

Undergraduate Academic Program Review

Name of Program: Marketing (B.S.B.)

Name and contact information for person completing the review:

Paula M. Saunders, Ph.D.
Chair and Professor, Department of Marketing
266 Rike Hall, 937-775-3193 or 937-775-3047
paula.saunders@wright.edu

Indicate whether the program is

on campus
 online
 both

NCA Criterion 1 — Mission and Integrity

NCA Criterion 2 — Preparing for the Future

NCA Criterion 3 — Student Learning and Effective Teaching

NCA Criterion 4 — Acquisition, Discovery, and Application of Knowledge

NCA Criterion 5 — Engagement and Service

I. Program Mission (NCA Criterion 1 and Criterion 5)

? program mission statement (should identify constituency served) (1A, 1B)

Department of Marketing Mission Statement:

The Mission of the Department of Marketing is to provide high quality baccalaureate and MBA concentration programs in Marketing, and to provide students in these programs with a full complement of challenging courses taught in a high-quality manner. Strong and effective teaching performance on a department-wide basis will be the first priority of the Department. The responsibilities of each member of the Department also include scholarly research and service to the department, college, university, community and profession.

The mission statement is clear and recognizes many different, but important, constituencies. It identifies the constituencies to be students enrolled in the marketing undergraduate and graduate marketing programs; department faculty and college and university individuals and departments; community individuals and organizations; and professional organizations. These various groups are becoming more and more diverse both among the groups and within the individual groups. For example, initially, most of WSU's students came from the immediate geographic area. The university now draws extensively from throughout Ohio and the neighboring states as well as nationally and internationally. Also, community businesses are now almost as likely to be national and international as local. Although having these different constituencies is difficult, the members of the department understand that these groups, such as community and professional organizations, are important to the mission of the department and college.

The mission statement identifies teaching as the first priority of the department. It also indicates the responsibility for the faculty to do scholarly research and to perform service. The implication of the statement is that resources will be used to provide a high-quality curriculum, to provide high-quality teaching, to encourage scholarly research, and to support service. It also implies that important skills needed for the department are skills in curriculum development, teaching, research, and leadership, as well as the interpersonal skills needed to accomplish the teaching and services.

The college is currently revising its vision and mission statement. When that process is completed, the marketing department will review its mission for desired or need changes. The mission statement is displayed in the *Marketing Department Mission, Objectives, Assessment and By-Laws* book (see Appendix) and in the new Marketing Department brochure, and it will be posted in the department office.

? **consistency with university mission (1C, 1E)**

WSU Mission Statement:

Wright State University will be a catalyst for educational excellence in the Miami Valley, meeting the need for an educated citizenry dedicated to lifelong learning and service. To those ends, as a metropolitan university, Wright State will provide: access to scholarship and learning; economic and technological development; leadership in health, education, and human services; cultural enhancement; and international understanding while fostering collegial involvement and responsibility for continuous improvement of education and research.

Part of the mission of WSU is educational excellence through access to scholarship and learning, economic and technological development, cultural enhancement; and international understanding. It also indicates that its mission is to foster responsibility for continuous improvement of education and research. The department mission is consistent with that mission: high quality marketing education for its constituents (which includes economic and technological development, cultural enhancement, and international understanding) and implied responsibility for continuous improvement of education and research.

? **consistency with college mission (1C, 1E)**

Raj Sooin College of Business Mission Statement:

To prepare students to be successful and ethical leaders capable of making valued contributions within the global marketplace; to advance knowledge through research; and to provide professional, entrepreneurial, and economic development assistance to individuals, businesses, organizations, and governments in the Greater Miami Valley and the State of Ohio.

In order for graduates of the marketing department program to be successful and ethical leaders capable of making valued contributions within the global marketplace, they must have a high-quality marketing education which includes knowledge about marketing, marketing ethics, and international marketing, all of which are provided in a high-quality marketing curriculum. Marketing service to the community includes providing professional, entrepreneurial, and economic development assistance to individuals, businesses, organizations, and government in the area. In addition, the marketing department mission makes faculty responsible for research so that they can be prepared to advance knowledge to both students and the community.

? **consistency of goals, learning objectives with program mission (1C)**

Department of Marketing Goals:

Graduates of the Marketing Major program will be prepared to:

1. hold entry-level professional positions in business or nonprofit organizations.

2. enter an MBA or other graduate business program.
3. make significant contributions to marketing decision-making in both domestic and global organizations

The overall goal of a high-quality marketing curriculum is to graduate students who can make significant contributions to marketing decision-making, both domestically and globally. Specifically, students should be prepared to enter a graduate business program or obtain an entry-level position in business.

Department of Marketing Learning Outcomes:

Students will be able to:

1. suggest appropriate marketing research for marketing problems and interpret marketing research results.
2. describe the internal and external influences on marketing.
3. provide examples of consumers influenced by multiple cultures and explain how the resulting consumer behavior affects marketing decisions.
4. suggest appropriate marketing strategies and tactics for both domestic and global business situations.
5. explain strategic planning and develop a marketing plan for an organization.

A high-quality marketing curriculum should expose students to proven and current marketing theories, concepts, principles, strategies and tactics. These involve understanding marketing within a domestic and global context; the external and internal influences on the marketing exchange process; how consumers make purchase decisions; how to do research that will result in better marketing decision-making; and how to do strategic planning, including the development of an effective marketing plan that will accomplish the desired results. These are the basic learning outcomes of a high-quality curriculum for general marketing management.

? **extent to which program prepares students to “live and work in a global, diverse, and technological society” (4C)**

Almost all of the courses and textbooks used in the marketing department curriculum have global sections or interweave global concerns throughout. In addition, the students are required to take an international marketing course and a consumer behavior course, both of which emphasize understanding each consumer’s culture (beliefs, values, and traditions), buying habits, demographics, psychographics, etc. A major emphasis of the required marketing research course is an understanding of different target markets of consumers: different races, ethnicities, cultures, demographics, lifestyles, etc. *One cannot do effective marketing without understanding diversity.* Our curriculum also offers, as an elective, a marketing study tour that visits businesses in other cities around the country and world. The last two tours have been to Costa Rica and Boston, both of which offered opportunities for students to experience other cultures. This summer the study tour will be visiting businesses in San Diego. An international visit to Germany is also planned in partnership with the University Center for International Education.

Marketing technology has become extremely important for marketing students, particularly with the world-wide web and internet. As a result, most of the courses have some technology described or explained relating to the particular course. The required marketing research course involves awareness of technologies specific to certain kinds of marketing research, such as SPSS for statistics, data mining technologies, geo-

demographic target overlays, website surveys, etc. In addition, the curriculum offers a marketing technologies elective course that teaches skills, such as website design, CRM, etc.

? **extent to which program, through its curriculum and co-curriculum, fosters civic engagement and social responsibility (5A, 5C)**

Marketing has become increasingly important for nonprofit organizations. As a result, many of the business projects and speakers come from nonprofit organizations. The personal selling and sales management marketing course uses actual fund-raising to help students learn how to sell. In the past five years, students in this course have raised approximately \$130,000 for charity.

The department also has a very active marketing club that not only regularly has speakers from organizations but also performs two to three service commitments a year for the university and donates to nonprofit organizations. For example, in 2005, the club raised money and donated it to the nonprofit organization For the Love of Children. The club has for several years completed a survey for the University Dining Services group. Even students who do not happen to participate in service projects in their required classes are usually active in or very familiar with the social projects of the marketing club.

? **extent to which program fosters life-long learning (4A)**

The marketing department faculty tries to model the necessity to engage in continuous learning. Faculty members attend marketing club or classes with speakers and participate in the question and answer sessions. Research of faculty is posted on the student information board so that they are aware of the ongoing faculty learning. Faculty are also part of the marketing study tour that listens, observes, and learns from the businesses visited.

The department has a student advisory board that meets regularly with the marketing department faculty for a mutual exchange of ideas, concerns, and understanding of each other's needs.

Marketing, as much or more than other subjects, must be constantly observed and revised according to changing times, changing consumers, and changing economies. Marketing students, for example, learn quickly to recognize when a professor or speaker is not keeping up with changing consumer motivations and habits and business practices.

? **interrelationship with general education (1C, 4B)**

Marketing students are, for the most part, not allowed to become marketing majors until they are junior level. They are required to have a minimum of 45 credit hours before being admitted into the college of business; most of these hours come from general education courses. Further, they are required to take the basic courses in each business discipline. Although students don't initially appreciate the need to be knowledgeable in general education and other business areas, the organizational system forces them to internalize intellectual inquiry and a breadth of knowledge and skills that slowly become meaningful to them.

