

Memo

To: Provost Jay Gatrell

From: Dr. John R. Willems, Interim Chair of the School of Business

Date: October 26, 2021

Re: Using IBHE reports in place of Year 2 Assessment reports

JRW

I am requesting that the management and the marketing disciplines in the School of Business be allowed to substitute our 2021 IBHE reports in place of the 2021 Year 2 Assessment reports for these two programs. The management and the marketing programs are AACSB accredited programs with IBHE program reviews that were approved in 2021. Both programs have already demonstrated academic excellence and program quality in many ways. Please approve this request.

PROGRAM REVIEW REPORT SUMMARY

- 1. Reporting Institution:** Eastern Illinois University
- 2. Program Reviewed:** 52.1401 B.S.B in Marketing
- 3. Date:** January 20, 2021
- 4. Contact Person** Dr. John Willems, Interim Chair of School of Business
- a. Telephone** 217-581-2627
- b. E-mail** jrwilliams@eiu.edu
- C. Fax** 217-581-6642

5. Overview

The B.S.B. in Marketing is one of six business majors offered in the School of Business at Eastern Illinois University. Students develop a foundation in marketing knowledge, skills, and critical thinking through the marketing major that prepares them for entry-level jobs and graduate study in marketing or business. The marketing program further provides required and elective courses in the Masters of Business Administration, other Business majors, Business Administration minor, Marketing minor, and interdisciplinary minors in Advertising and Entrepreneurship. Moreover, marketing courses have been popular among non-business majors such as Public Relations, Sport Management, Hospitality and Tourism, and Fashion Design and Merchandising. As a result, the marketing program contributes to the broader objectives of the School of Business and the University. All programs in the School of Business are accredited by AACSB International, the premier accrediting body for collegiate schools of business. AACSB Accreditation is the hallmark of excellence in business education and has been earned by less than five percent of the world's business programs.

The University strives to offer a community that is "committed to diversity and inclusion and fosters opportunities for student-faculty scholarship and applied learning experiences within a student-centered campus culture." Likewise the School of Business' focus is to 'strengthen a culture focused on student learning, critical thinking, and personal discovery; provide collaborative learning experiences that connect students with faculty, business, alumni, and community partners; and pursue business research and service activities for faculty that enhance professional development and student learning.

These ideals are the primary drivers for all academic processes engaged in by the marketing discipline. On completion of the marketing program, marketing majors will demonstrate the ability to: 1) use marketing terminology and concepts appropriately in marketing decision making; 2) identify, analyze, and evaluate market segments; 3) think critically (university goal) by implementing and modifying a marketing plan that requires analysis of market research, changing market conditions, and reaction to competing groups' marketing tactics; 4) speak and write effectively; 5) understand global responsibility (university goal) through identification and action on ethical decision-making; 6) apply mathematics to calculate a pricing chain typically used in a channel of distribution; 7) understand global responsibility (university goal) through identification and action on ethical decision-making.

Moving forward, EIU's marketing program faculty and administrators expect to serve stable student enrollments while experiencing continued constrained resources. Recent University efforts to increase enrollment are expected to yield slow but steady growth. We recently added a tenure-track faculty member but still need more faculty to cover core marketing courses along with a full complement of marketing electives. Meanwhile, faculty are engaged in professional development activities leading to further advances in teaching effectiveness through collaborative and integrated learning experiences.

6. Major Findings and Recommendations

a. Description and assessment of major changes in the program/discipline context

During the past several years, the digital impact of the internet and, more recently, social media have continued to shape and re-shape the field of marketing. Such technology innovations significantly impact the way firms manage the relationship between themselves and their product-markets. Changes that have affected the discipline most dramatically can be seen as promotion and communication (social media), market research applications (online surveys), segmentation/targeting (through behavior and psychometrics), and marketing analytics (through the availability of big data).

With over 100 majors, the marketing program has been a consistently strong major in Eastern Illinois University and the School of Business. Students from other majors and minors such as communication and journalism, fashion merchandising and design, sports management, and public relations routinely take marketing courses in co-curricular programs. Additionally, the marketing area has been instrumental in providing

support for the Entrepreneurship Minor which is housed in the School of Business. Marketing faculty resources have been used to teach courses and help lead the minor.

