

Comprehensive Program Review

The Hull College of Business

BBA: Marketing (CIP Code: 52140101)

Preface

The Hull College of Business achieved initial AACSB (Association to Advance Collegiate Schools of Business) accreditation in 1999. This accreditation was reaffirmed in 2008. AACSB is now on a five year cycle for review of accreditation. All of the materials which are generated for the yearly reports and review of the programs are located at <http://hull.aug.edu/aacsb/timeline.htm>.

Mission

The Hull College of Business (HCB) at Augusta State University (ASU) has had a long history of service to the East Georgia region. Located in the second largest metropolitan area in Georgia, ASU's academic roots can be traced to 1783 when the Academy of Richmond County was chartered. Opening in 1785, it offered college-level classes for boys to enter universities as sophomores or juniors. Over the years, enrollment grew and in 1925 the Junior College of Augusta was established, becoming the first junior college in the state. In 1958, the college became a member of the University System of Georgia and its name was changed to Augusta College. Still a two-year college, it wasn't until 1963 that four-year status was gained. Following a University System of Georgia name change for most four-year colleges in 1996, Augusta College became Augusta State University.

In 1963 the Board of Regents approved programs leading to the Bachelor of Arts, Bachelor of Science, and Bachelor of Business Administration degrees. This led to the establishment of the School of Business Administration in 1971 when the Board of Regents authorizes the college to grant Master of Business Administration. In 1996, the College of Business Administration was established with the change of designation of the Augusta College to Augusta State University. In 1999, The HCB received initial accreditation from AACSB. In 2006, the College of Business was renamed to the James M. Hull College of Business in recognition of a 2 million dollar gift from Jim Hull to the college. This was the largest cash gift ever made to the College and University as a whole.

The Marketing degree has been an integral part of the Hull College since its inception. The Marketing program is one of the more popular majors and offers students the opportunity to specialize in Internet Marketing, Advertising, or Market Research/Strategy.

Mission Statement

Hull College of Business Administration
Augusta State University

Our primary mission is to prepare students for career success by providing quality baccalaureate and master's level education in the business administration disciplines.

Our teaching helps students develop professional competencies, enhance the quality of their lives, appreciate the need for continuous learning and renewal, and understand the importance of ethical personal and professional behavior in their relationships with others. We manage our programs to accommodate students who live and work in the greater Augusta metropolitan area.

We engage in scholarship that principally strengthens classroom instruction, assists the business community and the business professions, and contributes to the knowledge within the academic business disciplines. We provide service to the University through participation in faculty governance, to the business professions through involvement in academic and professional organizations and programs, and to the local community through professional, civic, and charitable activities.

We will accomplish this mission in a culture of humane values that fosters a life-long love of learning.

This mission statement guides the activities for the two degree programs offered in the Hull College: the Bachelor of Business Administration (BBA) and Master of Business Administration (MBA). Teaching is our primary mission, however we believe that teaching cannot be thought of as an isolated activity. Scholarship and activities which drive faculty currency are one of the primary measures of effective classroom experiences.

Needs of Students

All aspiring business majors entering Augusta State University under the 2006-2007 catalog or after will be designated as Pre-business majors. In order to enroll in any upper division business courses, students must have gained admittance into the James M. Hull College of Business. Upon meeting the prerequisites for admission into the HCB, students are considered majoring in Marketing. The prerequisites for entry into the James M. Hull College of Business are as follows: (1) Completion of at least 45 semester hours of courses; and (2) Completion of the following courses with an overall gpa of 2.5 on these seven courses: ENGL 1101, ENGL 1102, MATH 1111, MATH 1220, ACCT 2101, ECON 2106, and MINF 2201. Students may retake any of these courses and only the most recent grade in the course will count toward the minimum required gpa. Once the prerequisites have been met, the student may apply for admission as a marketing major in the Undergraduate Advising Office.

Students who select the marketing major often like to analyze information and work on new products. They are curious about why people buy or sell products and services, and they are clear, persuasive communicators. Marketing helps organizations to understand which products and services people want, to determine the extent of demand, and to help stimulate interest in products and services. Marketing research, pricing, distribution, business-to-business buying and selling, working with intermediary organizations (wholesalers, retailers), and communicating with individual and corporate consumers through advertising, personal contacts, and publicity are important to businesses in all sectors.