? **interrelationship with other WSU programs (1C)**

One of the most important WSU programs for the marketing students is the Writing Across the Curriculum program that forces them to continuously improve their writing skills in both business courses in general and, specifically, in marketing courses. Faculty can also recommend that students visit the university Writing Center for help with their papers. Writing is extremely important for future business leaders and particularly for marketing leaders. Another important WSU program for top marketing students is the Honors curriculum which allows students to take high-level courses throughout the university and requires them to do high-level research and thinking in the marketing area. Students in the Integrated Business Education Comprehensive Licensure program in the College of Education and Human Services are required to take certain marketing courses as part of their degree requirements. The department also reminds students in the syllabi that the Office of Disability Services provides support to students with physical or learning disabilities.

? **community engagement (5C, 5D)**

One of the strengths of the marketing department program is its interaction with business, nonprofit organizations, and other college and university organizations. These provide learning opportunities for students and also provide services to these various organizations.

Speakers and Projects

The marketing department curriculum has increased its emphasis on making use of business speakers and business projects for classes (See *Student Interactions with Community Log*). Records have only been kept since 2003-2004. In that year in the undergraduate marketing classes, there were 17 speakers and 9 class projects. In 2004-2005, there were 21 speakers and 7 class projects. Marketing plans and other projects are completed regularly for organizations in the required marketing strategy and senior projects classes. Research is done in the marketing research course. Several elective courses regularly do marketing projects.

Internships

The department has designated a faculty member to facilitate and increase its internship program. Although it does not at this time require an internship for its students, the program is growing and students are increasingly deciding that an internship experience is important for their resumes and may lead to jobs. Internships were less than 5 in almost every year until the emphasis started in 2003. In each of the academic years of 2003-2004 and 2004-2005, undergraduate internships totaled 29. So far in summer and fall 2005 of the 2005-2006 academic year, there have been already 23 internships. The department currently has a list of almost 150 companies that have participated in or are interested in marketing interns. The department has also received an endowment from an alumnus that sponsors two to three high profile internships each year that will be paid by both the employer and the endowment. These have been carefully planned as competitive and require more complete student applications.

II. Program Description (NCA Criterion 2)

- ? brief history of program, emphasizing past seven years (e.g., changes in administration, change in program direction, new degrees, minors, or certificates, de- or re-activation of program), including recommendations of any previous internal and/or external program reviews.

There have been some major changes to the marketing department program in the past seven years.

Chair Position:

The Chair of the Department passed away during his eighth year as Chair in winter of 2002. A new Chair was appointed in the fall of 2002. The emphasis of the former Chair was on expanding the popularity of marketing with students and increasing student majors. The emphasis for the new and current Chair has been to increase the rigor and reputation of the department.

Marketing Minors:

In 1997, a minor in marketing was added. This minor is available for other business majors, and with certain prerequisites, it is also available for majors from other colleges. The marketing department has averaged about 45 minors annually.

Credit Hour Changes:

In Fall 2003, the college moved from three credit-hour courses to four credit-hour courses. This involved extensive curriculum development work for the entire college faculty during the 2002-2003 academic year. The marketing department did a total review and analysis of its curriculum for majors and minors, and then reduced required courses, eliminated some courses, and added some courses. A few courses were modified and, in some cases, renamed. Six courses were deleted, most of which were not being used. Two courses were added, one a requirement and one an elective. The most significant change was adding the required course and placing it in the middle of a sequence of three courses added at the end of the marketing major's program. Although that course is still being refined, the goal of strengthening the marketing major program and better accomplishing desired outcomes is in process. All course objectives were reviewed and revised as necessary. Currently, the major program requires 5 courses and offers 14 electives from which 4 must be selected. Other of those electives can be taken as business electives. In addition, there is an internship course, an independent studies course, and a special topics course. All courses are carefully described with objectives and placed into a marketing book called *Marketing Department Mission, Objectives, Assessment and By-Laws* (see Appendix).

Marketing Department Bylaws:

During 2002-2003, the department wrote its Bylaws. This was an important, labor-intensive task for the entire department. They are currently being revised and this revision should be completed by spring 2006.

Assessment Plan:

During 2003-2004, the department developed a new assessment plan, revising objectives for the major and for each course and developing a multi-year assessment plan. This was an enormous undertaking and is still in the early stages of being refined and implemented. The Assessment Plan can be found in the *Marketing Department Mission, Objectives, Assessment and By-Laws* (see Appendix).

Internships:

As mentioned earlier, a major emphasis of the last three years has been to increase the internship program. Although an internship is not required, it is strongly encouraged. A faculty member has been given responsibility for this objective. The total internships for 2003-2004 and 2004-2005 were each 29 with 23 so far in the 2005-2006 academic year.

Portfolio Assignment:

A major desire of the department in 2003 was to integrate a portfolio assignment into every course. This was implemented, and these assignments are placed together into a portfolio by the student and turned in for a grade in the capstone course. The major goal of these assignments is to provide the students with a portfolio of assignments to take with them in job interviews. Another goal of this portfolio is to counter a previous complaint of students that when they were ready to graduate, they weren't sure what jobs they were qualified to accept. This is not uncommon in a general marketing management major because it covers such a variety of different topics. The portfolio helps them integrate their two years of learning into a meaningful whole.

Business Advisory Board:

During 2004-2005, a business advisory board was established with 12 representatives from various businesses. The board met twice in 2004-2005 with the faculty and has met once in the 2005-2006 year with the faculty. These meetings have covered various topics, including portfolios and curriculum, and have had a definite impact. The major impacts so far have been their reinforcement of the need for more rigor in the program, advice on student portfolios, and advice on curriculum decisions.

Student Advisory Board:

Early in 2005, a student advisory board was established with 15 students, and it has met once with the Chair. Thirteen of those students remain on the board for 2005-2006, and there has been one meeting with the faculty. These meetings are helping the faculty to make changes for the benefit of the students. The board recommended that faculty review the courses offered for electives for the purpose of combining courses or eliminating redundancies. This review is being conducted, and changes are tentatively planned to be effective Fall 2006. These changes include a decrease in the number of electives offered.

Communications with Students, Alumni, and Business

Communication has been a high priority with the department. The first newsletter in several years from the department to all graduates (approximately 2000) was mailed out in spring 2005. Another is anticipated for spring 2006. A new website was designed and handles everything from information about the department and its activities to information about students to resume and job postings. A new marketing department brochure is being developed and several small ones on the marketing curriculum, marketing jobs and marketing internships have been developed and are posted outside the department door. An internships brochure for interested businesses has been mailed out three times to approximately 150 businesses.

Changes from last report:

The department has no evidence of particular changes required from the last report for the marketing department. The major comment for the college (and its departments) related to being prepared for reduction in enrollment. Slight reductions have occurred and since that time, enrollment has gone up and then slightly down again. The addition of the marketing minor has helped the marketing department with that volatility.

? **Number of students served:**

Historically, the enrollment is as follows:

Total Enrollment: Raj Soin College of Business (unduplicated Fall undergraduate count):

<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>
1,330	1,369	1,375	1,270	1,178	1,146

Total Students Served in Undergraduate Marketing Classes (duplicated count):*

<u>1999-2000</u>	<u>2000-2001</u>	<u>2001-2002</u>	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>
2129	2504	2640	2612	1949	1574

*Beginning in Fall of 2003 the change was made from 3 credit hour courses to 4 credit hour courses and some courses were eliminated. In marketing, the basic principles requirement consisted of two 3hr. courses plus a 1 hr. lab, all required of all business majors. Starting Fall of 2003, only one 4hr. course was required. As a result, the number of students (duplicated) taking marketing classes each quarter was greatly reduced. This is reflected in 2003-2004 and 2004-2005. The decrease in students in the college is also reflected in these numbers.

? **Number of marketing majors (duplicated Fall count)**

<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>
170	193	200	211	223	195	197

? **Number of marketing minors (duplicated Fall count)**

<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>
28	37	50	57	46	47	41

? **Number of faculty***

Full-Time:

<u>1999-2000</u>	<u>2000-2001</u>	<u>2001-2002</u>	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>
7	7	7	6	7	8

* These numbers reflect faculty on payroll for these years (including the Chair) who taught on average 3 courses per quarter through 2002-2003 (the Chair taught 3 per courses per year; instructors/lecturers taught 4) and 2 courses a quarter for 2003-2004 and 2004-2005 (the Chair taught 2 per year; instructors/lecturers taught 3), both undergraduate and graduate. These numbers also include professors on professional leave; one professor was on professional leave in each of years 2001-2002 and 2002-2003. The numbers do not include adjuncts or budgeted professor positions not occupied.

