



2015-16 End-of-Year Report Academic Department Success Plan

Department: Marketing and Operations

Department Chair: Steven W. Lamb, Interim Chair

Person Primarily Responsible for Preparing this Report:
Steven W. Lamb, Interim Chair

Please answer the following questions in two or three pages and submit to your Dean by October 3. Your Dean will review and advance to Academic Affairs by October 10¹ and will offer you feedback by Oct. 17. This report will help inform your 2016-2019 Student Success Plan update that will be due to your Dean by Nov. 4.

1. Specific accomplishments/achievements this past year (briefly explain using bullet points, noting any changed/adapted):

- The 4 year graduate rate by original college and department for the 2012 cohort increased from **27.27%** in fall 2009 to **30.77%** in Fall 2012. It increased by more than 7 percentage points from last year, however, it was at its high in fall 2010 at 36.00%. Regardless, this yearly increase is a solid gain.

4-Year Graduation Rates - Cohort 4yr Graduation by original college & dept								
	Fall 2009		Fall 2010		Fall 2011		Fall 2012	
	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort
	Total	Graduation %	Total	Graduation %	Total	Graduation %	Total	Graduation %
All Major Colleges	1,801	21.88%	2,566	19.37%	2,512	23.37%	2,657	25.71%
SCoB	225	33.78%	254	25.98%	305	29.84%	276	30.43%
Mark. & Oper.	22	27.27%	25	36.00%	30	23.33%	39	30.77%

- Also, the 6 year graduation rate for MO for the 2010 Cohort, original dept and College, was at its high of **48%** as compared to the University 6 year graduation rate of 38.27%. The strong connections that students develop within the Sales and Negotiation Center (within Marketing) and the Center for Supply Management Research (within Operations) foster deep commitments to the majors. Please see the fifth and sixth bullets detailing these centers.
- As reported in the 2014-15 End of Year Report, the marketing major had been brought fully online. The number of on-line Marketing majors increased slightly from 14 in the Fall of 2015 to 21 in the Fall of 2016. The total number of Marketing majors increased only by two from 206 to 208 students. However, the number of Operations Majors declined from 57 in Fall 2015 to 42 in Fall 2016 which is of concern. The primary reason was the size of the graduating class of these OSCM majors (22). Note the steady increase in on-line Marketing majors, (Data supplied by Ken Brauchle).

¹ Note that the Dean will request a refinement to the report if it is not suitably addressing the questions.

YrTermDesc	Fall 2014	Fall 2015	Fall 2016
	Hdcnt	Hdcnt	Hdcnt
Major	Value	Value	Value
Marketing	2	14	21

- The following shows MO data for two consecutive years. The most positive value is the increase in SCH Production Undergraduate from 5,811 in 2014-15 to 6,433 in 2015-2016. To some extent this production value is controlled by the faculty. The faculty are willing to accept larger numbers in their classes, but there are some restrictions in the Sales and Negotiation concentration courses brought about by the strong alliance the Marketing department has joined. (See the following bullet). The following table from the Blue Reports speaks to the growth of SCH production and also shows an increase in the S/F ratio from 20.3 to 24.2, again a very healthy trend.

Faculty SCH ACTIVE (A), ANNUAL ANALYSIS, FACULTY, FACULTY ANALYSIS HISTORICAL, COLLEGE OF B		
	2014-15	2015-16
SCH Production Lower Division	633.0	1,383.0
SCH Production UG	5,811.0	6,433.0
SCH Production GR	285.0	477.0
% Successfully Completed Lower Div	89.57%	82.00%
% Successfully Completed UG	91.29%	89.94%
% Successfully Completed GR	94.74%	96.86%
Faculty Count	15	15
Faculty FTE Adjusted	10.2	9.7
Student FTE	205.6	234.3
S/F Ratio	20.3	24.2

- The Sales and Negotiations Center at ISU is one of 23 full members of the University Sales Center Alliance, the only accrediting body of sales programs in the world. We receive information on best practices in sales education and partnering with the business community. According to the Sales Education Foundation, our sales students are 30% more likely to stay with their hiring companies through the first year and ramp up their production 50% faster which leads them to be highly desirable job candidates making above average starting salaries. All of the graduating sales majors and minors had jobs or were in graduate school within 3 months of graduation. The requirements of the USCA including class sizes and facilities requirements work to ensure that member schools are providing exceptional educational and training opportunities for students enabling them to meet these loftier criteria and thus maintain our students as the gold standard for companies looking to hire salespeople. Historically, we graduate about 25-30 Sales Management Concentration (marketing major) students each year. We fill 90 seats a year in the Professional Selling class and 75 seats in the Business Negotiations class (that is we are running those classes at full capacity per USCA to accommodate as many major, minor and certificate students as possible). We always have a wait list for those classes and are planning to offer a Professional Selling class online this summer to help meet the demand (which will raise our number to 120 students taking that class per year), again raising our SCH production. The summer offerings will help eliminate any barriers the class limits are

imposing. In short summary, the value of this Center is the fact that it produces quality positions for its students.