Demand for Graduates

The demand for marketing graduates is generally good. Graduates typically find employment in a wide variety of industry and geography. Students with a marketing degree can specialize in marketing research, specialize in promotions or public relations, or focus on sales and marketing strategies.

They can also be involved in the creative side of marketing and utilize visual art or writing skills. Marketing jobs are available in a wide range of industries and even in local, state and federal government agencies. A recent article in CNN/Money reported that Marketing majors, by far, experienced the biggest jump in salary. Over the past year, offers climbed 10.3 percent, on average, to \$41,285.

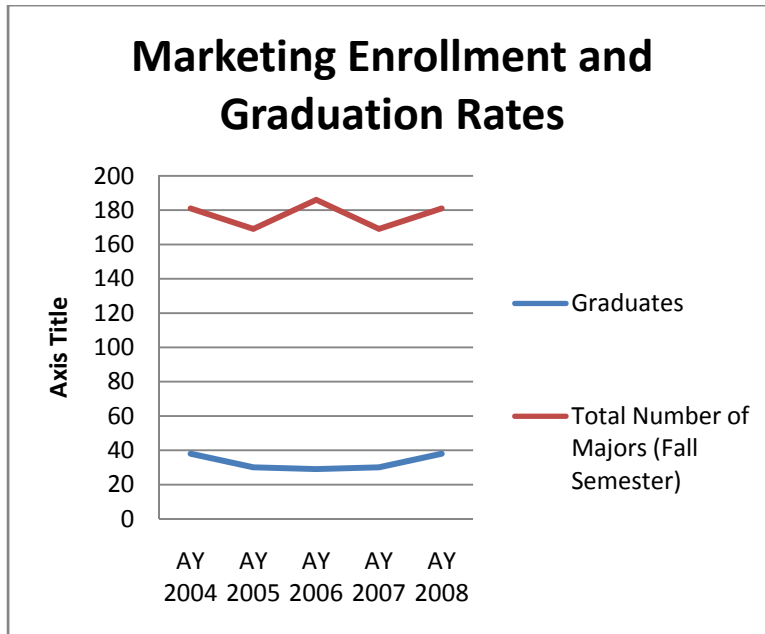
At the local level, our Marketing graduates are highly sought after in a wide variety of fields. Marketing majors typically gravitate toward sales position in the industrial, consumer, and retail sectors. Local graduates have found employment in area banks, manufacturing firms such as Club Car and EZ Go, various retail establishments such as Walgreens. In addition, some of our marketing graduates work as marketing professionals for service firms such as CPA firms and law firms. The average marketing graduate has been satisfied with their employment prospects and has generally found employment in their field of study.

Teaching, Learning, Research and Scholarship, and Service

Students, Graduation, and Retention

Table 1 and figure 1 summarizes the Marketing enrollment and graduation rates over the last 5 years.

Year	Graduates	Total Number of Majors (Fall Semester)
AY 2008	26	174
AY 2007	35	182
AY 2006	29	186
AY 2005	30	169
AY 2004	38	181



This data indicates that the number of majors in the marketing program is relatively consistent over the five year period. We believe that with our strong recruiting and advertising measures that we see these levels rise. The graduation rates are basically flat. However, we believe that this will begin to move upward through increased advising activities that are currently being implemented. This is certainly a weakness in the Hull College and is being addressed through an increased emphasis on both academic and career advising programs. This need is addressed in the conclusions section of this document.

Student Needs and Learning Outcomes

The Hull College is dedicated to continual assessment of learning outcomes. The Hull College has several mature assessment activities which provide strong evidence of program learning goal achievement. These activities have been supplemented more recently with direct, learning-goal focused assessments, some of which do not yet have the maturity to provide stand-alone assessment of the relevant learning goal. At least as important, however, is insistence upon measures which meet academic standards (e.g., reliability, validity, hypothesis development) as well as practices which are standard in industry (e.g., statistical significance and control); the 2008 Assessment Report (attachment A) describes some recent details of these efforts.

The BBA degree in Marketing is guided by the following degree program learning outcomes:

Table 2 BBA Program Learning Goals Established 1997; Reaffirmed 2006	
LGID	Learning Goal
BBA-A	Each student will demonstrate professional written and oral communication competencies that support and enhance managerial effectiveness.
BBA-B	Each student will recognize and be able to define and discuss ethical dilemmas that are inherent in business decisions and propose and defend appropriate resolutions.
BBA-C	Each student will assess the performance of a business through quantitative and qualitative evaluation using a wide variety of analytical tools and information.
BBA-D	Each student will effectively use, develop, and apply technology-based information systems in order to assist managerial decision-making in professional settings.
BBA-E	Each student will demonstrate an understanding of the various issues, opportunities, and problems in a multi-cultural environment.
BBA-F	Each student will utilize critical thinking, scientific approaches, information syntheses and objective analysis to understand and solve business problems.