Adjuncts:*

<u>1999-2000</u>	<u>2000-2001</u>	<u>2001-2002</u>	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>
5	6	5	3	5	2

* Total classes taught by adjuncts before 2001-2002 averaged 3-4 classes per quarter. In 2001-2002 and 2002-2003, they averaged around 8 classes per quarter. This was because of the high number of students being served and professional leaves in those two years. Since 2003-2004 year, the number has declined to 1 to 2 classes per quarter because of the reduction in classes offered with the change to the 4 quarter hour classes and because the faculty number is at its full budgeted positions.

? **Student/faculty ratio, average class size**

	<u>1999-2000</u>	<u>2000-2001</u>	<u>2001-2002</u>	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>
<u>Ave. Class Size*</u>	40	42	46	44	49	37

* This is true average size: class totals divided by class sections for school year. It does not include independent study and internship sections of 1 student each.

? **Balance in rank of program faculty***

	<u>1999-2000</u>	<u>2000-2001</u>	<u>2001-2002</u>	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>
Instr.	1	1	1	0	0	0
Lect.	0	0	0	1	1	1
Asst.Prof.	1	1	1	1	2	2
Assoc.Prof.	2	3	3	2	2	2
Professor	3	2	2	2	2	3

* Actual Full-Time Faculty, including faculty on professional leave but not including budgeted positions unoccupied..

? **Number of staff**

In each year since 1999, the department has had 1 full-time and 1 part-time staff member plus a total of 15 different student assistants employed part-time – approximately 2-3 per quarter.

? **Diversity (gender, race, ethnicity) of majors, faculty, and staff**

Staff: The three staff members over these years have been American Female Caucasians.

Student Assistants: 8 Female Caucasians, 1 Male Caucasian, 5 female African Americans, and 1 Female Spanish Caucasian, and.

Faculty (F-Female; M-Male):

	<u>1999-2000</u>	<u>2000-2001</u>	<u>2001-2002</u>	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>
<u>Gender</u> :	2F 5M	3F 4M	3F 4M	2F 4M	3F 4M	4F 4M

*Race &
Ethnicity:*

Caucasian	6	6	6	4	4	5
Asian Amer.	1	1	1	2	2	2
African Amer.	0	0	0	0	0	0
African	0	0	0	0	1	1

Adjunct Faculty:

All adjunct faculty have been Caucasian with slightly more females than males.

Students: (See following page)

Students:

**Wright State University
Raj Soin College of Business
Marketing 160 & 176 Majors by Race/Gender 1999-2005**

		Fall Count						
		1999	2000	2001	2002	2003	2004	2005
Asian	Female	2	1	4	2	4	4	3
	Male	-	1	1	-	-	-	-
	Total	2	2	5	2	4	4	3
<hr/>								
African American	Female	6	6	8	13	13	8	8
	Male	4	9	4	5	8	6	5
	Total	10	15	12	18	21	14	13
<hr/>								
Foreign	Female	-	-	-	-	1	1	1
	Male	1	-	-	-	1	1	-
	Total	1	-	-	-	2	2	1
<hr/>								
Hispanic	Female	-	2	2	1	1	-	1
	Male	2	1	1	1	1	1	1
	Total	2	3	3	2	2	1	2
<hr/>								
Native American	Female	-	-	-	-	-	-	-
	Male	1	-	-	-	-	-	-
	Total	1	-	-	-	-	-	-
<hr/>								
Unknown	Female	2	3	4	4	3	5	5
	Male	1	2	5	5	2	4	2
	Total	3	5	9	9	5	9	7
<hr/>								
Caucasian	Female	87	97	102	108	103	100	93
	Male	64	71	69	73	88	68	78
	Total	151	168	171	181	191	168	171
<hr/>								
Total		170	193	200	212	225	198	197

Prepared by Budget Planning and Resource Analysis

? Budget

Operations

	<u>1998-99</u>	<u>1999-2000</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
Total Personnel & Benefits	740,912	887,338	865,582	925,272	793,149	850,997	896,885
Total Operations	40,331	42,584	43,952	91,097	141,204	158,991	156,598
Total Expenditures	781,243	929,922	909,534	1,016,369	934,353	1,009,988	1,053,483

This budget has very little discretionary funding. Within total operations, the largest amount is designated for internal data processing charges. The only categories that are somewhat discretionary are Supplies, Travel, and Information & Communications. All that is budgeted for supplies and travel is needed. The only category that holds real discretionary funds is Information & Communications. Most of that is for internal copying, phones and postage. A relatively small amount (perhaps two to three thousand dollars) is then left for other communications, such as newsletters or events.

In addition to this budget, the department has a foundation fund which has funds that have been donated to the department. The department has a policy related to how the funds can be used, but they are primarily used for enhancing the education of students and faculty. The fund balance for many years has averaged around \$13,000. In addition, the department has several designated funds from which scholarships are given out each year; these average \$5,500. Also given out are scholarships for interns that come out of an endowment given to the department in 2004 (currently the annual amount available for the internships is approximately \$7,000). The department has also had the opportunity for the past three years to select marketing students for \$3,000 in university annual scholarships from WSU's Licensing Program. Donations to all foundation accounts for the past seven years have been as follows:

Donations to Foundation Accounts

<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>
\$6,055	6,593	1,810	6,507	132,245*	18,830	7,900

* This includes \$125,000 paid for the endowment funds for Interns for Excellence.

Donations to the unrestricted department foundation fund are as follows:

<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>
\$ 384	5,458	700	663	585	5,876	2,075

? Facilities and equipment

Marketing Department Computing Resources

Each full-time Marketing department faculty has a private office equipped with a phone, a PC computer, a laser printer, and direct access to the campus network through a 10/100 Ethernet switch. The workstations range from Pentium 4 1.4 GHz processors to Pentium 4 3 GHz processors. All workstations have at least a 15" display, a 1.44MB

floppy drive, a 40GB to 80GB hard disk drive, a CD-ROM or CD-RW/DVD drive, a network card, and USB ports. Additional hardware including Zip drives, scanners, DVD drives, and wireless remotes, have been purchased and installed to fulfill the specific needs of individual faculty members. The Marketing department office has additional equipment including a fax machine, a networked black & white laser printer, a networked color laser printer, and a scanner with OCR software that are also available for faculty to use.

All faculty computers have the following software installed on them: Windows XP operating system with latest security patches and updates installed, Microsoft Office XP Professional software (Access, Excel, Front Page, PowerPoint, Word), Novell network client software, Hummingbird FTP and Telnet utility, CD/RW & DVD software, Adobe Acrobat Reader, and a local e-mail client. Additional statistical and research software such as SPSS 12, SAS 8.2, Mathematica 4, Visio, and Project are available for licensing and installation on faculty office computers.

Each Marketing department Faculty member is given a WSU Campus Computer Account. This account gives faculty unlimited internet access, 20MB Novell network file storage space, 30MB Unix file storage space consisting of a personal web directory and email storage space, access to Novell network file storage for use by instructors, and a Wright State email address. Faculty can use their account to access the internet and their Novell storage space from any computer connected to the campus network with the latest Novell client software installed. Additionally, faculty can access their personal Novell file storage space and WSU's web-based email system from any computer with a browser and internet access.

Two wireless access points are located in Rike Hall providing wireless network connectivity to the Campus Network for the faculty, staff, and students located in the building. A bank of modems owned & operated by CaTS provides dial-up internet access for faculty, staff, and students located off-campus. Internet access, web-based applications and web services, such as email, Web CT, Course Studio, the Library Course Reserves, and Novell file storage space can all be accessed through the wireless & dial-up connections.

Classrooms & Teaching Labs:

The Raj Soin College of Business' building, Rike Hall, currently has 15 electronic classrooms that Marketing Faculty can reserve for their classes. Each of these classrooms contain a large overhead projector, a stereo audio system, a computer with LCD panel, a VCR unit, and an electronic switching unit to select which input device to display on the overhead projector. The VCR unit, switching component, LCD panel, and stereo amplifier are housed in a wooden podium to provide a single convenient location to teach and operate the equipment from.

The podium computer systems are at least a Pentium III 1 GHZ or greater PC with a 40GB or larger hard drive, a CD-ROM drive, a DVD drive, an internal Zip drive, a floppy disk drive, and a 15" LCD panel securely attached to the top of the podium. A USB extender cable enables an instructor to connect external USB devices like remote controls and flash drives to the podium computer. The switching component has auxiliary video and sound inputs to connect an external laptop to the projector and sound system. The computer is connected to the Campus Network and with the proper authentication can access the Internet and Novell network file storage.

Each podium workstation has the following software installed on them: Windows XP operating system with latest security patches and updates installed, Microsoft Office XP Professional software (Access, Excel, Front Page, PowerPoint, Word), Novell network client software, Hummingbird FTP and Telnet utility, QuickTime player, Real One player, a DVD player software, Adobe Acrobat Reader, and Win Zip file utility.

