Naidu, G.M.	311 – Principles of Marketing 321 – Marketing Research 361 – International Marketing
Newman, Sharon Roy	311 – Principles of Marketing 350 – Promotional Policies & Strategies 400 – Product Policy and Strategy 420 – Consumer Behavior 429 – Personal Selling & Sales Management 432 – Marketing in Service Organizations 442 – Logistics
Peltier, Jimmy	311 – Principles of Marketing 321 – Marketing Research 350 – Promotional Policies and Strategies 444 – Direct Marketing 445 – Database Marketing
Sirvanci, Mete (on leave in spring)	321 – Marketing Research
Smith, Lois	311 – Principles of Marketing 350 – Promotional Policies & Strategies 444 – Direct Marketing
Stevlinsong, Linda	311 – Principles of Marketing 349 – Sales Management 351 – Internet Marketing 412 – Business to Business Marketing 444 – Direct Marketing

Swanson, Scott	311 - Principles of Marketing 321 – Marketing Research 420 – Consumer Behavior 432 – Marketing in Service Organizations
Zhao, Yushan	412 – Business to Business Marketing

3. Identify anticipated staff changes or areas of need and the projected impact of these changes and needs on programs.

Our most pressing shortage is in faculty positions. Our staffing plan showed that the Department of Marketing was carrying more SCH/FTE than any other department in the CoBE (813 vs. a College average of 657). Despite carrying this heavy load, when budget cuts were needed, one tenure-track position was cut from our department (Tom Ainscough). With David Luna’s subsequent resignation, we are left with fewer tenured or tenure-track faculty to cover classes and committee assignments. Both of the faculty members who left were recruited by universities that could offer substantially higher salaries and research support than we could hope to muster. The constraints caused by a lack of College salary dollars to hire Ph.D. faculty are seriously impacting our ability to serve students and the University as a whole. We have advertised a tentative position for a faculty member to replace David Luna, but we do not have final search approval at this point. We are concerned that our salary package will not compete with those of other colleges and schools of business. While our academic staff teach admirably and are much-valued colleagues, they simply cannot carry the burden of many College committees. The ratio of sections taught by academic staff vs. those taught by faculty are far above what our accrediting agency, AACSB, sets as its standard.

B. Teaching and Learning Enhancement

1. Discuss characteristics of the faculty and staff activities in the areas of teaching and learning enhancement.

Appendix F will show that our faculty and staff are actively involved in teaching and learning enhancement activities. Many attend Learn Center discussion groups or workshops, and we also spend time during department meetings discussing teaching strategies. A few items of note would include:

- All members of the Department do academic advising. In fall of 2002, we spent a retreat week session learning to read the new format of Advising Reports.
- Two members of our faculty share a position as a University Master Advisor (Lavin and Peltier).
- Scott Swanson and Jimmy Peltier supervise Creative Marketing Unlimited students as they conduct marketing research projects.
- Lois Smith serves on the Advisory Board of the Learn Center and led a book discussion group for faculty and staff in the 2002-2003 academic year.
- Faculty are active in advising student organizations. American Marketing Association (Peltier and Swanson); Pi Sigma Epsilon (Smith and Naidu); Golden

Key (Lavin); Beta Gamma Sigma Honorary (Swanson); and Mu Kappa Tau Honorary (Smith).

- Two faculty act as exchange coordinators for study abroad programs from UWW. Marilyn Lavin coordinates the exchange with Brno, Czech Republic, and Lois Smith coordinates the exchange with Arnhem Business School, the Netherlands.
- Since the last audit and review exercise, the Department has initiated a new emphasis: Direct and Internet Marketing.
- The Department initiated new courses: Marketng 351: Internet Marketing and Marketng 445: Database Marketing in response to marketing changes created by the Internet.
- Due to substantial content overlap, curricular action combined two formerly separate courses, Sales Management (349) and Personal Selling (429) into Personal Selling and Sales Management (429).
- The Department updated Marketng 442 (Physical Distribution Systems) into a new broader content course including supply chain information, renaming it Logistics.
- Marilyn Lavin is active on the College Curriculum Committee in developing standards and assessment procedures for the core curriculum.
- The Department has been actively moving towards a new assessment approach for its undergraduate electives.

C. Research and Other Scholarly Activities

Appendix F will show the extensive contributions of faculty from the Department in research activities. All of our faculty in the Department are active in writing refereed journal articles and presenting at national and international conferences. All faculty are graduate teaching qualified for the CoBE, meaning that all have published at least two refereed journal articles within the last five years.