Course Requirements

The BBA in Marketing requires two distinct areas of courses beyond the core curriculum. First, every student in the Hull College is required to complete the Junior/Senior common curriculum (Table 3). The Marketing major is required to complete 3 required courses and four electives (Table 4 and 5).

Table 3

COURSE	PREREQUISITES*
	(Upper Division HCB courses require full admission into the HCB)
FINC 3400 Corporate Finance	ECON 2106, ECON 2105 & ACCT 2102 all with grades of "C" or better and 50 semester hours
MATH 3110 Statistical Analysis for Bus	MATH 1220
MGMT 3500 Mgmt Theory & Practice	50 semester hours including "C's" or better in 12 hours of BBA Core Area F
COMC 3100 Communications for Profess	ENGL 1102 with a grade of "C" or better, COMS 1010 & MINF 2201 or CSCI 2000 or equivalent
MKTG 3700 Principles of Marketing	50 semester hours including "C's" or better in 12 hours of BBA Core Area F
MGMT 4500 Human Resource Mgmt	MGMT 3500 with a grade of "C" or better
BUSA 4200 International Business	MGMT 3500 & MKTG 3700 with grades of "C" or better

MINF 3650 Information Systems OR ACCT 4350 Accounting Info Systems	50 semester hours including MINF 2201 with a grade of "C" or better MINF 2201 and ACCT 3311 with grades of "C" or better
QUAN 3600 Operations Management	50 semester hours including "C's" or better in MATH 3110 and in 12 hours of BBA Core Area F including MINF 2201
MGMT 4580 Strategic Management	"C's" or better in MKTG 3700, MGMT 3500, QUAN 3600 and FINC 3400; senior standing, and all other Jr./Sr. common courses or final semester

*A minimum grade of "C" is required in ENGL 1101, ENGL 1102, MATH 1111, all Area F, Junior/Senior Common and Major Emphasis courses. Each student will select a major in which he or she will take an additional 21 semester hours (7 courses). Due to course sequencing requirements, this selection should be made no later than the beginning of the student's junior year. Majors are presently offered in Accounting, Finance, Management, Management Information Systems, and Marketing. Within each major, there may be additional opportunities to select elective courses that emphasize certain parts of that field. Once the principle prerequisites for the chosen major have been completed, students should register for a combination of junior/senior common and major emphasis courses. Other B.B.A. requirements include 9 semester hours of electives and 5 semester hours (3 courses) of physical education.

Table 4

REQUIRED COURSES FOR MARKETING MAJOR

COURSE	PREREQUISITES
MKTG 3710-Buyer Behavior	MKTG 3700 with a grade of C or better
MKTG 4740-Marketing Research	MKTG 3700 and MATH 3110 with grades of C or better
MKTG 4750-Marketing Planning & Strategy	MKTG 3700 with a grade of C or better

Table 5

ELECTIVES FOR MARKETING MAJOR (CHOOSE FOUR)