There are currently 15 teaching labs across the campus that can be scheduled for class use by any of the Marketing Department Faculty at Wright State University. All the teaching labs include an instructor PC, 24 to 36 student workstation computers, an adaptive workstation for disabled students, and a networked laser printer. A few of the labs also have a scanner available. Faculty can reserve the use of a teaching lab for the quarter by contacting the Training

Administrator for CaTS. Faculty can request that a specific software application be installed in a lab for class use as long as 6 weeks advanced notice is given to CaTS to properly test and install the software on the network.

The workstations in the various teaching labs range from Pentium III 1 GHz processors to Pentium 4 2 GHz processors. All workstations have at least a 15" display, a 1.44MB floppy drive, a CD-ROM or CD-RW/DVD drive, and a 250MB Zip drive. Each workstation has the following software installed on them: Windows XP operating system with latest security patches and updates installed, Microsoft Office XP Professional software (Access, Excel, Front Page, PowerPoint, Word), SPSS 12, SAS 8.2, Mathematica 4, Novell network client software, Hummingbird FTP and Telnet utility, QuickTime player, Real One player, a DVD player software, Adobe Acrobat Reader, Adobe Photoshop, and Win Zip file utility. Each computer is connected to the Campus Network and with the proper authentication can access the Internet and Novell network file storage.

? **Technology and information resources and services**

One full-time staff member serves as the College Technology Manager. The Technology Manager provides hardware and software support for the faculty and staff networked computers in the Raj Sooin College of Business. The Center for Teaching and Learning staff provide hardware and software support for the electronic classrooms located in the College as well as support for developing multimedia presentations and web-based course creation and management. Additional computer support is available from the CaTS Help Desk, Network Services, and Desktop services staff if the Technology Manager is unavailable or if further technical assistance is needed.

The Center for Teaching and Learning provides assistance and training to faculty in preparing online courses and multimedia classroom presentations. The department staffs and maintains a multimedia lab with video and sound editing equipment used to create multimedia presentations for courses. CTL also has portable equipment such as projectors and laptops available to faculty for short-term uses.

The CaTS Help Desk at Wright State University consists of 9 full-time staff members who provide computer and technical support for the faculty, staff, and students. The Help Desk is the university's central point of contact for all computer related problems. All problems reported to the Help Desk are logged into their Information System and the appropriate technical support Staff are dispatched to resolve the problem if the Help Desk Analysts are unable to resolve the problem over the phone. The Help Desk also provides assistance to students using the CaTS computer labs and with installation and troubleshooting of a student's personal computer connected to the Campus Network. The Help Desk has several part-time student employees serving as lab assistants who are responsible for assisting faculty and students with any problems they might be having in any one of the CaTS computer labs located across the campus. In addition, the Help Desk also a full-time trainer who provides training with free workshops to WSU faculty and staff throughout the quarter on the various software applications and services.

? **Program cost**

In comparing the budget to cost, it can be seen that until recently, the amount spent was normally less than that budgeted. The increase is primarily due to added expenditures for technology and communications.

Operations

	<u>1998-99</u>	<u>1999-2000</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
Total Expenditures:	711,149	707,878	729,454	765,746	760,604	822,731	1,120,903

Program

Foundation Fund (excluding restricted or designated foundation funds):

	<u>1998-99</u>	<u>1999-2000</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>
Total Expenditures:	384	3,207	700	3,403	3,691	2,180	1,958

III. Program Effectiveness (NCA Criterion 3 and Criterion 4)

? Achievement of student learning outcomes (Please summarize program assessment findings for past five years and subsequent improvements to program) (3A)

Assessment for this time period can be divided into two sections because of the development of a complete long-term assessment plan for 2004-2009 (See Appendix:

Marketing Department Mission, Objectives, Assessment and By-Laws). The first section involves assessment for the period ending with the academic year of 2003-2004. The second section involves assessment for the period of 2004-2005.

Assessment Section 1:

1999-2000: Two undergraduate outcomes were assessed: 1) increase student majors and credit hours, and 2) increase the number of marketing minors. University reports indicated a 9.5% increase in undergraduate marketing student credit hours over the prior year, a 13.5% increase in undergraduate majors over the prior year, and a 28.6% increase in marketing minors over the prior year.

2000-2001: Two undergraduate outcomes were described: 1) student satisfaction with the quality and relevancy of the program, and 2) student satisfaction with the faculty. Records indicate that exit interviews were conducted. Specific results are not available, but a summary indicated that there was a high level of overall satisfaction with the quality and relevance of the program. Complaints about two faculty members were followed by counseling.

2001-2002: During this year, the Chair of the Department passed away and no information could be found indicating any outcomes or assessment.

2002-2003: Two undergraduate student outcomes were described: 1) retention of basic marketing terminology, concepts, and principles; 2) relationships and marketing discussions and experiences with marketing majors from other colleges; and 3) classroom and extracurricular experiences with business professionals. An examination was given in the marketing capstone course; students averaged above 75% in retention of the basics. The professor of that course began analyzing student needs related to gaps in their learning. Six faculty members and approximately eighty-five students from area colleges and eight businesses participated in the first regional conference for area marketing students. A student chapter of the American Marketing Association was formed and students started attending the local AMA meetings. The marketing club averaged 32 students a meeting, and class projects and speakers and interns all were increased.

2003-2004: Three student outcomes were described for this academic year: 1) retention of basic marketing terminology, concepts, and principles; 2) relationships and marketing discussions and experiences with marketing majors from other colleges; and 3) classroom and extracurricular experiences with business professionals. Surveys in the capstone class every quarter resulted in an average of 82% correct, ranging from 70% to 100%. This forms a baseline for future assessment. No one area was significantly deficient compared to others. An area workshop with several other colleges and universities was planned but cancelled at the last minute so the second outcome was not

accomplished. Attendance at the Dayton Advertising Club and the American Marketing Association meetings were encouraged for outcome three. Six students attended a DAC meeting and an average of 3 students attended each AMA meeting. An average of 24 students participated in marketing club meetings. There were 9 class projects and 17 speakers from business in undergraduate classes. 29 students participated in internships.

Assessment Section 2: A major new assessment plan was developed in 2004.

2004-2005: The Learning Objectives and Outcomes were previously described in the Program Mission section. The five basic assessment measures included a written exit interview, a comprehensive integration exam, teaching portfolios, student focus groups, and alumni surveys.

Written Exit Interview:

All of the outcomes were assessed with a written exit interview given in the capstone class. The exit interview was designed to survey the perceptions of the students with regard to the preparation that the program provided them for the learning outcomes. The results of the exit interviews given in the Spring were not deemed reliable, and it was clear that the survey format was too long. It was abbreviated for the fall test and the department hopes to have a good final interview form for spring 2006.

Comprehensive Integration Exam:

The comprehensive integration exam is an objective instrument designed to describe the actual student performance related to the outcomes. It was newly designed and is not the same one given in the previous year. The exam was given to 48 graduating seniors and only covered material in the five required courses. Only 56% received a 70% or better score on the exam. The goal of the plan was 80% or more receiving a 70% or better score. The outcome category scores were also calculated with the following scores: consumer behavior – 71.5%; international marketing – 44.4%; marketing research – 83.8%; marketing strategy 64.1%; and general business 92.1%. Both the total and category initial scores were disappointing; however, in analyzing the results of both the spring and fall exams, it was discovered that the questions had been developed from the related courses, rather than from the outcomes (the same kinds of scores were found after the fall 2005 test), even though a course matrix had been developed (see course matrix). The department is now revising the questions and hopes to have a good final comprehensive exam for spring 2006.

Teaching Portfolios:

Although it was planned that the teaching portfolios would be completed and reviewed using a criterion-based evidence scale in spring 2005, this did not occur (see criterion-based evidence scale). The scale was not developed until Fall 2005, primarily because of time devoted to the exit interview and the comprehensive exam. The analysis of the teaching portfolio measurement for Fall 2005 will be completed in winter 2006.

Student Focus Group and Alumni Survey:

The student focus group and the alumni survey are scheduled for spring 2006 along with the exit interview and comprehensive exam in spring and fall. Teaching portfolios will be analyzed each quarter. It is expected that the exit interview will be fine for spring 2006. However, it is not certain that a reliable comprehensive exam can be developed. An embedded measurement will probably be developed as a replacement.

Other Indirect Assessment Measures:

Other assessment measures not described in the plan included 1) discussions with the Business Advisory Board which made curriculum recommendations, one of which was implemented; 2) discussions with the Student Advisory Board which are being examined; 3) a goal of increasing internships which is being realized. The totals for each of 2003-2004 and 2004-2005 were 29 and so far as of the end of fall 2005-2006, the number is 23. Also, the students are submitting in the capstone course their portfolio of course assignments to take with them in job interviews. The department will soon start evaluating samples to see if they are fulfilling the learning outcomes and how they can be improved.