- The CSMR (the Center for Supply Management Research Advisory Board) has a most similar objective. Of all the different metrics that are used to manage student success, the operations and supply chain management (OSCM) curriculum banks on the one that is most objective – “Jobs after graduation”. The need for a Center was to facilitate this aspect, and CSMR has been largely successful with achieving the same. Here are some salient features:
 - a. The CSMR actively works with its business partners on creating “relationships” between our students and these businesses. The relationships range from field trips (Career Immersion) that allow businesses to network with our finest students to summer internships to working tripartite in designing projects for Six Sigma to securing full-time offers. Till date (over the past three years), the Center’s partner companies have accounted for about 20 internships and about 15 full-time job offers. The OSCM 445 (Six Sigma) course is largely comprised of students who have interned with one of our partner companies and these students continue to work with live projects to earn their “Green Belt” certification in six sigma.
 - b. The Center has also worked hard to bring a wide variety of guest lectures to our classes or arranged for students to be at our partners’ premises. Currency and relevance are the cornerstones of a supply chain curriculum. Such involvement in projects/seminars/talks as part of our classes as well as ad-hoc ventures provide our students with an arsenal to succeed.
 - c. With companies like Masterbrand, Astrazeneca, and Crown Equipment, the Center has struck long-term partnerships involving a steady flow of our students to their internship program as well as bringing live projects in quality control, six sigma approaches, and supplier management practices to the classroom – providing students a platform to negotiate a class as a *consultant solving a business problem for a client* as opposed to a *student working to get a grade*.
 - d. In its new venture with Conexus Indiana, sky is the limit and the Center has already begun groundwork on the proposal of a new thrust area within the OSCM curriculum geared towards logistics, specifically in the area of warehousing and 3PL operations. If endorsed, this partnership will provide a competitive advantage for Indiana State University in the State of Indiana that has never been seen before, and create a niche for our students to prosper and compete with the best in business.
- In summary, we see a constrained change in the mindset of our OSCM students as quite a few of them have started to view the OSCM curriculum as an extension of the professional world they will eventually step in. This change would not be possible without the infrastructure that we have created, which is largely credited to the Center.
- The following table shows that the 1-year Retention Rates by original college and department continued to increase for the MO department. In fall 2012, it was **58.9%**. In fall, 2015 it was **74.7%** as compared to 66% for the College and 64% for the University. The latest yearly increase, however was less than a full percentage point.

	1-Year Retention Rates - Cohort 1yr Retention by original college & dept							
	Fall 2012		Fall 2013		Fall 2014		Fall 2015	
	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort
	Total	Retention %	Total	Retention	Total	Retention %	Total	Retention %
All Major Colleges	2,657	63.53%	2,652	64.48%	2,734	64.26%	2,771	64.20%
SCOB	276	62.68%	269	66.91%	334	67.07%	259	66.02%
Mark. & Oper.	39	58.97%	33	72.73%	53	73.58%	47	74.47%

- The 2015-18 Student Success Plan specified the goal of increasing the MO faculty interaction with the Catapult initiative in the MEIS Center. Almost 100 percent of the faculty within the MO department are working with the MEIS center with the goal of involving the students with professional growth. The students are generally given extra course credit if they attend sessions which prepare them for professional life, or attend tutoring sessions associated with specific courses. This initiative impacts the WFD rate. The following is a breakdown of the MO student's attendance of presentations covering domain specific lectures. Note that there were 956 seats occupied by students taking MO classes attending these professional presentations. Also, note that each of these presentations ends with a short graded quiz over the material. This is a massive undertaking and achievement which is only achieved within the SCoB.

	Business Concepts	Communications	Global Awareness	Problem Solving-Ethical Dimensions	Problem Solving-Technology, Tools	Professional Skills	Professional Skills-Workplace Expectations	Total
Freshman	8	18	0	7	2	58	45	138
Sophomore	15	33	12	4	10	59	44	177
Junior	38	52	34	8	10	92	70	304
Senior	48	42	26	12	2	120	87	337
Total	109	145	72	31	24	329	246	956

2. Objective/Actions Not Achieved (*briefly explain using bullet points*):

- Between the fall of 15, and the fall of 16, there was negative growth in the number of OSCM majors. This was do to a very large graduation class of 22. The OSCM faculty are very talented, and known as superior faculty. They have just had a excellent instructor (Constance McLaren) retire from their ranks, and they had a failed search last year. The program must be allowed to achieve a replacement in order to have continued growth. The OSCM major and its growth have been a tremendous success story.

3. Looking ahead, briefly describe changes, additions, or subtractions that need to be made to your goals and/or action steps, including with respect to their linkage to student learning outcomes.

- The Center for Supply Management Research has had great success linking the OSCM program, students and industry partners as has the Sales and Negotiation Center. The first CSMR anniversary dinner had over 50 participants including recent alums from the OSCM program. The

dinner has continued to be successful. The centers are a leading cause for the increase in student internships and job placement. Almost all OSCM graduates as well as students involved with the Sales and Negotiation Center are placed in full-time positions. Both Centers do an excellent job of preparing students for careers through experiential engagement with local/regional businesses. We are exploring methods to employ the Centers in recruitment efforts as well.

4. Do you see opportunity for this project to work more closely with another department, college, or unit such that greater impact might be possible (*briefly explain*)?

- Given that the business curriculum is so interwoven, we must work with all other departments within the SCoB. Our specific department has four majors housed within it, so that alone requires integration. All of our majors within the College have a common core, and while each of those core courses are housed within individual departments, the SCoB faculty as a whole is responsible for the content. Also, we supply many of the courses for the graduate MBA program whose continued success and growth demands greater resources from our department. We will continue to collaborate closely and extensively with the MEIS center in determining methodologies to prepare students for careers.

5. Is there anything else about your initiative you feel important to detail?

- The previous department chair resigned in the summer of 2016. At this point in time the department is being temporarily chaired by an individual who is a chair of another department within the SCoB. The department will be best served if an internal MO candidate who is a recognized champion of the fields of marketing and operations steps forward and is chosen to lead the department. The department has enormous strengths and vitality. It should be served by a permanent chair.