

Dalton State College Comprehensive Program Review

Program/Subject Area: Bachelor of Business Administration—Marketing
Review Period: 2010-2011 through 2014-2015

1. PROGRAM GOAL AND STUDENT LEARNING OUTCOMES

Program Goal Statement:

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

Program Outcomes:

- 1: General business knowledge
- 2: Preparation for employment in the field of Marketing

Program Specific Student Learning Outcomes:

- 1: Consumer behavior and choice
- 2: Advertising and promotion
- 3: Research techniques and procedures
- 4: Understanding of marketing concepts and processes
- 5: High job placement rate in Marketing and related fields
- 6: High employer satisfaction with Marketing graduates
- 7: High graduates satisfaction with Marketing program

2. MEASURES OF EFFECTIVENESS

(a) Five-year enrollment summary by headcount, FTE, & full-time/part-time status

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	% Change
Headcount	95	101	114	132	133	40.0
FTE	92.4	94.8	107.2	128.5	135.4	46.5
Full-time	66	65	80	85	102	54.5
Part-time	29	36	34	47	31	6.9

Analysis and Comments:

The BBA in Marketing degree continues to enjoy increasing enrollments in FTEs and full-time students as well as some growth in part-time enrollments. This is, no doubt, because more traditional students are attending DSC that are disproportionally MARK majors. In addition, the recent realignment of the MARK curriculum to emphasize contemporary topics, such as Social Media Marketing, is endorsed by students and potential employers in the region.

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(b) Five-year enrollment summary by gender & race/ethnicity

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	% Change
Gender						
Female	58	66	69	72	72	24.1
Male	37	35	45	60	61	64.9
Race/Ethnicity						
American Indian	1	3	2	2	3	200.0
Asian	1	1	0	1	1	0.0
African-American	3	5	4	8	8	166.7
Hispanic	5	8	17	21	27	440.0
Multi-racial	3	2	1	5	4	33.3
Undeclared	13	16	8	8	8	-38.5
White	69	66	82	87	82	18.8

Analysis and Comments:

Although there has been strong growth in the number of students of both genders choosing Marketing, increases in the number of male students has significantly outpaced those for female. In addition, there has been strong growth in minority enrollments, specifically African American and Hispanic. The strong relative growth in male and minority students has been accompanied by a significant reduction in the number of students indicating undeclared majors. The growth in students claiming Hispanic ethnicity represents a very encouraging change not only in percentage terms, but in the absolute number of students, supporting the College's role as an Emerging Hispanic-Serving Institution.

(c) Average class size, GPA, faculty/student ratios, and credit hours

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	% Change
Average class size	19.2	11.8	15.4	15.6	16.8	-12.5
Student credit hours	288	264	324	327	402	39.6
Credit hours/FTE faculty	15	15	15	15	15	0.0

Analysis and Comments:

Student credit hours have increased consistently over the five-year period and are up substantially overall while average class size has decreased. This is because of more recent efforts since fall 2012 to support the MARK program in both day and night formats. Expanding the offerings from primarily day only courses to both day and night has exacerbated staffing challenges while contributing to the declining average class size. Efforts are being made to design courses, such as MARK 4800 Special Topics in Sports Management, that are useful electives for non-Marketing students as well as area electives for Marketing majors.

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(d) Faculty teaching in program¹

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	% Change
Total Faculty						
Full-time Faculty	2	2	2	2	2	0.0
Part-time Faculty	0	0	0	0	0	0.0
Gender						
Male	2	2	2	2	2	0.0
Female	0	0	0	0	0	0.0
Race/Ethnicity						
American Indian/Pacific						
Asian		1	1			NA
African-American						
Hispanic						
White	2	1	1	2	2	0.0
Multiracial						
Tenure Status (full-time)						
Tenured	0	0	0	0	0	0.0
On-tenure track	2	2	2	2	2	0.0
Non-tenure track						
Rank (full-time)						
Professor						
Associate Professor	2					100.0
Assistant Professor		2	2	2	2	NA
Instructor/Lecturer						
Highest Degree (full-time)						
Doctorate	2	2	2	2	2	0.0
Specialist						
Master's						
Bachelor's						
Associate's/Other						
Analysis and Comments:						
<p>While the overall composition of the MARK faculty appears somewhat static at two full-time tenure track faculty members, what is not captured in these aggregate statistics is the amount of turnover that has occurred during this period. Not only was there a 100% turnover of MARK faculty between fall 2011 and 2012, of the five tenure track professors employed during this time frame, not one has been continually employed for the whole period. This, along with the inability to find qualified adjunct faculty, speaks to the challenges of attracting and retaining sufficient qualified faculty. Also not captured in these statistics is the relative absence of support for on-line, part-time, and evening students, demographics that cannot adequately accommodated with existing staffing levels.</p>						

