



## Student Enrollment and Success Plan: 2014-2017

**Department:** Marketing and Operations

**Department Chair:** Paul Schikora

**Department Mission:** To prepare our students for management roles in the marketing, operations, and supply chain functions of modern businesses in a global market.

### Department Enrollment Goal(s):

Maintain recent growth in majors in the Marketing and Operations Department. Plan for a 2% per year increase in enrolled majors.

### Action Steps (with dates & person(s) responsible):

#### Enrollment Goal 1

- A. Use Push Strategy to Engage BUS 100 Students: BUS 100 offers a unique opportunity to sell the department to new BUS students. Our plan here is to proactively make arrangements for faculty from both program areas to visit every BUS 100 section and engage students in discussions about the majors. *Target date for completion:* AY 2013-14, ongoing afterwards. *Persons Responsible:* Vernon Sweetin, Sara Williams, and Kuntal Bhattacharyya.
- B. Use Push Strategy to Engage Business Minors: Even less structured is our relationship with the core classes for business minors, especially MGT 140: Introduction to Business. We plan the same approach as listed above to sell our courses to business minors, with the hope to attract some of the better minors into becoming MKTG/SCM minors or even business majors. *Target date for completion:* AY 2013-14, ongoing afterwards. *Persons Responsible:* Vernon Sweetin, Sara Williams, and Kuntal Bhattacharyya.
- C. Maintain and Expand Innovations in OSCM: The revision from OMA to OSCM was driven by a need to increase enrollment in the major, so this program has a head start. Initial results show that we have been successful here, increasing the number of majors from 7 in 2011 to 27 in 2012 – nearly a four-fold increase. Initial 2013 numbers show 39 1<sup>st</sup> majors and 2 2<sup>nd</sup> majors for 41 total. The broadening of the supply chain curriculum and the emphasis on experiential education was designed to be attractive to students. Connecting with local industry is a crucial part of the equation. *Target date for completion:* AY 2013-14, ongoing afterwards. *Persons Responsible:* OSCM faculty.
- D. Offer Marketing Major Fully Online: The marketing faculty agreed the capability exists to offer that major completely online within the department. The proposal to do so has passed ICHE and is waiting for HLC approval before advertising. Most marketing faculty will have completed the local OICC by fall 2013. Once HLC approval is obtained we will advertise and start enrolling distance students in this major. **This action item offers the greatest potential for increased enrollment at the university and in the SCoB.** *Target date for completion:* Summer 2014. *Persons Responsible:* MKTG faculty. **Update March 2014:** All approvals have been obtained – the Marketing major and minor are now officially offered online.
- E. Offer summer honors courses in the department: The University offers summer seminars to advanced high school students under various course numbers, including MKTG 199 and MGT 199. These short courses are taught essentially as a special topics course over 1-2 weeks, and from our department discussion it seems ISU is always interested in proposals. There is no OSCM 199, but there is a general GH199 that might work

for that. If successful we could look at creating an OSCM 199. We are exploring the possibilities with the possibility of offering course summer 2015. The objective here is to draw more incoming students into declaring majors in the department during their freshman year. *Target date for completion:* summer 2015. *Persons Responsible:* Concetta DePaolo.

<i>Total Enrollment Benchmarks</i>	<b>Fall 2013 Baseline:</b>	<b>Fall 2014:</b>	<b>Fall 2015:</b>
	190	194	197
	<b>Fall 2016:</b>	<b>Fall 2017:</b>	
	201	204	

#### *Other Enrollment Related Benchmarks*

Not yet available, but would like to have information on the number of new pre-business freshmen that indicate a major in the department.

#### **Department Retention Goal(s):**

Increase department 1<sup>st</sup> year retention percentages by an average of 2% annually, looking towards a long-term retention percentage of 80%.

#### **Action Steps (with dates & person(s) responsible):**

- A. Develop student mentorship program in the department: We do not have good data on why students do not stay through to the sophomore year, but anecdotal evidence points to loneliness, stress of adapting, and homesickness as contributing factors. To alleviate some of these, we plan to connect freshmen students identifying with majors in the department to upperclassmen in the same major in a mentoring relationship. These students are small in number as they first enroll as pre-business with the option of specifying a major. We expect to have enough volunteers to satisfy demand. *Target date for completion:* Fall 2014. *Persons Responsible:* Department faculty.
- B. Assign faculty mentors to pre-business freshmen in the department: Similar rationale to a. above, but this one provides a mentor in “the system” to answer questions about the academic process. Right now they have an advisor in the University College, and then in the SCoB their freshman year, but they are one of many advisees. This initiative would not replace the advising process as-is, but rather supplement it. *Target date for completion:* Fall 2014. *Persons Responsible:* Department faculty.