? **Student retention rate (3A)**

The department has not tracked the retention rate of its majors.

? **Number of graduates annually (3A) (undergraduates)**

<u>1998-1999</u>	<u>1999-2000</u>	<u>2000-2001</u>	<u>2001-2002</u>	<u>2002-2003</u>	<u>2003-2004</u>	<u>2004-2005</u>
70	81	70	82	79	95	86

? **Placement of graduates (e.g., employment, graduate study) (3A)**

The department currently has only scattered information on its graduates, One of the major goals of the current chair of the marketing department is to develop a good database of alumni, including employment information. For the past several years, the only source of such information was the university alumni relations and university advancement offices, and up until recently, that information was sparse and not very up-to-date. The office of university advancement has been working on improving the database, and the department is starting to refine its relevant information from that database through newsletters and telephone calls. Formerly, the university did not want individual departments to contact alumni, but except for certain purposes, the departments are now being encouraged to raise funds and keep in contact with their alumni. The department is hampered by lack of funds but must continue to work on this. The goal is to know the graduates (where they are and what they are doing) so that a relationship can be maintained for many useful and mutually beneficial purposes. No one understands the need for this as much as a marketing organization, and this department certainly does want such a relationship to develop. Towards that end, the department is changing its spring awards banquet to a reception to include an invitation to alumni as one more way to refine the database and develop a relationship. It will also send out a spring newsletter with return address correction requested.

? **Teaching effectiveness (3B, 3D)**

The university values teaching highly and requires student evaluation of faculty teaching. Although the university does not require evaluation of every course every quarter, all members of the marketing department faculty voluntarily agree to have every course evaluated. In addition, the marketing department bylaws provide mentor support for new faculty and peer review of teaching. Through the Center for Teaching and Learning (CTL), the university offers many opportunities for improving teaching through seminars and workshops, and these are highly encouraged and supported in the department. Examples of CTL workshops attended by department faculty are those on Web Publishing; Dreamweaver, Turnitin.com (plagiarism software), the Electronic Classroom, Web Design, book sessions

on a teaching book, WebCt and Course Studio, and an Honors workshop. Faculty also attend university-sponsored conferences and workshops such as an annual conference on diversity and a Research and Sponsored Programs Workshop. In addition, the Chair will support conferences and workshops for any professor who wants to improve his/her learning in a particular area. These include local community workshops, such as a business technology forum, a workshop on RFID, and a workshop on Adobe Acrobat. They also include regional and national conferences. One professor attended a regional workshop on Hispanic marketing. Most of the department faculty attended COMDEX in 2000 when the department initiated the first electronic commerce courses and in the area. One professor also attended the Electronic Commerce World Conference in Santa Clara, California.

? Faculty productivity (e.g., publications, grants) (4A)

Publications

Faculty productivity in the form of research and publications of that research are critical. The bylaws of the marketing department emphasize the importance of this productivity in its promotion and tenure requirements and annual evaluation criteria. The bulk of the evaluation for both resides in the publication of peer-reviewed academic journal articles (See Section III B 2 and Section IV of Department of Marketing Bylaws). The marketing department is becoming stronger in its publications and grants. In the past five years, the department of 7 (not counting the Lecturer) has produced 14 articles, three of which have been in top-level journals (*Journal of Retailing*, *Journal of Business Research*, and *Journal of the Academy of Marketing Science*).

Grants and Fellowships

2000 - Charles Gulas, Fellowship from the Direct Marketing Association - \$1500.

2000 - Charles Gulas, Paula Saunders, Tom Dovel, Grant for Electronic Commerce Learning Community shared with ISOM – WSU Special Grants Program - \$18,900.

2000 - Paula Saunders, Fellowship from the Direct marketing Association for the Advanced Institute in Direct/Interactive Marketing for Professors - \$1500.

2003 - Kay Wick, Principal/Co-Investigator Wright State University introduction of a Quality Control Product and Process for the Paper Goods Industry – total grant of the Ohio Department of Development – Technology Action Fund: \$173,745.

2004 - Charles Gulas, E-Business Development shared with ISOM – WSU Professional Development Grant - \$3000.

2005 - Rosemary Ramsey and Wakiuru Wamwara-Mbugua, University Center for International Education grant for student study tour to Germany - \$3000.

2005 - Rosemary Ramsey, University Honors Program grant for course development - \$1500.

2005 - Pola Gupta, Websurveyor Grant from Websurveyor - \$50,000 of software.

2005 – Wakiuru Wamwara-Mbugua, WSU Research & Sponsored Programs Grant to explore collaboration with faculty in Kenyan University - \$1,000.

2005 – Wakiuru Wamwara-Mbugua, UCIE Seed Grant on Internationalizing the Curriculum for developing teaching materials: Doing Business in Africa: A Case Study of Kenya - \$1500.

? Interrelations of program's teaching, research, service activities (3A-D, 4A-C, 5A-C)

The marketing department has clear goals and objectives for student learning outcomes and these are expressed in its course descriptions and Assessment Plan (in *Marketing Department Mission, Objectives, Assessment and By-Laws* - (see Appendix). In addition, the marketing department bylaws emphasize the importance of all three of the pillars of the profession: teaching, research and service. Even though the bylaws allow for an individual to emphasize one over others, all of them are strongly required. The faculty members believe that both research and service keeps them at the cutting edge of their discipline which, in turn, causes continuous improvement in teaching and in service to the business community.

The marketing department faculty members also believe that professional service, both academic and trade, is important for keeping up in the discipline and in their specialty areas. At least one or two faculty members regularly attend the national American Marketing Association as well as the local AMA organization and most attend other marketing conferences during any one year and participate actively in marketing organizations, both local and regional or national. Most of the faculty regularly review papers for marketing journals and participate in conference sessions as panelists, chairs, or discussants. The department has faculty member representatives in the local AMA chapter and the local Advertising association. One member is currently the Vice-Chair of Conference Programming for the national AMA Sales special interest group and has also been named co-editor of a special issue of *Journal of Personal Selling & Sales Management*. Another member is currently an officer on the board of the local Advertising Review Council for the Better Business Bureau. This individual also was the first college Faculty Professional Development Intern; he worked with two businesses full-time for approximately three weeks each.

The department faculty also value consulting and feel a commitment to offer their professional services to the community. They complete focus groups and surveys and give presentations. A few examples from the past couple of years are typical: one member served on the site selection study for a local Air and Space Center, gave a seminar to an area economic development group on retail competitive strategies, and wrote a strategic plan for a retirement community. Two other members conducted focus groups for local businesses, and one testified as an expert witness and also led a strategic planning session for a large medical organization.

? **Integration of technology into curriculum and instruction (3C)**

WSU faculty have been very fortunate that the university and college have supported technology well. The university was an early participant in supporting technology in the classroom, beginning with Astound almost 15 years ago. The university has had for some years an outstanding Center for Teaching and Learning and a department of Computer and Telecommunications Services, both of which work together to support faculty in the classroom. All classrooms have had computer equipment for several years. All faculty have access to learning and using web-assisted or online teaching programs (WebCT), including software for tests and plagiarism prevention, etc. All faculty have up-to-date computers. Students have easy access to computer laboratories and can connect from home to the university library. The college has a modern computer lab with financial ticker tape and software programs for particular classes – for marketing there are marketing research data as well as CRM data from the NCR company. (*For more detail see II. Program Description, Facilities and Equipment and Technology and Information Resources and Services*)

? **Description of how program ensures that it is always current (4C)**

Several marketing department faculty attend important academic marketing conferences every year and present papers or participate as discussants. Individual faculty members belong to the major national marketing academic associations (such as the American Marketing Association and the Academy of Marketing Science, and the Association of Consumer Research) and regularly attend and participate in regional academic conferences. The department subscribes to and reads the *Wall Street Journal*, *Advertising Age*, and *Marketing News*. The Dean subscribes to *Business Week* for all faculty and graduate students. Several department members do consulting regularly. In addition, some regularly do business projects in their classes and have speakers for classes (*See Student*

Interactions with Community Log - Appendix). These help faculty members to keep up in the field. Marketing is very difficult to keep up with because there are so many different areas of marketing (e.g., product development, pricing, promotion and distribution, global marketing) and there are constant changes, but most of the faculty members manage to keep up in their areas of expertise. In some cases, faculty attend trade conferences or seminars on particular topics. As an example of the department's keeping up with the field, it was one of the early marketing departments in the country to offer courses in direct marketing, pricing, and e-commerce. It is always a concern today to keep up with marketing technology. A course called Technologies in Marketing was initiated early when it was very important. It is now being taken out of the curriculum because most of the technologies have now been incorporated in courses. The department has the latest software for marketing research either through donated software or licenses (CRM, Websurveyor, SPSS, etc.).