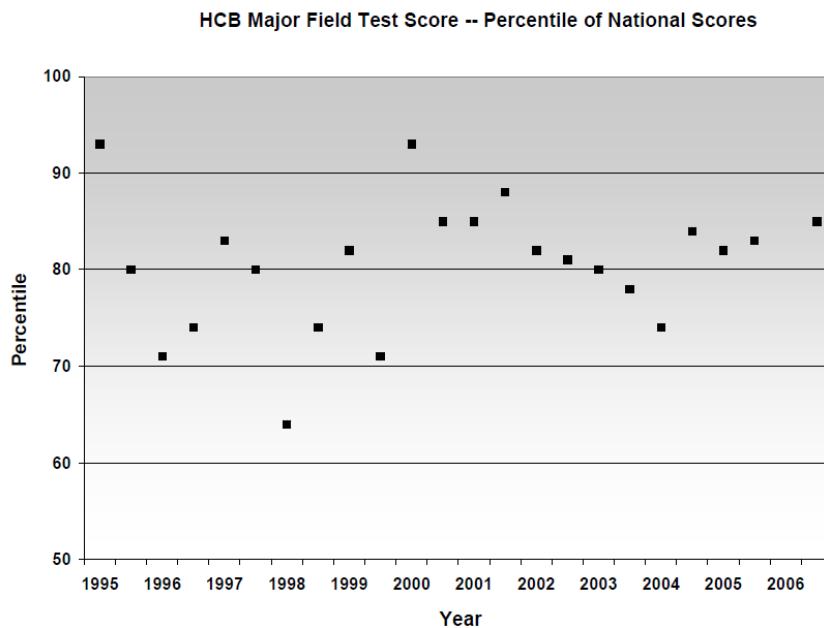
COURSE	PREREQUISITES
MKTG 3720-Retail Management	MKTG 3700 with a grade of C or better
MKTG 3730-Salesmanship & Sales Mgmt	MKTG 3700 with a grade of C or better
MKTG 4770-Product Innovation & Prod Mgmt	MKTG 3700 with a grade of C or better
MKTG 4780-Advertising & Promotion Mgmt	MKTG 3700 with a grade of C or better
MKTG 4950 Services Marketing	MKTG 3700 with a grade of C or better and Jr/Sr Standing
MKTG 4950 Health Care Marketing	MKTG 3700 with a grade of C or better and Jr/Sr Standing
MGMT 4550-Entrepren. & Small Bus Mgt	ACCT 2101, ECON 1810 or ECON 2106, MGMT 3500, & MKTG 3700 with a grade of C or better in each

MINF 4117-Marketing on the Internet	MKTG 3700 and MINF 3650 with grades of C or better
MINF 4118-Web Page Design	MINF 3650 with a grade of C or better
MINF 4390-Introduction to E-Commerce	MINF 3650 with a grade of C or better

Success of Graduates

The success of the Hull College Graduate can be measured qualitatively in many different ways. The job placement data is very good for all HCB graduates. We also enjoy high levels of satisfaction of our employers, donors, and alumni concerning our graduates and the reputation of the skill sets that a HCB and Marketing graduate brings to an employer are very high. On a quantitative basis, the Hull College uses Educational Testing Service's (ETS) Major Field Tests as an ongoing external assessment of its BBA program and majors. This measurement program has been in place since AY 1995-1996 with tests administered each Fall and Spring term. Late in the academic year, ETS publishes comparative data which allows us to compare our student results with similar programs in the nation. For more background on ETS Major Field Tests, visit <http://www.ets.org/>.

ETS data support the conclusion that a Hull College student performs as well or better than 4 out of 5 students at peer schools; our latest program-wide measure puts us in the 85th percentile (for Spring 2007) with a long-term average of 80th percentile. This provides reasonable assurance that our program and delivery is on track with national norms. Marketing graduates have scored in the 80th percentile which compares favorably with the long term average percentile of 76th.



Faculty and Staff

Faculty and Qualifications

Currently, the Marketing area is comprised of four faculty members. The faculty and their qualifications are listed in Table 6 below.

Table 6: Marketing Faculty

Faculty Name	Rank	Degree	Teaching Areas
Dr. Barbara Coleman	Professor and Associate Dean	Ph.D., 1993 (University of Georgia)	Marketing Research, Advertising
Dr. Marsha Loda	Assistant Professor	Ph.D., 2003 (Clemson)	Advertising, Consumer Behavior
Dr. Clinton Amos	Assistant Professor	Ph.D., 2006 (University of North Texas)	Advertising, Marketing Strategy
Dr. Mary Mobley	Professor	Ph.D., 1986 (University of South Carolina)	Marketing Strategy, Principles of Marketing, Product Innovation Management

Student/Faculty Ratios and Average Class Sizes

The Hull College of Business strives to keep class sizes reasonably small to capitalize on the mission of providing high quality teaching to our students. The average class size in the Marketing area for Junior/Senior Level Courses is 22. (Source Fall 2008).

Faculty Productivity and Costs

The average cost of the accounting area for AY 2006-2007 is presented in table 7 below:

Level	Credit Hours Produced
Sophomore	N/A
Junior/Senior	1221
Total	1221
Total Salaries (Full and Part Time)	288,028
Total Cost per Credit Hour	\$235.90

Facilities

Classroom Facilities

The Hull College of Business has one designated laboratory and shares approximately 10 classrooms in Allgood Hall. The technology available in these classrooms is superb. For example, A150 has a capacity of about 40, with tables. The classrooms are in excellent condition. They are all equipped with a Document Camera, computer with Internet access, DVD, and VCR. They have white boards that cover the front wall.