¹ Excludes internships administered by non-Marketing faculty

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(e) Percent of classes taught by full-time faculty

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	% Change
91.7	93.3	100.0	100.0	100.0	9.1

Analysis and Comments:

While the consistently high proportion of courses taught by full-time Scholarly Academic faculty is to be applauded, this again speaks to the difficulty of finding qualified adjunct faculty.

(f) Number of degrees conferred

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	% Change
20	12	7	11	14	-30.0

Analysis and Comments:

The slump in degrees conferred during 2010-2011 to 2012-2013 is obviously concerning and is the major reason for the decline shown for the five-year period. However this is when there was considerable turnover in faculty and a realization that the MARK curriculum was outdated. Significant changes in the curriculum and the qualifications and interests of the new MARK faculty suggest the turnaround implied by the growth shown in the 2012-2013 to 2014-2015 time frame is the start of a strong upward trend.

(g) Placement rates: Five-year summary of job placement rates, if applicable (%)

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
75	75	75	92	89

Analysis and Comments:

Placement rates for the graduates has been good and continues to improve. Although the recovering economy has played a part, the success of prior graduate has continued to build employers' confidence in the program and the effects of the redesigned curriculum all contribute to optimism this trend will continue.

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(h) Cost per Full-time Faculty (Average Faculty Salary)

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
\$83,054	\$84,020	\$85,000	\$87,500	\$90,225

Analysis and Comments:

The upward trend in average salaries reflects the competitive necessity of hiring new faculty qualified as Scholarly Academic. As has been mentioned earlier, there has been considerable turnover in the faculty with no single member of the five individuals who have been in tenure track positions staying a part of the School for the entire period of this review, a reflection of the fact that DSC salaries are at the lower end of the 2015-2016 AACSB Salary Survey for small schools pay scale, where the 25th percentile salary for assistant professors of Marketing with new doctorates was \$96,500.

(i) Summary and evidence of achievement of Program Outcomes

Describe the extent to which students have achieved current Program Outcomes

The table below details the program Outcomes, Measures and Targets, and Evidence/Results of Assessments for the Marketing degree in the 2014-2015 period.

Program Outcome	Measure and Target	Evidence/Results of Assessment
Students will understand the fundamental activities and motives impacting consumer behavior and how marketing strategies influence consumer choice.	<p>Measure: MARK 3011 Buyer Behavior & CRM. Examines the fundamental activities and motives impacting consumer choice, use and disposal of products. Emphasis on end users rather than business customers. Topics include internal and external factors that influence consumer choice, marketing strategies that influence consumer choice, group dynamics and the organizational buying process, and global consumption trends.</p> <p>Target: At least 70% of the students pass the course with a C or better. In other words, the DWF rate should be less than 30%.</p>	<p>Target: Met: Two sections were taught in Spring 2014 by Dr. Ho-Dac. Thirty-two students were enrolled with DWF rates of 6 and 7%.</p>
Students will understand basic advertising and promotion concepts and the role of advertising and promotion in the marketing mix.	<p>Measure: MARK 3570. Integrated Brand Promotion. Focuses on understanding the role of the promotional element of the marketing mix. Topics include the various promotional tools, advertising strategy, creative strategy, the pros and cons of various media options, regulatory constraints and global considerations affecting a firm's effort toward effective marketing communication.</p> <p>Target: At least 70% of the students pass the course with a C or better. In other words, the DWF rate should be less than 30%.</p>	<p>Target: Met: One section was taught by Dr. Littlefield in fall 2014 and only 1 of the twenty-seven students who enrolled did not receive credit for the course.</p>