Students majoring in Marketing at EIU are employed in e-marketing, sales, pricing, marketing research, advertising, logistics, and supply chain management. The outlook for employment in marketing fields is strong, as reported in the *Occupational Outlook Handbook* by U.S. BUREAU OF LABOR STATISTICS (<http://stats.bls.gov/ooh/>). For example, the employment of 'marketing research analysts' is expected to grow by 18% (Much faster than average) between 2019-29, and employment of marketing managers and sales engineers should increase by 6% (faster than average) in the same period. Employment in other areas of marketing is expected to grow about as fast as average, including advertising, promotions, and sales managers (about 4%). According to the American Marketing Association, "Employers across the U.S. are eager to hire professionals who can contribute to their customer experience and digital marketing initiatives."

Salary data for select marketing occupations is provided in the table below.

Table 1: Salary data for select marketing occupations

Job Title	25th	50th	75th	95th
Chief Marketing Officer	136,500	165,500	199,500	250,750
Vice President of Marketing	122,750	146,500	174,250	221,000
Marketing Director	88,250	109,000	127,500	158,000
Marketing Coordinator	42,250	51,000	59,250	73,750
Marketing Analytics Specialist	54,250	69,250	87,750	107,500
Digital Marketing Specialist	47,750	58,000	66,250	94,000
Brand/Product Manager	72,750	90,500	105,000	132,750
Market Researcher	52,500	62,750	80,250	100,000
Social Media Specialist	43,500	52,000	62,750	83,250
Email Marketing Specialist	46,750	56,000	66,750	84,750

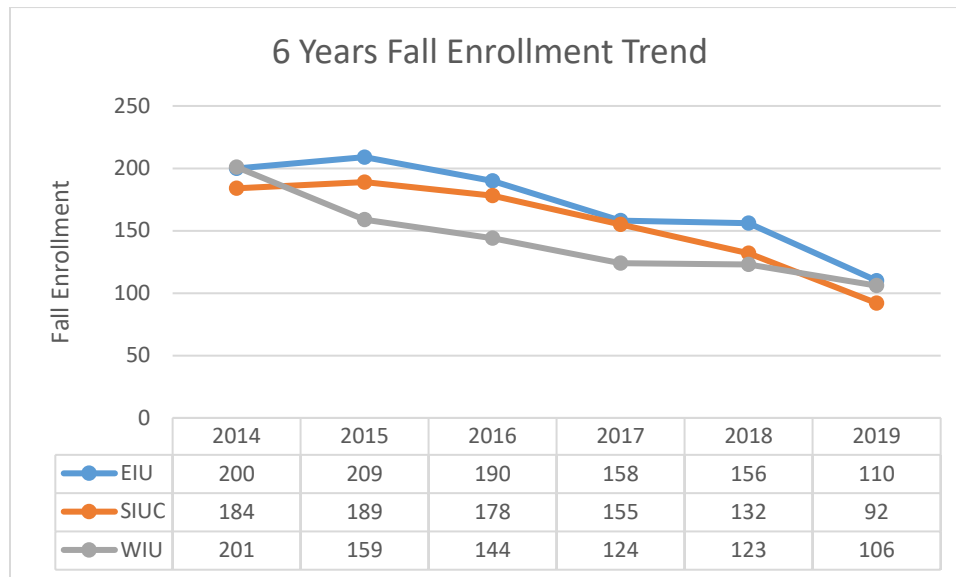
Source: The Creative Group 2019 Salary Guide

Data provided by EIU's Career Services indicate that marketing graduates are successful in finding appropriate employment after graduation. According to data from the EIU career services survey, 100% of the marketing graduates in 2018-19 reported that they were employed (with an average salary of \$46,333) or in graduate school within six months of graduation. This exceptional result is a signal of the quality of the education that is offered by the marketing and business faculty as well as other supporting services to our students. Also, it reflects on the employers' trust in our graduates.

Regarding student enrollment, the marketing discipline has accounted for about 24% of undergraduate student enrollment in the School of Business during the last five years. During that same period, marketing majors have represented about 3.1% of EIU undergraduate enrollment. During the last decade, for various reasons, our enrolment has been declining, along with those of the School of Business and the EIU However, the University and School have redoubled recruitment efforts, and the enrollment seems to become stable and may increase in the near future.

While our student enrollment is a noticeable concern, it remains competitive and in line with our peer programs in the state. Table 1 demonstrates EIU's enrollment figures closely mirror in size with the marketing programs of Southern Illinois- Carbondale and Western Illinois University.

Table 1: Marketing Student Enrollment at similar Institutions



b. Description of major findings and recommendations, including evidence of learning outcomes and identification of opportunities for program improvement.

Both at the University and School-level assurance of learning reports indicate that marketing students engage at a deep level and with a high degree of understanding in marketing thought and theory. In an effort to measure learning outcomes, the Marketing faculty engage in a number of assessment activities to measure stated learning objectives.