The marketing department faculty discuss curriculum issues at almost every meeting during the year. In addition, the Curriculum committee meets regularly to review curriculum and assessment. The department also uses its Marketing Business Board of Advisors (who meet with the faculty twice a year) and its Marketing Student Board of Advisors (who meet with the faculty three times a year) to advise and comment on curriculum.

? **“Comparative advantage” (e.g., distinctiveness in terms of students served, differentiation from programs offered at other regional institutions, strengths attributable to collaborative/interdisciplinary nature of program, etc.)**

The marketing department understands the need for a “uniqueness” or “comparative advantage” since this concept is a hallmark of good marketing. The market that the department attracts is the same as that of the university and college. The university students have historically been older, working, first-generation students, many married and with children. In many ways this is an advantage for the college and department because the students are more serious about their learning, and they have working experience that traditional students don't have. In the business college and marketing department, this means that students have better opportunities to learn from other students, and the faculty member can provide in-class learning opportunities that are different than those that would be offered to the traditional student; the major competitor of the college and department has much more of a traditional student (full-time and many times the children of former graduates). The RSCOB marketing curriculum program is a basic marketing management program typical of most marketing degrees around the country. The uniqueness of the department is that it *connects with business*. This difference fits both the market and the mission of the college. It consists of both bringing the business community into the department and classroom and interacting with the students and faculty through speakers, class projects, and board meetings (see *Student Interactions with Community Log*); and it takes the students to the business community through internships and study tours. In addition, the department has a comparative advantage among direct competitors since the marketing faculty all have terminal degrees except for one lecturer, and it uses few adjuncts relative to the competition. Typically, the adjuncts have been high level members of the business community. In summary, the uniqueness is an exceptionally high qualified business faculty offering a quality curriculum and extracurricular activities with exceptional opportunities to interact with and learn from the business community.

IV. Program Needs/Areas in Need of Improvement

Summarize the program needs (e.g., personnel, facilities, equipment) identified in this program review and the areas in need of improvement.

The marketing department has a full faculty and, for the most part, all the facilities and equipment needed. The major needs of the department are related to time needed to work on expanding, refining, and promoting the program.

The department is now in the process of refining the mission, the bylaws, curriculum and scheduling changes, the assessment plan, the internship program, the student portfolio assignment, the use of the Business Advisory Board and the Student Advisory Board, and the department publications.

The overall goal of the marketing department for the past few years was to increase the quality and rigor of the program. That has been accomplished through curriculum and faculty changes and is continuing with assessment and refinement of the program.

The overall goal of the marketing department for the next few years is to maintain and increase, when possible, the enrollment of marketing majors and minors. That goal will be accomplished through meeting the following needs:

1. to understand the retention rate of the marketing major graduates and any problems that appear to cause the loss of marketing majors in the program
2. to improve the communication with students, business and alumni
3. to improve job placement of marketing major graduates
4. to improve the understanding in the marketplace of the positioning and differential advantages of the WSU RSCOB marketing program
5. to increase the donations to the marketing department program fund
6. to refine the assessment plan

V. Proposed Improvement Action Plan

Summarize the actions that will be taken in response to the findings of this program assessment. Provide a timeline that indicates how these changes will be implemented and assessed over the next seven years.

Following are the proposed activities to be developed or completed by the department faculty, a timeline for meeting the development and implementation requirements, and the proposed assessments.

Activity	Developed by	Implemented by	Assessment
1. Develop and implement a formula for tracking the retention rate of marketing major students.	Fall 2006	Spring 2007	Chair: Use formula to determine report to faculty and Oct. 1 annually.
2. Develop a communication plan for student, business and alumni.	Spring 2007	Fall 2007	Chair: Write an annual report on communications and plan. Report to faculty.
3. Develop a plan for tracking jobs and job changes for graduating students and alumni.	Fall 2006	Spring 2007	Chair: Review all job information report to faculty every year.
4. Develop a positioning statement for the marketing department for use on promotion and communication materials.	Spring 2006	Fall 2006	Chair: Review all material for use of statement by faculty.
5. Develop a plan for increasing donations to the marketing department program fund through identification of specific department needs and through identification of specific activities.	Winter 2007	Fall 2007	Chair: 1) Beginning Spring activities complete plan requirement 2) Report on donations to the department
6. Refine the Assessment Plan	Already Begun	Fall 2006	Chair: All current assessments initiated by Spring 2006 reviewing each assessment

RAJ SOIN COLLEGE OF BUSINESS

Student Interactions with Community Log

Date of Activity	Student Name(s)	Faculty Name, Course # or Dept. Affiliation	Organization and Contact Person *
Summer 2003 B		Ms. Reiman - Mkt. 366 (Adjunct)	WSU —Raj Soin College of Business
Summer 2003 C	Jessica Kirby	Ms. Kay Wick —Mkt. 481	United Rehabilitation Services
Summer 2003 C	Elizabeth Murphy	Ms. Kay Wick —Mkt. 481	University Directories
Summer 2003 B	Shekeree Sanders	Ms. Kay Wick —Mkt. 481	March of Dimes
Summer 2003 C	Andy Spangler	Ms. Kay Wick —Mkt. 481	Enterprise
Summer 2003 B	Reba Wall	Ms. Kay Wick —Mkt. 481	Dayton Daily News
Fall 2003		Dr. Saunders —MBA 760	Duriron —Retired CEO
Fall 2003		Dr. Saunders —MBA 760	The Infoneer Group
Fall 2003		Dr. Saunders —MBA 760	NCR
Fall 2003		Dr. Saunders —MBA 760	Formerly NCR
Fall 2003		Dr. Saunders —MBA 760	Executive in Residence WSU
Fall 2003		Dr. Gulas —Mkt. 492	Toward Independence
Fall 2003		Dr. Gulas —Mkt. 492	Toward Independence
Fall 2003		Dr. Gulas —Mkt. 492	Toward Independence
Fall 2003	Parimal Dandekar	Ms. Kay Wick —Mkt. 780	Intensity Software, Inc.
Fall 2003	Stephanie Lung	Ms. Kay Wick —Mkt. 481	Holiday Inn
Fall 2003	Nikeshea Spears	Ms. Kay Wick —Mkt. 780	Speedway
Fall 2003	Clint Stevens	Ms. Kay Wick —Mkt. 481	Fastenal Company
Fall 2003		Ms. Kay Wick —Mkt. 356	Culture Works
Winter 2004		Ms. Kay Wick —Mkt. 366	Sogeti
Winter 2004		Dr. Gulas —Mkt. 492	Therapeutic Massage/Pain Mgmt.
Winter 2004		Dr. Saunders —MBA 760	Allensworth Contracting Co., Inc. Joel Allensworth
Winter 2004		Dr. Saunders —MBA 760	Mrs. Wright's Recipe —Ms. Wright
Winter 2004		Dr. Saunders —MBA 760	Hollandia Botanical Gardens
Winter 2004		Dr. Gulas —Mkt. 492	Greenwood Manor
Winter 2004		Dr. Gulas —Mkt. 492	Greenwood Manor

RAJ SOIN COLLEGE OF BUSINESS

Student Interactions with Community Log

Date of Activity	Student Name(s)	Faculty Name, Course # or Dept. Affiliation	Organization and Contact Person
Winter 2004		Dr. Gulas	WSU Kettering Center
Winter 2004		Dr. Gulas	Rural Land Alliance
Winter 2004		Dr. Gulas	WSU Kettering Center
Winter 2004	Jonathan Gauder	Ms. Kay Wick —Mkt. 481	Haldane Association
Winter 2004	Emily Goubeaux	Ms. Kay Wick —Mkt. 481	U.S. Bank
Winter 2004	Jennifer Jones	Ms. Kay Wick —Mkt. 481	Western & Southern Life
Winter 2004	Jesse Maleszewski	Ms. Kay Wick —Mkt. 780	Health Park Dentistry
Winter 2004	Nicole Scott	Ms. Kay Wick —Mkt. 481	PQ Systems/Hara Arena
Winter 2004	Erin Steck	Ms. Kay Wick —Mkt. 481	IAMS
Winter 2004	Amber Uhlenhake	Ms. Kay Wick —Mkt. 481	Reynolds & Reynolds
Spring 2004		Dr. Gulas —Mkt. 492	WSU Kettering Center
Spring 2004		Dr. Gulas —Mkt. 492	WSU Kettering Center
Spring 2004		Ms. Kay Wick —Mkt. 356	Culture Works
Spring 2004		Ms. Kay Wick —Mkt. 356	Edward Jones Investments
Spring 2004		Ms. Kay Wick —Mkt. 356	Reynolds & Reynolds
Spring 2004		Ms. Kay Wick —Mkt. 356	Federal Home Loan Bank of Cinti
Spring 2004		Ms. Kay Wick —Mkt. 356	Northwestern Mutual Financial Network
Spring 2004		Ms. Kay Wick —Mkt. 356	Dayton Chamber of Commerce
Spring 2004		Ms. Kay Wick —Mkt. 356	Dayton Women's Club
Spring 2004		Ms. Kay Wick —Mkt. 325	Millennium Sports Mgt., Inc.
Spring 2004		Ms. Kay Wick —Mkt. 325	Dayton Dragons
Spring 2004		Ms. Kay Wick —Mkt. 325	NCR Country Club
Spring 2004		Ms. Kay Wick —Mkt. 325	United Rehabilitation Services
Spring 2004	Ashley Corrao	Ms. Kay Wick —Mkt. 481	Cornerstone Research (Mkt. elective)
Spring 2004	Lisa Fannin	Ms. Kay Wick —Mkt. 481	Webster Station
Spring 2004	Patricia Longstreath	Ms. Kay Wick —Mkt. 481	WSU Environmental Health & Safety
Spring 2004	Matt Moran	Ms. Kay Wick —Mkt. 481	Dayton Bomber's Hockey
Spring 2004	Melissa Murtlow	Ms. Kay Wick —Mkt. 481	Skyline Chili, Inc.