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<p>Students will understand the application of research techniques and procedures for assessing markets</p>	<p>Measure: MARK 4121. Marketing Research & Analysis. Focuses on the systematic approach to the application of research techniques and procedures for assessing markets. Topics include research design, questionnaire construction, data sources and collection, data analysis, data interpretation and reporting.</p> <p>Target: At least 70% of the students pass the course with a C or better. In other words, the DWF rate should be less than 30%.</p>	<p>Target: Met: Two sections were taught by Dr. Williams in fall 2014 and all twenty-five students received passing grades.</p>
<p>Students will have a thorough understanding of marketing concepts and processes, and be able to integrate marketing efforts with other business functions</p>	<p>Measure: MARK 3010. Principles of Marketing. Provides a general survey of the field of marketing covering marketing channels, functions, methods and institutions.</p> <p>Target: At least 70% of the students pass the course with a C or better. In other words, the DWF rate should be less than 30%.</p>	<p>Target: Met: Two sections of MARK 3010 were taught by Dr. Littlefield in each of spring of 2014 and fall of 2014. One hundred-seven of the one hundred and twenty-four students who enrolled earned at least a "C." A pass rate of 86.3%.</p>
<p>High job placement rate in Marketing and related fields</p>	<p>Measure: Job placement rate for Marketing graduates will be collected by the school via graduation survey one year after graduation.</p> <p>Target: 70% of students will be employed in an area related to their field within one year of graduation.</p>	<p>Target: Met: As indicated by table (g) earlier in this document.</p>
<p>High employer satisfaction with Marketing graduates</p>	<p>Measure: Employer survey, including perceptions of the program</p> <p>Target: Develop an employer survey.</p>	<p>Target: Not measured this cycle: There are College level efforts to secure an external vendor to assess employer satisfaction for all DSC graduates.</p>
<p>High graduates' satisfaction with Marketing program</p>	<p>Measure: Graduate satisfaction survey</p> <p>Target: At least 90% of the Marketing graduates will rate their satisfaction with the program as "satisfied" or "very satisfied."</p>	<p>Target: Met The School of Business engaged Education Benchmarking, Inc. (EBI) to survey School of Business alumni beginning 2013. Alumni rated School of Business Program Performance "Good" or "Excellent" on 9 of 11 metrics with "Satisfaction: Degree of Change in Program" and "Satisfaction: Degree Furthered Career" rated as "Good" and "Satisfaction: Knowledge and Skills to Succeed" rated as "Excellent."</p>

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(j) Summary and evidence of achievement of Student Learning Outcomes

Describe the extent to which students have achieved current student learning outcomes in Area F and/or upper-division courses, if applicable, (current year)

As the following tables show, students successfully achieved specified outcomes in the upper-level courses that comprise the Marketing program. Faculty created action plans for all student learning outcomes and entered these in WEAVE.

MARK 3010 Student Learning Outcomes Summary, (2014-2015)

	Student Learning Outcome	Target	Actual Result
1.	Be familiar with marketing terminology and concepts	Grade of 70% on test 1 demonstrates familiarity with marketing terminology and concepts	Out of 53 total students, 40 earned a minimum of 70% on the first test. This represents 75.5% of the class.
2.	Understand marketing as a process and multifaceted phenomenon.	Test 2 provides evidence of understanding how marketing relates to areas of a business. Covers 4Ps and their interrelationship.	Forty-three out of 53 students (86%) achieved at least a grade of 70 on the test 2.
3.	Understand the role of marketing in a variety of business settings and in our daily lives.	Successful completion of 70% of case analysis will demonstrate an understanding of marketing in a variety of business settings and in daily lives.	Fifty out of 53 students earned greater than 70% credit for case analyses.
4.	Know how marketing relates to all functional areas of a business.	60% of possible participation points demonstrates knowledge of marketing in context of other functional business areas.	Forty-two out of 53 students (79.2%) earned at least 60% on class participation.
5.	Have refined problem solving and decision making skills.	70% grade on case presentations indicates skill development in problem solving.	100% (53 out of 53) students earned at least a 70% on case presentation.
6.	Be familiar with the career possibilities for a marketing major.	A score of 70% demonstrates knowledge of careers in marketing.	Thirty-nine out of 53 students (73.6%) earned at least a 70 on the final exam.