Faculty Offices and Departmental Equipment

All faculty are assigned an office and are provided with the most up to date equipment available. All faculty are assigned a desk top computer which is replaced approximately every 3 years. Most faculty are also assigned a lap top computer and printer.

Library

The Reese Library provides excellent support to the department, students and faculty. The staff are knowledgeable, helpful, and courteous. Materials placed on reserve by faculty are easily accessible to students. Students may request help with research, internet access, use of the databases, how to find materials in the stacks or any other information-gathering question, and will receive immediate assistance. The Hull College has access to a wide variety of business databases which are supplied through the library. In addition, Galileo provides access to most business periodicals for both faculty and student research.

Curriculum

Coherence

All curricular offerings are clearly and accurately described in published materials. The Augusta State University Catalog contains a brief description of all courses offered for under graduate credit. Each semester, a listing is published of course offerings, times, credits, instructors, and location for each course. The undergraduate curricular offerings at Augusta State University are directly related to the goals of the institution and to the degree program. The Hull College of Business reports a 2 year plan of courses which indicates the course, day or night, and all pre-requisites. This plan is updated each semester and is placed in the advising office and on the website.

The two year plan for Marketing is shown below:

FALL 2008 SEMESTER

MKTG 3710 (DAY&NIGHT)

MKTG 3720 (DAY)

MKTG 4740 (DAY)

SPRING 2009 SEMESTER

MKTG 3730 (DAY)

MKTG 4740 (NIGHT)

MKTG 4750 (DAY&NIGHT)

SUMMER 2009 SEMESTER

MGMT 4550 (NIGHT)

MINF 3310 (NIGHT)

MINF 4330 (DAY)

MGMT 4550 (DAY)	MKTG 4770 (NIGHT)	MINF 4390 *Distance Learning
MINF 3310 (DAY&NIGHT)	MKTG 4780 (NIGHT)	
MINF 4118 *Distance Learning		
MKTG 4905 (DAY)		

FALL 2009 SEMESTER

MKTG 3710 (DAY&NIGHT)
MKTG 3720 (NIGHT)
MKTG 4740 (DAY)
MKTG 4770 (DAY)
MKTG 4950 (DAY)
MGMT 4550 (DAY)
MINF 4118 (DAY)

SPRING 2010 SEMESTER

MKTG 3730 (NIGHT)
MKTG 4740 (NIGHT)
MKTG 4750 (DAY&NIGHT)
MKTG 4780 (DAY)
MKTG 4950 (NIGHT)
MINF 3310 (DAY)

SUMMER 2010 SEMESTER

MGMT 4550 (NIGHT)
MINF 4390
MINF 4330 (DAY)

Currency

The marketing faculty ensures that the students are well prepared for the challenges faced by the modern marketer and strive to make regular updates to the curriculum to reflect changes in the field. The faculty remains current in their field through a variety of ways. First, through their research the faculty is engaged in their field of study. The primary type of research that is produced by the marketing faculty is applied in nature. For example, Dr. Marsha Loda recently produced a published article which dealt with consumer expectations of the travel and tourism industry. This research was directly applicable in the Consumer Behavior course that she teaches. In addition, Dr. Clinton Amos published an article which dealt with perceptions of claims in weight loss advertising. This was directly applicable to the Advertising course that he teaches. Therefore, the research that our faculty produces is directly applicable into the classroom setting and produces cutting edge and extremely up to date course materials. Second, the marketing faculty is actively engaged in the professional marketing community. The faculty are active in the area Advertising clubs, serve on various arts and civic boards, and engage the area business leaders in a variety of means.. It is through this engagement with the profession that our faculty is keenly aware of the developments in the field. Finally, the marketing faculty invites practitioners to present their work to our students. This enables both our students and faculty to understand the changes and current practices in the Marketing field.

Other Learning Activities

Advising

The Hull College provides outstanding advising services in the office of undergraduate advising. The office is staffed by two professional advisors who provide services throughout the semester. All student records are carefully maintained to ensure maximum progression of the degree program.

Tutoring

The Knox School provides tutoring services for Principles of Accounting and directs students to the tutoring services provided by the university such as the writing lab.