1. **Critical Thinking:** Students question, examine, evaluate and respond to problems or arguments. To assess this learning goal, rubrics develop by faculty are used in two core marketing courses (MAR 4700 and MAR 3720) each year. We expect 70% of our

students score at satisfactory or superior levels. In the most recent two years, 2019-20, the results met expectations, and 85% of our students demonstrated satisfactory or superior performance.

2. ***Critical Writing and Research:*** *Students write critically and evaluate varied sources.* The Writing rubric and the General Business Research rubric is used to measure this item in MAR 4700 term project, and we expect 70% of our student score 70% or higher. Our data shows that 95% of the students scored above 70%, and therefore this goal was met in 2019-20.
3. ***Speaking and Listening:*** *Students prepare, deliver, and critically evaluate presentations and other formal speaking activities.* A presentation rubric by the EIU School of business has been used to measure students' skills in their presentations in MAR 3875 and MAR 4470. We expect 70% of our students score 70% or higher. Although some of the data points are not collected in 2020 due to COVID-19 pandemic restrictions, our collected data demonstrated that 82% of the students scored 70% or above in 2019-20.
4. ***Quantitative Reasoning:*** *Students produce, analyze, interpret, and evaluate quantitative material.* A rubric has been developed recently to measure this learning objective, and the faculty began to collect data from fall 2020. We expected 70% of our students to score 70% or higher, but only 68.4 of them scored at this level.
5. ***Marketing Knowledge:*** *Students use marketing terminology and concepts appropriately in marketing decision making.* A 50-item, multiple-choice exam on common marketing concepts, developed by the marketing faculty, is administered each semester in MAR 4700. Our expectations are such that 70% of the students will score 70% or higher on the exam. In the most recent two years (2019-20 excluding fall 2020 because the university switched to completely online instruction after the Thanksgiving Break as a result of the COVID-19 pandemic) 68.2% of the students scored 70% or higher.
6. ***Responsible Citizenship:*** *Students make informed ethical decisions based on an understanding of the interaction between marketing and society.* The marketing faculty has decided to keep this goal as a qualitative objective. Although in the last year, we saw some decline in student engagements due to COVID-19 pandemic restrictions, the faculty believe students' engagement in being a responsible citizen of the campus community has been above the satisfactory level.

c. Description of actions taken since last review, including instructional resources and practices, and curricular changes.

Since the last review, we have made several key changes that focus on our instruction resources and practices, and curriculum. First, despite losing several faculty members

due to the state budget crisis, we have successfully retained the quality and quantity of our course offerings and searched and replaced one doctoral-qualified tenure-track faculty and an annually contracted faculty. Today, the faculty consists of two tenured, one tenure-track, and two annually contracted faculty members. Continued devotion of resources toward qualified faculty ensures a high-quality experience for our students. Second, we constantly update our curriculum and offerings to accommodate the needs of our students and the job market. For example, we added MAR 3560, Social Media Marketing, to address the emerging needs of businesses and students' interests. Also, we developed the Marketing Minor program for non-marketing majors, and the BUS 3100 Survey of Marketing Principles course for non-business majors who need to develop basic marketing skills. Third, the inclusion of integrative learning activities has been made to better reflect the holistic approach to learning and demand from employers. The marketing faculty have constantly updated their knowledge of the domain and their relationship to the industry to provide the most up-to-date content with new experiential learning methods for the students. They support students' engagements through activities such as field trips, participation in local and national collegiate conferences and competitions, and student clubs.

d. Description of actions to be taken as a result of this review

The last IBHE marketing program review resulted in the above curricular changes that were implemented over the past eight years. Similarly, after the current review, this program continues to monitor the students, community, and industry needs and makes every effort to accommodate them as much as possible. As a result of our assessment process and consistent with the current market trends, there will be a focus on continuing to develop our curriculum in the digital marketing, analytics, and professional selling areas. This will be realized by modifying the content of our current courses and offering new marketing courses. In line with the School of Business and the Lumpkin College of Business and Technology, we enhance our student engagement and outreach activities to strengthen students' enrolment, retention, and learning quality.

7. No Institution-Assigned Issues

8.1 Decision

Program in Good Standing

Program Flagged for Priority Review

Program Enrollment Suspended

8.2 Explanation

The program meets and exceeds IBHE APEER benchmarks and is in “good standing”. While a decline in students is noted (and fully consistent with peer trends as it relates to marketing programs), the major is compliant with IBHE guidelines and critical benchmarks. As the report demonstrates, the assessment of student learning and a commitment to continuous improvement (inclusive of curriculum changes) are prominent program features—which would be expected for an AACSB-accredited program. The report demonstrates a positive career outlook for degree completers. In sum, the report reflects the faculty commitment to academic excellence and the efforts of the faculty are much appreciated.