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MARK 3011 Student Learning Outcomes Summary, (2014-2015)			
	Student Learning Outcome	Target	Actual Result
1.	Understand and apply behavior concepts and theories related to consumer behavior.	At least 70% of students will achieve at least a grade of 70 on the final exam.	Of the 11 students who elected to take the final exam, 6 people scored at least 70. This represents 54.5%.
2.	Know internal and external factors that influence consumer behavior.	70% of students will achieve a grade of at least 70 on Test 2.	Twenty out of 23 students made at least a 70 on test 2, representing 86.9%.
3.	Recognize marketing strategies used to influence consumer choice.	70% of students will achieve at least a 70 on Test 1, indicating success on meeting SLO 3.	Fifteen out of 23 students achieved at least a 70 on Test 1, the SLO was not met.
4.	Understand the diversity of consumer behavior across cultures.	70% of students will achieve at least a 70 on Test 3 to indicate meeting of SLO 4.	Out of 22 people who took test 3, 12 made at least a 70 on the test. This represents 54.5%.
5.	Improve their communication skills through various oral and written assignments.	70% of students will achieve a grade of at least 140 (70 x 2) on the combined paper and presentation grades.	Twenty-two out of 23 students (95.6%) scored at least 140 combined points on the paper and presentation.
6.	Develop refined problem solving and decision making skills.	70% of students will achieve full credit (2 points) on the decision-making exercise--HW 2.	Twenty-three out of 23 students achieved full credit (2 points) on HW 2.

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MARK 3570 Student Learning Outcomes Summary, (2014-2015)			
	Student Learning Outcome	Target	Actual Result
1.	Know how advertising and promotional strategy fit within the marketing strategy and overall business strategy of a company.	At least 80% will achieve a grade of 70 (C) or better	100% of students scored at least a 70 on the test.
2.	Understand basic promotion and advertising concepts	At least 80% will achieve a grade of 70 (C) or better	The test average was 75.8 with a range from 60 to 91
3.	Be able to discern the real economic, social and cultural role of advertising in a society	At least 80% of students will achieve a 5 out of possible 7 points (equal to a 71%)	100% of students achieved at least a 5 out of a possible 7 points on the Stage 2 "researcher" portion of the semester project.
4.	Be able to discern the impact of a society's values on advertising.	At least 80% of students will achieve a grade of 5 out of 7 points (71%) on the artist stage.	100% of students achieved at least 5 out of a possible 7 points on the Stage 4 "artist" portion of the semester project.
5.	Be able to evaluate the creative function of promotions.	80% of students will achieve a minimum grade of 70 (C) on Test 2.	65.4% of students achieved a grade of 70 on Test 2.
6.	Be familiar with advertising at the international level.	80% of students will achieve a minimum grade of 70 on Test 1.	84.6% of students achieved at least a 70 on Test 1.

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MARK 4081 Student Learning Outcomes Summary, (2014-2015)			
	Student Learning Outcome	Target	Actual Result
1.	Understand the role of marketing in today's business environment.	A grade of 70% on class participation indicates achievement of the understanding of the role of marketing in today's business environment.	The average for both sections in the participation and attendance grading category was 96%.
2.	Have a thorough understanding of marketing concepts and processes.	Students will achieve a 70% grade on case presentations to indicate understanding of marketing concepts and processes.	The results were as follows: Exam 1 Q2: 87.5%, Exam 2 Q1: 100% and Exam 3 Q11 83.4%.
3.	Know the variety of environmental forces (legal issues, cultural factors, politics, competitive forces, etc.) that can affect marketing and how these forces affect marketing decisions.	A 70% grade on the situation analysis indicates successful achievement of the objective.	Exam 1 Q9 100%, Exam 2 Q5 78.5%, and Exam 3 Q15 91.67%.
4.	Have increased knowledge of international marketing practices.	70% of the students will answer the embedded exam questions correctly.	Exam 1 Q18 100%, Exam 2 Q9 83.3%, and Exam 3 Q6 71%.
5.	Be able to integrate marketing efforts with other business functions.	70% of students will correctly answer embedded examination questions concerning the integrating of marketing with other business functions.	Exam 1 Q3 91.67%, Exam 2 Q14 70.83%, and Exam 3 Q4 54.16%.
6.	Be able to successfully complete a strategic marketing plan.	A minimum grade of 70% will indicate successful completion of the marketing plan.	Section 1: 90% Section 30: 95%.