RAJ SOIN COLLEGE OF BUSINESS

Student Interactions with Community Log

Date of Activity	Student Name(s)	Faculty Name, Course # or Dept. Affiliation	Organization and Contact Person
Spring 2004	Pamela Paul	Ms. Kay Wick —Mkt. 481	Clear Channel Radio
Spring 2004	Kerry Smith	Ms. Kay Wick —Mkt. 481	Wright-Patterson Air Force Base
Spring 2004	Michael Spencer	Ms. Kay Wick —Mkt. 481	Apache Technologies
Spring 2004	Dori Timmons	Ms. Kay Wick —Mkt. 481	Enterprise Rent-A-Car
Summer 2004 A	Ashley Corrao	Ms. Kay Wick —Mkt. 481	Cornerstone Research (business elective)
Summer 2004 A	James Crowe	Ms. Kay Wick —Mkt. 481	Crowe Financial Group
Summer 2004 A	Amy Heller	Ms. Kay Wick —Mkt. 481	L.W. Milby, Inc.
Summer 2004 A	Nick Yaeger	Ms. Kay Wick —Mkt. 481	Verizon Wireless Communications
Summer 2004 B	Angela Kay Reese	Ms. Kay Wick —Mkt. 481	Interns for Excellence - WPAFB
Summer 2004 B	Jeremy Smith	Ms. Kay Wick —Mkt. 481	The Mazer Corporation
Summer 2004 B	J. Dustin Arp	Ms. Kay Wick —Mkt. 481	Northwestern Mutual Financial Network
Fall 2004	Rhonda Borgerding	Ms. Kay Wick —Mkt. 481	Montgomery County Republican Party
Fall 2004	Lindsay Schoolcraft	Ms. Kay Wick —Mkt. 481	Montgomery County Republican Party
Fall 2004	Kirsten Frederick	Ms. Kay Wick —Mkt. 481	Cascade Promotion Corporation
Fall 2004	Cassandra Stall	Ms. Kay Wick —Mkt. 481	Cincinnati Reds
Fall 2004	Daniel Williams	Ms. Kay Wick —Mkt. 481	Speedway, LLC
Fall 2004	Anthony Nichols	Ms. Kay Wick —Mkt. 481	Elliott Tool Technologies
Fall 2004	Laura Little	Ms. Kay Wick —Mkt. 481	Interns for Excellence —Reynolds & Reynolds
Fall 2004		Dr. Gupta —Mkt. 451	Adam's Rib Restaurant
Fall 2004		Dr. Gupta —Mkt. 451	Tickets Restaurant —Tike Zvakos
Fall 2004		Dr. Gupta —Mkt. 451	AC Nielsen Company
Fall 2004		Dr. Khera —MBA 760	Dayton United Metal Spinners-Jerry Dodd, CEO
Fall 2004		Dr. Ramsey —Assoc. of Black Business Students	Fifth Third Bank
Fall 2004		Dr. Ramsey —Assoc. of Black Business Students	Small Business Administration
Fall 2004		Dr. Ramsey - Mkt. 300	WSU —RSCOB Mkt, Bus & Int'l Relations
Fall 2004		Dr. Ramsey —Mkt. 300	WSU —UCIE Study Abroad & Exchange Program

RAJ SOIN COLLEGE OF BUSINESS
Student Interactions with Community Log

Date of Activity	Student Name(s)	Faculty Name, Course # or Dept. Affiliation	Organization and Contact Person
Winter 2005		Dr. Gupta —Mkt. 451	Anne Holaday, Self Employed
Winter 2005		Dr. Gupta —Mkt. 451	NCR Corporation
Winter 2005		Dr. Ramsey —MBA 760	Teradata/NCR —Don McCaulley
Winter 2005		Dr. Ramsey —MBA 760	Teradata/NCR
Winter 2005		Dr. Ramsey —Mkt. 300	Teradata/NCR
Winter 2005		Ms. Kay Wick —Mkt. 325	Dayton Bombers
Winter 2005		Ms. Kay Wick —Mkt. 325	Dayton Dragons
Winter 2005		Ms. Kay Wick —Mkt. 325	City Folk —Development
Winter 2005		Ms. Kay Wick —Mkt. 325	Millennium / Sports Management
Winter 2005		Ms. Kay Wick —Mkt. 325	Seniors Open 2005
Winter 2005		Ms. Kay Wick —Mkt. 325	WSU —RSCOB Athletics Dept.
Winter 2005		Ms. Kay Wick —Mkt. 325	WSU —RSCOB Athletics & Promotions Dept.
Winter 2005		Ms. Kay Wick —Mkt. 325	WSU —RSCOB Nutter Center
Winter 2005		Ms. Kay Wick —Mkt. 325	Pitney Bowes, Inc.
Winter 2005	Jill Randsell	Ms. Kay Wick —Mkt. 481	Indiana Pacers
Winter 2005	Daniel Williams	Ms. Kay Wick —Mkt. 481	Speedway, Inc.
Winter 2005	Mathew Critchfield	Ms. Kay Wick —Mkt. 481	Smith Barney
Winter 2005		Dr. Gupta —AMA Club	NCR
Spring 2005		Dr. Gulas —Mkt. 492	Optimum Facilities Solutions Group —James O'Donnell, Principle & Creative Director
Spring 2005		Dr. Gulas —Mkt. 492	Jeff Hoying, Owner/Driver, Hoying Motorsports
Spring 2005		Dr. Gupta —Mkt. 447	Pfizer Corporation
Spring 2005		Dr. Gupta —Mkt. 447	Towns Design Group
Spring 2005		Dr. Gupta —AMA Club	Pfizer
Spring 2005		Dr. Ramsey —MBA 760	Mike Sells —David Ray, CEO
Spring 2005		Dr. Ramsey —MBA 760	Teradata/NCR
Spring 2005		Dr. Saunders —Mkt. 760	Designed Solutions
Spring 2005		Dr. Saunders —MBA 760	Liberty Bank
Spring 2005		Dr. Saunders —Mkt. 775	Dinsmore & Shohl
Spring 2005		Dr. Saunders —Mkt. 775	Dinsmore & Shohl
Spring 2005		Dr. Saunders —Mkt. 775	Dayton Development Coalition
Spring 2005		Dr. Saunders —Mkt. 775	AGI, Photography