Jay Gatrell

Provost & VPAA



May 22, 2020

Austin Cheney
Dean
Eastern Illinois University
Lumpkin College of Business and Technology
Lumpkin Hall 4800
600 Lincoln Avenue
Charleston, IL 61920
acheney@eiu.edu

Dear Dean Cheney:

It is my pleasure to inform you that the peer review team recommendation to extend accreditation for the degree programs in business offered by Eastern Illinois University is concurred with by the Continuous Improvement Review Committee (CIRC) and ratified by the Board of Directors. Congratulations to you, the faculty, the students, the staff, and all supporters of Eastern Illinois University.

Eastern Illinois University has achieved accreditation for five additional years. The next on-site continuous improvement review occurs in the fifth year, 2024-2025. A timeline specific to the school's visit year is available [here](#).

One purpose of peer review is to recognize initiatives that support an environment of continuous improvement of quality programs. As noted in the team report Eastern Illinois University is to be commended on the best practices found on **Attachment A**.

The school should begin to address the concern(s) identified by the peer review team and CIRC. As part of the next Continuous Improvement Review Application, due July 1, 2022, the school is asked to update the CIRC on the progress made in addressing the concerns listed on **Attachment B**.

Please refer to the [Continuous Improvement Review Handbook](#) for more information regarding the processes for continuous improvement reviews. The handbook is evolving and will be updated frequently to provide the latest revisions to the CIR process. Continue to monitor the website for the most current version of the handbook.

Again, congratulations from the Accreditation Council and AACSB International - The Association to Advance Collegiate Schools of Business. Thank you for participating in the continuous improvement review process and for providing valuable feedback that is essential to a meaningful and beneficial review.

Sincerely,

A handwritten signature in blue ink that reads "John A. Elliott".

John Elliott, Chair
Board of Directors

cc: peer review team

Americas Headquarters

777 South Harbour Island Blvd.
Suite 750
Tampa, Florida 33602-5730 USA
Main +1 813 769 6500
Fax: +1 813 769 6559

**Europe, Middle East, and
Africa Headquarters**

UP Building, Piet Heinkade 55
1019 GM Amsterdam, The Netherlands
Main: +31 20 509 1070

Asia Pacific Headquarters

331 North Bridge Road
#10-04/05 Odeon Towers
Singapore, 188720
Main: +65 6592 5210
Fax: +65 6339 6511



Lumpkin College of Business and Technology
Office of the Dean

Lumpkin Hall Room 4800
600 Lincoln Avenue, Charleston, Illinois 61920-3099

Office: (217) 581-3526 | eiu.edu/lumpkin

December 8, 2021

Dr. Farhad Sadeh
Assistant Chair Marketing
RE: Year 2 Program Assessment Review

Documents submitted and reviewed:

1. Memo from Dr. John Willems requesting use of IBHE reports
2. IBHE Program Review Report Summary for BSB in Marketing dated 1/20/21
3. Letter to School of Business dated 5/22/20 as Evidence of Ongoing AACSB accreditation of all degree programs in business offered at Eastern Illinois University

Summary of Assessment Evaluation:

As part of a review of the School of Business, the Marketing program underwent AACSB accreditation review during AY2020 based on AY2014-2019. As such, AY 2020 was Year 1 of the next assessment cycle, and AY 2021 was Year 2, resulting in the Year 2 Program Assessment Review in Fall 2021.

EIU requires (as detailed in attachments to a 12/16/19 memo to faculty from Provost Gatrell) that accredited programs submit two elements:

- 1) Evidence of Ongoing Accreditation, and
- 2) Annual (or periodic) Accreditation Report. However, the AACSB annual BSQ (for Business programs) does not include any assessment-related information and is not relevant, nor provided. Footnote 4 on page 2 of a May 2020 document provided to programs by the Provost's Office titled "Accredited Assessment Template Final", indicates that raw data should be included to document on-going data collection.

According to footnote 5 of the same May 2020 document, accredited programs may substitute the IBHE program review in place of the Year 2 report as is being done in this submission, report, and review. Provost Gatrell's comments on page 8, in reference to assessment indicate

"...the assessment of student learning and a commitment to continuous improvement (inclusive of curriculum changes) are prominent program features – which would be expected for an AACSB-accredited program."

Melody L Wollan, PhD, SHRM-SCP
Associate Dean, Lumpkin College of Business and Technology
mlwollan@eiu.edu