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MARK 4121 Student Learning Outcomes Summary, (2014-2015)

	Student Learning Outcome	Target	Actual Result
1.	Know how marketing research and its results fit in the marketing strategy and business strategy of a company.	At least 70% of class will have answered the selected embedded questions correctly.	Exam 1 Q9 96% and 25 students were enrolled.
2.	Understand basic research concepts and techniques.	At least 70% of class will have answered the selected embedded questions correctly.	Exam 1 Q 15 100%, Exam 2 Q 30 92%, and Exam 3 Q 24 88%
3.	Know the real economic, social, and cultural role of research in business.	At least 70% of class will have answered the selected embedded questions correctly.	Exam 2 Q 17 96% answered correctly.
4.	Know how to apply research techniques and understand the research perspective	At least 70% of class will have answered the selected embedded questions correctly.	Exam 1 Q 30 92%, Exam 1 Q 37 92%, and Exam 3 Q 43 88%
5.	Develop an understanding of decision making in research.	Marketing Research Paper grades must have a mean score of 75%	The mean score was 93.44%
6.	Be familiar with research in international settings.	Not established yet	Not reported this cycle.

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MARK 4400 Student Learning Outcomes Summary, (2014-2015)			
	Student Learning Outcome	Target	Findings
1.	Understand what sustainable marketing is.	Average above 80% on individual or group project	All students met the target with the average score on the project being 92.27% and the lowest score being an 80%.
2.	Understand the underlying trends and motivations driving corporate interest in sustainable marketing	Average is above 75% on embedded test questions.	93% of the students answered each question correctly
3.	Know how to use sustainability to drive a successful marketing strategy.	Average is above 75% on embedded test questions.	The results were as follows: Q2 - 80% answered correctly Q14 - 100% answered correctly Q20 - 87% answered correctly.
4.	Know how to use sustainability to improve marketing practices.	No target set for this this cycle.	Not measured this cycle.

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MARK 4433 Student Learning Outcomes Summary, (2014-2015)			
	Student Learning Outcome	Target	Findings
1.	Understand the conceptual foundation and practical techniques of effective Social Media Monitoring (SMM)	70% of students will correctly answer embedded exam questions about the conceptual foundations and techniques of SMM.	Exam 1 Q13 76.66%, Exam 1 Q19 83.33%, and Exam 2 Q1 96.66%.
2.	Have an understanding of how best to select optimal SM platforms for reaching target audiences.	70% of the students will answer embedded exam questions correctly.	Exam 2 Q3 100%, Exam 3 Q9 96.66%, and Exam 3 Q20 86.66%.
3.	Be familiar with the informal rules of SM engagement and social media ethics.	70% of the students will correctly answer embedded exam questions about the rules of social engagement and ethics with respect to social media marketing.	Exam 1 Q26 80%, and on Exam 1 Q27 96.66%.
4.	Have increased knowledge of how best to create and deploy platform specific marketing tactics.	70% of the students will answer embedded test questions concerning social media platform tactics.	Exam 1 Q25 83.3%, Exam 2 Q5 83.3%, and Exam 2 Q12 73.3%.
5.	Explain how best to monitor and measure the effectiveness of a SMM plan.	70% of the students will correctly answer embedded exam questions concerning social media monitoring.	Exam 3 Q4 100%, Exam 3 Q6 100%, and Exam 3 Q14 90%.
6.	Be able to successfully complete a strategic SMM plan.	Students will earn at least a score of 70% out of 100% on their social media marketing plan submitted as their end of course deliverable.	The mean score on the social media marketing plans was 92%.

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(k) Evidence of Program viability

Based on enrollment history, retention rates, degree completion/graduation rates, and other program outcomes, comment on whether continued resources should be devoted to this program. Your comments should consider external factors such as the following. Are your students getting jobs? What is the job outlook for graduates? Are students prepared for the jobs they get? How is the field changing? Are the program faculty members in touch with employers and getting feedback on our students' performance? Do employers see a need for changes in the program?

Consistent increases in student numbers, diversity, and full-time equivalents describe a growing and developing program with a student body that recognizes the quality of the education and career potential an earned BBA degree in Marketing provides. Performance on the Marketing section of the ETS Major Field Test for Business was above the national average and other internal assurance of learning measures in the subject area show the students are academically prepared for professional careers and graduate school.

Most importantly, new faculty and a redesigned MARK curriculum promises a growing stream of high quality graduates with a demonstrated record of securing quality placements confirm the Marketing program is making an increasingly significant contribution to the economic vitality of the Northwest Georgia region.

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3. USE OF ASSESSMENT RESULTS FOR PROGRAM IMPROVEMENT

What improvements have occurred since the last Program Review or assessment?

Although the Marketing program has not been the subject of a Comprehensive Review before, there have been significant changes and improvements in the program and the School of Business over the last five years that are designed to meet the needs of a more diverse student body, expand and deepen the curriculum for MARK students, and develop and adopt a curriculum tailored to prepare students for professional careers in marketing and related fields in the Northwest Georgia region.