RAJ SOIN COLLEGE OF BUSINESS
Student Interactions with Community Log

Date of Activity	Student Name(s)	Faculty Name, Course # or Dept. Affiliation	Organization and Contact Person
Spring 2005		Dr. Saunders –Mkt. 775	Las-Stik Manufacturing Corporation
Spring 2005		Dr. Saunders –Mkt. 775	
Spring 2005		Dr. Saunders –Mkt. 775	Lion Apparel
Spring 2005		Dr. Wamwara-Mbugua –Mkt. 303	Dayton International Festival, Inc. (DIFI)
Spring 2005		Ms. Kay Wick –Mkt. 325	Sogetti, International
Spring 2005		Ms. Kay Wick –Mkt. 325	GSW Ad Agency –Columbus, Ohio
Spring 2005		Ms. Kay Wick –Mkt. 325	Northwestern Mutual Financial Network
Spring 2005		Ms. Kay Wick –Mkt. 366	Toward Independence, Inc.
Spring 2005	Michael Bertels	Ms. Kay Wick –Mkt. 481	Dayton Bombers
Spring 2005	Jill Hess	Ms. Kay Wick –Mkt. 481	MeadWestvaco
Spring 2005	Stacey Hanneken	Ms. Kay Wick –Mkt. 481	Wright-Patterson Air Force Base
Spring 2005	Danielle Shortt	Ms. Kay Wick –Mkt. 481	Enterprise Rent-A-Car
Spring 2005	Michelle Sarmiento	Ms. Kay Wick –Mkt. 481	The Berry Company
Spring 2005	Cassie Stall	Ms. Kay Wick –Mkt. 481	Ervin J. Nutter Center
Spring 2005	Amanda Diller	Ms. Kay Wick –Mkt. 481	Dayton's WB-WBDT
Spring 2005	Lindsey Eberhardt	Ms. Kay Wick –Mkt. 481	Clear Channel Radio
Spring 2005	Corey Griest	Ms. Kay Wick –Mkt. 481	Dayton Dragon's Professional Baseball
Spring 2005	M. Caleb Grose	Ms. Kay Wick –Mkt. 481	Dayton Warbirds
Spring 2005	Cassi Elble	Ms. Kay Wick –Mkt. 481	American Cancer Society
Spring 2005	Christina Cartwright	Ms. Kay Wick –Mkt. 481	MeadWestvaco
Spring 2005	Tiffany Williams	Ms. Kay Wick –Mkt. 481	Dayton Warbirds
Spring 2005	Emily Adams	Ms. Kay Wick –Mkt. 481	Descomm, LLC.
Spring 2005	Ashley Coomer	Ms. Kay Wick –Mkt. 481	Descomm, LLC.
Spring 2005	Ryan Newman	Ms. Kay Wick –Mkt. 481	Cinta's

RAJ SOIN COLLEGE OF BUSINESS

Student Interactions with Community Log

Date of Activity	Student Name(s)	Faculty Name, Course # or Dept. Affiliation	Organization and Contact Person
Summer B 2005	Stefanie Wells	Ms. Kay Wick —Mkt. 481	United Rehabilitation Services
Summer C 2005	Eric Ferriell	Ms. Kay Wick —Mkt. 481	Dayton's WB-WBDT
Summer C 2005	Stacey Hanneken	Ms. Kay Wick —Mkt. 481	Wright-Patterson AFB
Summer C 2005	Andrea Foster	Ms. Kay Wick —Mkt. 481	Dayton Times Community News
Summer C 2005	Amanda King	Ms. Kay Wick —Mkt. 481	Uno's Chicago Grille
Summer C 2005	Stephanie Locker	Ms. Kay Wick —Mkt. 481	Lexis Nexis
Summer C 2005	Cade Parsons	Ms. Kay Wick —Mkt. 481	WSU —Communications & Marketing Dept.
Summer C 2005	Sumi Sani	Ms. Kay Wick —Mkt. 481	UES, Inc.
Summer C 2005	Kathleen Scheidweiler	Ms. Kay Wick —Mkt. 481	PQ Systems
Summer C 2005	Josh Burke	Ms. Kay Wick —Mkt. 481	Interns for Excellence —Mike-Sell's
Summer A 2005		Dr. Gulas —Mkt. 775	Young's Dairy
Summer A 2005		Dr. Gulas —Mkt. 775	Click Camera
Summer A 2005		Dr. Gulas —Mkt. 775	A&E Powder Coating
Summer A 2005		Dr. Gulas —Mkt. 775	Message Works
Summer A 2005		Dr. Gulas —Mkt. 775	Valco, Inc.
Fall 2005	David Karam	Ms. Kay Wick —Mkt. 481	Clear Channel Radio
Fall 2005	Jamie Baker	Ms. Kay Wick —Mkt. 481	Brown Publishing
Fall 2005	Jennifer Julian	Ms. Kay Wick —Mkt. 481	Clear Channel Dayton
Fall 2005	Jacquel Carter	Ms. Kay Wick —Mkt. 481	Dayton Better Business Bureau
Fall 2005	Christina Cartwright	Ms. Kay Wick —Mkt. 481	NCR
Fall 2005	Randi Jo True	Ms. Kay Wick —Mkt. 481	Dayton Dragons
Fall 2005	Cassie Campbell	Ms. Kay Wick —Mkt. 481	Miami Valley
Fall 2005	Lauren Boggs	Ms. Kay Wick —Mkt. 481	Interns for Excellence —Mound Laser
Fall 2005	Stephanie Supan	Ms. Kay Wick —Mkt. 481	Interns for Excellence —Dayton Bombers
Fall 2005	Eric Ferriell	Ms. Kay Wick —Mkt. 481	Dayton's WB Television
Fall 2005	Dinah Shah	Ms. Kay Wick —Mkt. 481	Federal Financial Network
Fall 2005	Danielle Thompson	Ms. Kay Wick —Mkt. 481	Radio Station
Fall 2005	Khanh Nguyen	Ms. Kay Wick —Mkt. 780	Standard Register
Fall 2005		Dr. Gulas —Mkt. 492	Miamisburg Mound Museum Association
Fall 2005		Dr. Gulas —Mkt. 492	Miamisburg Mound Museum Association

RAJ SOIN COLLEGE OF BUSINESS

Student Interactions with Community Log

Fall 2005		Dr. Gupta —Mkt. 451	AC Nielsen Company
Fall 2005		Dr. Gupta —Mkt. 451	Reynolds & Reynolds
Fall 2005		Dr. Gupta —Mkt. 451	Ryan Homes
Fall 2005		Dr. Gupta —Mkt. 451	Beavercreek Blockbuster Video
Fall 2005		Dr. Gupta —Mkt. 451	Beavercreek Don Pablos
Fall 2005		Kelly Kavanaugh —Mkt. 471	Eskco, Inc.; Fusion Graphics; Relizon
Fall 2005		Dr. Ramsey —MBA 760	Arts Interface
Fall 2005		Dr. Ramsey —Mkt. 300	Raj Soin College of Business / WSU
Fall 2005		Dr. Gupta —AMA Club	Ryan Homes
Fall 2005		Dr. Gupta —AMA Club	Reynolds & Reynolds
Winter 2006		Dr. Gulas —Mkt. 705	Miamisburg Mound Community Improvement Corp - Bert Kollaard
Winter 2006		Dr. Gulas —Mkt. 705	Miamisburg Mound Community Improvement
Winter 2006		Dr. Gulas —Mkt. 705	Bar Codes Unlimited — Jay Dring
Winter 2006		Dr. Gulas —Mkt. 705	Bar Codes Unlimited
Winter 2006		Dr. Gupta —Mkt. 451	Gordon Food Services —Denise Beining
Winter 2006		Dr. Gupta —Mkt. 451	AC Nielsen Company
Winter 2006		Dr. Gupta —AMA Club	Cintas; NCR; Mound Laser & Photonics Center, Inc. & United Rehabilitation Services
Winter 2006		Dr. Gupta —AMA Club	Bain Consulting Company
Winter 2006		Dr. Ramsey —Mkt. 452	LaRosa's —Cathy Shondel
Winter 2006		Dr. Ramsey —Mkt. 452	Brady Ware
Winter 2006		Dr. Ramsey —Mkt. 452	WSU —Raj Soin College of Business
Winter 2006		Dr. Ramsey —Mkt. 452	NCR / Teradata
Winter 2006		Dr. Ramsey —MBA 760	NCR / Teradata
Winter 2006		Dr. Ramsey —MBA 760	Dayton Bombers —Costa Papista
Winter 2006		Dr. Saunders —Mkt. 775	Law Firm
Winter 2006		Dr. Saunders —Mkt. 775	People's Bank
Winter 2006		Dr. Saunders —Mkt. 775	St. Mary's Industrial Development
Winter 2006		Dr. Saunders —Mkt. 775	Mercer County Economic Development

RAJ SOIN COLLEGE OF BUSINESS

Student Interactions with Community Log

Winter 2006		Dr. Saunders –Mkt. 775	EMB Designs
Winter 2006		Dr. Saunders –Mkt. 775	Partners Through People
Winter 2006		Dr. Wamwara-Mbugua –Mkt. 421	WSU –Raj Soin College of Business Library
Winter 2006		Dr. Wamwara-Mbugua –Mkt. 421	WSU Marketing & Communications
Winter 2006	Kristopher Krock	Ms. Kay Wick –Mkt. 481	PQ Systems
Winter 2006	Mark Hamrick	Ms. Kay Wick –Mkt. 481	Kirker Insurance Agency
Winter 2006	Abby Morris	Ms. Kay Wick –Mkt. 481	Dayton's WB
Winter 2006	Kate Johnston	Ms. Kay Wick –Mkt. 481	Principal Health Partners
Winter 2006	Melinda Schumann	Ms. Kay Wick –Mkt. 481	DP&L Energy Resources

* *Contact names available if needed*