<i>Retention Benchmarks*</i>	<b>Fall 2013 Baseline:</b>	<b>Fall 2014:</b>	<b>Fall 2015:</b>
	63.8%	65%	66.5%
	<b>Fall 2016:</b>	<b>Fall 2017:</b>	
	68%	69.5%	

\*Benchmark used is for *students finishing in department.*

#### *Other Retention Related Benchmarks*

Not a benchmark, but rather specific data that we need. What are the reasons given by students when they leave during or after the freshman year?

## Department Completion Goal(s):

1. Increase department 4-year completion rate by 1% point per year for 5 years.
2. Increase department 6-year completion rate by 1.5% points per year for 5 years.

### Action Steps (with dates & person(s) responsible):

- A. Conduct a program curriculum review in the Marketing major: Departments have a large effect on completion rates through course scheduling, sequencing and prerequisite decisions. While we offer a large number of marketing courses, there are often students needing to take certain courses that are oversubscribed in order to graduate. We also see a lot of requests for prerequisite waivers for students in their last semester who need to take the capstone course but have not completed one of the prerequisite courses. The program review will be intended to identify unnecessary hurdles to timely completion in the major and eliminate them. The OSCM program recently underwent a program revision and is well enough sequenced to avoid these problems. *Target date for completion*: Fall 2014. *Persons Responsible*: Marketing faculty.
- B. Initiate more intrusive advising procedures: Many issues with students not completing on time are due to lack of timely and/or correct action on the part of students. Regular advising by faculty can intercept these bad choices and head off future problems through better current scheduling decisions. Implementation of MySAM will be a big part of this. (also related to this is the plan for Faculty mentors for lower-classmen in the department as discussed above.) *Target date for completion*: Spring 2015. *Persons Responsible*: Department faculty.

<i>Completion Benchmarks*</i>	<b>Fall 2013 Baseline:</b>	<b>Fall 2014:</b>	<b>Fall 2015:</b>
4-Year	40.9%	42%	43%
6-Year	57.1%	58.5%	60%
	<b>Fall 2016:</b>	<b>Fall 2017:</b>	
4-Year	44%	45%	
6-Year	61.5%	63%	

\* Benchmark used is for *students finishing in department*.

### Other Completion Related Benchmarks

None

## Post-College Achievement Goal(s) (e.g., employment & graduate school):

In the business discipline, having demonstrable evidence of real-world experience or professionally recognized certifications lead to enhance hiring and professional growth opportunities. Increase number of students completing an internship for credit or leaving with a professional certification by 2% annually for 5 years.

### Action Steps (with dates & person(s) responsible):

- A. OSCM program already has an internship or 6-sigma certification as program requirements. We have the opportunity to enroll students in SAP software certification courses through a new program called the SAP Student Academy. Further explorations into this program will be undertaken with the objective of making it fully available to students if it proves viable. *Target date for completion*: Spring 2015. *Persons Responsible*: Paul Schikora.
- B. The marketing program does not have a requirement for students to complete an internship or other professional certification program in the major. As part of the program review mentioned earlier, faculty will examine ways to increase exposure to these demonstrable experiences. *Target date for completion*: Fall 2014. *Persons Responsible*: Marketing program faculty.

<i>Employment &amp; Graduate School Benchmarks</i> <sup>i</sup>	<b>Fall 2013 Baseline:</b>	<b>Fall 2014:</b>	<b>Fall 2015:</b>
	Unknown – need to collect	+2%	+2%
	<b>Fall 2016:</b>	<b>Fall 2017:</b>	
	+2%	+2%	

### Other Post-College Related Objectives

Leverage social media primarily LinkedIn to develop a growing network of graduates in the Marketing and Operations & Supply Chain Management programs. We expect this to lead to fuller professional networks for our graduates to enhance lateral career progression in the field for our graduates as well as enhance the hiring networks for our current students looking for jobs. It is difficult to put quantifiable goals/benchmarks, so this is presented as a plan of action only.

### Other Goal(s) and Action Steps<sup>ii</sup>:

None

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<sup>i</sup> *Note on Employment & Graduate School Benchmarks:* Departments set benchmarks. Benchmarks shown in sample plan (i.e., the one for the hypothetical Bioengineering Department) assumes this data is not currently collected by a department and hence baseline cannot be established until Fall 2014. However, some departments may have data in these arenas and thus setting benchmarks sooner may be possible.

<sup>ii</sup> Departments may have other goals that do not fit into the four areas previously indicated or adequately subsumable as an action step within one of the four goal areas. They may be placed here.