Among the most beneficial improvements was the establishment of an internship program with a significant number of the participants coming from the Marketing program. The Senior Seminar class was changed to a junior-year Professional Seminar to provide professional polishing before the students begin seeking internships and final placement.

There have been several important changes in the MARK program during the period under review that have changed the focus of the program from a channels of distribution/logistics perspective to a more contemporary emphasis on social and media marketing. This involved creation of a specific course in Social Media Marketing (along with a course in Sustainable Marketing (MARK 4400)) and the removing of MARK 4288 Logistics from the MARK Core and replacing it with MARK 4433 Internet Marketing and Social Media. The elective structure was simplified by expanding the number of MARK electives required for the degree. In addition to the creation of MARK 4433 and MARK 4400, MARK 4800 was taught as a special topic class in Sports Marketing—an effort to support the reintroduction of sports programs at Dalton State College. Marketing 3455 Professional Selling was added to the curriculum as an elective, supporting an important career choice for all business majors and MARK majors in particular. Most importantly, the role of MARK 4081 was expanded to a capstone experience, which required changing the prerequisite structure and the design of the course. Consistent with this more focused curriculum, the name of the degree was simplified to “Marketing,” a moniker capturing the more traditional mission the School and College are adopting.

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4. REVIEW OF CURRICULUM

What changes or revisions have been made to the Program, its curriculum, or its Student Learning Outcomes since the last Program Review or assessment?

For the academic year 2014-2015, the review of the measures and findings of upper division/major courses within the BBA degree in Marketing indicated targeted performance goals were being met. This is evidenced by the majority of the upper division MARK courses having met their goal of at least 70% of the students passing the courses with a grade of C or better with the DWF (drop, withdraw, or failure) rate ranging from 0 to 30%.

Over the last three years, the Marketing program has undergone a substantial restructuring in both curriculum design and staffing. This is consistent with the changes the College as a whole has undergone as it becomes a predominantly baccalaureate granting institution. Student and regional employer expectations for the marketing program have changed and renaming the Marketing Systems degree to the more contemporary "Marketing" is consistent with meeting those expectations.

The increased number and diversity of bachelor courses, faculty, and programs available at DSC, as well as the rapid growth in more traditional business students, makes supporting the reconstituted focus of the Marketing major an important priority for students seeking a marketing degree at DSC. In addition, the new MARK faculty have implemented a curriculum intended to produce graduates who are proficient with emerging marketing tools and methodologies such as Social Media Marketing and other forms of internet based promotion. These areas of marketing have become important priorities for regional businesses seeking to expanded opportunities for their businesses and brands through social media.

Surveys of employers and job placement rates continue to indicate the value of the degree for area employment and the field of marketing continues to be a growing profession regardless of the area economy. As the marketing faculty develop and learn more about establishing metrics and targets in WEAVE, areas for improvement include moving beyond the reporting of the passing (and DWF) rates to assess more specific measures of learning and assurance of learning.

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5. PROGRAM STRENGTHS AND WEAKNESSES

Strengths

Although Marketing enrollments are only the seventh largest four-year degree program at Dalton State College, the fall 2015 year-over-year growth-rate was 50% higher than the College's as a whole and enrollment in the major was at a record high. The existing faculty are well credentialed and focused on improving the program. This is best illustrated by the significant curriculum changes that have been installed over the last three years. The degree enjoys strong support from the community and the graduates have been successful in developing their careers.

Weaknesses and Concerns

Staffing has been and continues to be a substantial concern. Enrollment growth in the School of Business bachelor's program in general has put increasing pressure on the MARK faculty to support more and larger sections of the junior-level business core marketing course, MARK 3010. In addition, record enrollments in the MARK program specifically as well as the demands of delivering the revised MARK curriculum has called for more, and increasingly sophisticated and talented, marketing faculty. Dalton State College and the School of Business have always sought to offer courses in both a traditional "day" format as well as evening classes for students who work. In addition, there is an increasing expectation to provide courses in fully on-line and hybrid configurations, putting additional requirements on an already overstretched faculty and staff.

The 2013 AACSB Accreditation Standards require at least 60% of the MARK program consist of faculty qualified as either Scholarly Academics, Practice Academics, or Scholarly Practitioners (SA, PA, or SP), designations that require an established research record and where a PhD is the customary credential. The Standards also specify that at least 40% of the faculty be classified as SA, which requires a terminal degree. As the two faculty are currently credentialed as SA, the staffing requirements could tolerate a third, less qualified, faculty member.