Of special note should be Jimmy Peltier's receipt of the CoBE research award (twice) and the University Research Award (2003) as well as earning two best paper awards for refereed journals, all within the last five years. We are very proud of the Department's research record as a whole, and our untenured faculty are already adding extensively to our research record.

D. External Funding

Dr. G. M. Naidu secured funding for a grant from the Department of Education to create and expand the Global Business Resource Center. Data on funding for the last five years are:

YEAR	FEDERAL MONIES	CAMPUS MATCH
2003-04	\$84,600	\$84,600
2002-03	\$80,000	\$89,000
2001-02	\$78,000*	\$84,000*
2000-01	\$91,000**	\$90,000
1999-00	\$82,000*	\$84,000*
1998-99	\$78,000*	\$79,000*

* approximate **returned part of the grant (accomplished goals with lower budget)

Other examples of funding acquired and requested were:

- David Luna (2002) applied for a National Science Foundation Grant to support research on bi-lingual audiences. This grant was not funded.
- Yushan Zhao (2003) applied for and received a CYBER grant for an exploration of international business relationships (\$3000).
- Marilyn Lavin (2001) received a grant from the Direct Marketing Educational Foundation to attend a workshop on e-commerce.
- Lois Smith (2003) is the mentor for a research grant from the UW System Institute on Race and Ethnicity that Linda Holmes of the Accounting Department applied for and received concerning research on HBCUs and their progress in earning accreditation from AACSB.

E. Professional and Public Service

While the specific list of activities for each faculty and staff member is listed in Appendix F, some items of special note include:

- G.M. Naidu and Lois Smith have served consecutively as secretary/treasurer for the Executive Board of Mu Kappa Tau, a national marketing student honorary.
- Most faculty have reviewed articles for refereed journals or conferences.
- Jimmy Peltier is on the editorial review boards of four different publications.
- The list of University, College, and Departmental committees on which members of the Department has served is extensive, as will be evidenced in Appendix F.

F. Resources for Students in the Program

As has already been indicated, our SCH/FTE is above that of any other Department in the College (813 vs. a College average of 657). Trend data show that the Department headcounts for majors and minors over the years of review

Majors:

2002-03	2001-02	2000-01	1999-00	1998-99
269	229	218	172	170

Marketing has moved from the rank of 17th to 12th within the University based on majors and headcounts.

Minors:

2002-03	2001-02	2000-01	1999-00	1998-99
172	165	169	216	247

While the number of majors has been increasing, the number of minors has been declining. Last year, the Department instituted a curricular action to reduce the number of minors by requiring an entrance GPA of 2.2 rather than the traditional 2.0 GPA formerly required. We simply did not have the space to accommodate everyone.

Budget Items

	2002-03	2001-02	2000-01	1999-00	1998-99
Regular Student Help	\$2964	\$4714	\$2026	\$1464	\$2464
Work-Study	\$2500	\$2500	\$2500	\$2500	\$3150
Supplies/ Services	\$14,895	\$17,745	\$15,833	\$17,586	\$15,995

G. Facilities, Equipment, and Library Holdings

The library has been wonderfully supportive of the Department of Marketing, most especially in their services. Carol Elsen, as liaison to the CoBE from the library, has visited our department meetings, attended several classes to demonstrate library tools, and created web sites specific to particular courses.

Library book holdings are adequate, and many of the search tools available to us are excellent and often-used. The Department would appreciate the use of some of additional research subscription websites, most specifically Forrester Research and Jupiter Research, both of which deal extensively with research on Internet usage and strategy. These tools would be especially useful for the Internet and Direct Marketing emphasis-related classes and for faculty research.

In the last audit and review report, we noted a shortage of laptop computers for members of the Department to check out on a short-term basis. At this point, we have three common laptops, but they are in constant use and are regularly transferred among faculty and staff. With more faculty teaching online MBA courses or using distance learning tools, the ability to take computers to remote locations is essential. We continue to have a shortage of laptops.

Our classrooms are all equipped with computer projection systems and accompanying VCRs and DVD players. This equipment is used daily by instructors.

The most pressing need is for larger classrooms. In Spring semester of 2003, all but two of our marketing elective classes (over 20 sections) were filled to room capacity. Students continued to ask for entry into classes, but we were unable to accommodate them. With increases in the number of majors and not enough staff to offer more sections, we are faced with denying access to some students. Our instructors were willing to take more students, but we simply did not have seats for them. Hopefully, the new College of Business & Economics building will help to remedy this problem. Our concern is that with ever larger class sizes, the quality of experience students will have will not be what we would like. They will have less opportunity for discussion, for formal presentations, and for individual attention. Simply stated: we need more tenure-track faculty positions.