Student Organizations and Clubs

The Hull College has several active clubs including our award winning chapter of Phi Beta Lambda. The Marketing faculty also encourages professional participation in the local advertising society clubs.

Research and Scholarship

The faculty in the marketing area is extremely prolific in regards to intellectual contributions. For our most recent AACSB review, we received high marks in relative to faculty productivity. Table 7 indicates the intellectual contributions for the last five years from Fall of 2007.

Table 7

	Degree & Year	Appt. Year	Peer Reviewed Journal Articles	Other Intellectual Contributions	Responsibilities
Marketing					
Dr. Barbara Coleman	PhD, 1993	1990	2	11	UG, RES,SER
Dr. Marsha Loda	PhD, 2003	2002	5	8	UG, GR, RES, SER
Dr. Clinton Amos	PhD 2006	2006	8	12	UG, GR, RES, SER
Dr. Mary Mobley	PhD 1986	1983	0	11	UG, RES,SER
Total			15	42	

Responsibilities codes: UG: Undergraduate Teaching, GR: Graduation Teaching, RES: Research, SER: Service, ADM: Administrative

Level of Support

The Hull College of Business takes pride in the support offered to our faculty in pursuit of intellectual contributions and research productivity. All faculty are provided travel support for presentation of research at professional meetings and are provided with research stipends and support for journal article production.

Service

Professional and Community Service

The Marketing faculty is actively involved in the marketing profession at the national, state, and local levels. The faculty is active in regional meetings and serves as reviewers for journals and conferences. In addition, the faculty are actively engaged in the community by volunteering their time by sitting on boards and donating their time to various charitable and civic organizations. For example, Dr. Coleman is on the board of directors of the Imperial Theater and the Morris Museum of Art. In addition, Dr. Loda is on the board of directors for Leadership Augusta.

Summary

Quality of the Program

The major indicator of program quality for the Hull College's marketing program is the AACSB accreditation. In 1999, the College received initial accreditation. In 2008, the college's accreditation was reaffirmed. The findings of the peer review team indicated the following:

One purpose of peer review is to stimulate further continuous improvement of quality programs. As noted in the team report, your School is to be commended on the following strengths and effective practices:

1. Every graduating student of Hull College of Business is required to go through an exit interview. Feedback provided by the students during the exit interview has been shared with faculty members for further improvement on course design or curriculum modification.
2. The newly launched "Focus on Ethics" speaker series will sensitize the faculty and students to various ethical issues in doing business and help them see how the real-world business organizations deal with ethical dilemmas and social responsibilities.
3. The level of student diversity achieved by Hull College of Business is excellent for a business school of this size.
4. In the past two years, a culture of assessment has been nurtured under the leadership of the new dean.
5. The fund raising effort has been highly successful since the current dean took office, evidenced by the major contribution made by James M. Hull to endow the business school with his name and other pending gifts.

Additionally, in the interest of continuous improvement, the development of annual maintenance reports provides your school an ongoing opportunity to discuss progress on and updates to the action items within your school's strategic plan. These annual progress updates are to be retained at your school until 60 days prior to your next on-site review. As identified within the peer review team report, the following items are suggested for incorporation into your ongoing strategic planning initiatives:

1. Continue to demonstrate that the school uses well documented, systematic processes to develop, monitor, evaluate, and revise the substance and delivery of the curricula of degree programs. There is evidence that some changes to curricula based on assurance of learning outcomes have been occurring to date. However, the systematic use of information from assessments of learning achievement to guide curriculum revision should be more strongly emphasized and expeditiously implemented. This is especially important in the MBA program.

Overall, the marketing program is moving strongly forward in creating a culture of excellence.

Productivity and Viability of the Program

As the Marketing program is one of the more popular majors in the Hull College, overall productivity is high. However, the program must continue to attract, retain, and graduate higher numbers of students over the next five years.

It is without question that the program is viable. The need for marketing graduates is high and is expected to remain such over the next 10 years.

Recommendations

Overall, the marketing degree program is healthy, growing, and vital to the mission of the University and the Hull College. The major findings and recommendations are as follows:

- Review the course offerings for the Marketing program to decide if a major concentration is necessary.
- Continue to improve faculty productivity and research.
- Continue to work on retention and graduation rates.
- Continue to improve assessment metrics and measures which indicate student learning.
- Continue to improve graduation and retention rates. This is being accomplished through more directed career and academic advising.
- Continue to improve graduation and retention rates. This is being accomplished through more directed career and academic advising.