Although Dalton State College has always supported working students who take courses at night, the continued growth in the School of Business enrollments with more traditional students expecting to take courses during normal class times has increased the need for faculty available at traditional times of the day. This exacerbates the faculty shortage and calls into question whether or not students who wish to earn a Marketing degree at night or on-line can continue to be supported without additional faculty.

6. RECOMMENDATIONS FOR FOLLOW-UP AND/OR ACTION PLANS (if needed)

Issues/Concerns

Although the School of Business generally garnered praise for its programs and practices during the Fall 2014 AACSB Maintenance of Accreditation visit, the single most pressing issue raised through the self-study was concerns over sufficiency of the faculty in terms of both credentialing as either Scholarly Academic (SA) or Professional Academic (PA) and the ability to maintain continuity in the event a faculty member leaves the program, particularly if the departure is unexpected. Two faculty members, despite their stellar credentialing, are insufficient to insure against the continuity concern and are unable to offer the diversity of viewpoints and perspectives expected of a respected Marketing degree.

With a strong core of faculty members and effective curriculum along with a critical mass of students, the MARK program is emblematic of the School of Business and Dalton State College in general. While providing an exceptional value to the College and the region, there are many glaring inadequacies that are impeding the

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program from achieving its full potential. These include: the need for at least one more full-time faculty member and access to qualified adjunct faculty members, a more complete administrative structure including an Assistant Dean, with additional support for student advising, internships, and placement. Although the additional space in Memorial Hall made available by the departure of the Education Department has provided temporary relief, there is still a pressing need for accommodations for a School with enrollment above 1,000 students and an obvious need for the School to form two or three departments responsible to their respective Chairs.

Specific Action(s):

To support the course offerings planned for the 2016 – 2017 academic year and to keep up with the expected enrollment growth in the School of Business in general, and the Marketing program in particular, one additional SA or PA faculty member needs to be hired and the equivalent of another half-time to full-time faculty member with a Master's degree (Scholarly Practitioner (SP) or Instructional Practitioner (IP)) made available as developed adjunct faculty or as a second full-time position.

Expected Outcomes:

The School of Business should be physically and organizationally expanded and reorganized around departments with adequate administrative and support staff, including an Assistant Dean, Chairs, and expanded staffing support for advising, internship development, and placement. In addition, the School is prepared to begin aggressively recruiting properly credentialed marketing faculty and, contingent on adequate funding. Advertisements need to be placed in appropriate outlets to attract qualified adjunct faculty members to have faculty in place by Fall 2017.

Time-frame:

Ground breaking for new and refurbished facilities should begin in summer 2016 and with addition of new administrative and support staff beginning as physical space becomes available. Increased adjunct faculty need to be available for fall 2016 with a search for the SA/PA position commencing in the fall of 2016 with the new faculty member joining the program in fall 2017.

Person(s) Responsible:


The Dean is responsible for facilities expansion and additional administrative and support staff as well as new tenure track faculty lines. The Associate Dean is responsible for securing the funding for the additional adjunct faculty position and the full-time SA/PA position(s). The Associate Dean is charged with identifying qualified adjuncts.

Resources Needed:

Funding necessary to secure expanded and refurbished facilities and expanded staffing requirements is needed. Most pressing for the MARK program is at least one faculty member at the assistant or associate level and the equivalent of another half to full-time faculty member as an adjunct faculty.

Dalton State College
Comprehensive Program Review

Prepared by:



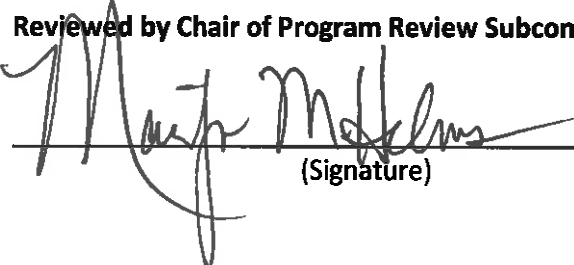
(Signature) Date 3/18/16

Reviewed by:



(Signature) Date 3/21/16

Reviewed by Chair of Program Review Subcommittee:



(Signature) Date 3/22/16

Reviewed/Approved by Vice President for Academic Affairs:



(Signature) Date 5/23/16