



Marketing Program Satisfaction Survey

A survey for Radford University seniors to evaluate the satisfaction of the Marketing Program

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A. Introduction

Each group conducted a descriptive survey-based research study. Management in the Department of Marketing wanted to better understand the Marketing Program satisfaction with the marketing major at Radford University. As a group we met all the objectives and at the end of the research study JAK Consulting:

- Evaluated the satisfaction with the marketing program overall as well as satisfaction with the marketing program's ability to prepare/educate students on skill sets based on marketing/business classes.
- Measured satisfaction with the marketing faculty overall and on various characteristics of faculty.
- Understood student perceptions of required and elective classes in the marketing major.
- Identified subject matter in the marketing program that needed to be added or more greatly emphasized.
- Determined students' likelihood of recommending the marketing major.
- Evaluated satisfaction with support elements of the marketing program to include such things as advising, internship and job placement assistance, facilities, etc.
- Identified improvements to be made to the marketing program.
- Determined the involvement of marketing majors in various university activities and organizations.
- Identified students' post-graduation plans.
- Described relevant student demographic data that was used to make comparisons between groups.

B. Methodology

The type of research conducted was a descriptive survey based research study. Our survey was developed on October 10, 2007 and then was corrected and finalized by October 21, 2007. This survey was handed out in all Marketing 445 (Market Strategy) and 446 (Marketing Research) classes which are all Radford University senior based classes. The data collection phase occurred from November 5 – 9, 2007. There were a total of 83 respondents from these classes. JAK made their data analysis plan on November 11, 2007. We then moved on to data encoding, entry and analysis on November 15, 2007. We ran the data in the appropriate tests on November 29 and wrote up our final report with the results of our findings on November 30, 2007.

C. Detailed Survey Findings

C.1. Frequencies of all Variables

Overall satisfaction with the Marketing Program

Questions 1, 2 and 3 “Overall and considering everything, how satisfied are you with the marketing program at RU,” “If a new student were to ask you if you could recommend that they major in Marketing at Radford University, how would you be to do so,” “and if you could go back to the point in time when you chose your major, how likely is it that you would select Marketing again,” received 83 respondents with 0 missing which is the total respondents. Questions 4 and 5 “Overall, how satisfied are you with the ability of the RU Marketing program to provide you with the skills necessary for a successful career” and “overall, how satisfied are you with RU’s marketing faculty, also received 83 respondents and 0 missing respondents.

Marketing program support

Out of the total respondents, 59 respondents had satisfaction with help provided by the Career Center in their search for a job/internship while 24 respondents thought it did not help and had a mean of 3.02. 59 respondents are satisfied with the helpfulness of the RU Career Fairs in searching for a job/internship while 24 respondents did not answer and had a mean of 2.64. 80 respondents are satisfied with the *quality* of course advising from the COBE Advising Center while 3 respondents are missing and had a mean of 3.33. 72 respondents are satisfied with the assistance provided by the COBE Advising Center in the career advising and 11 people are not and had a mean of 3.17. 81 respondents are satisfied with the ability of the Marketing program to keep them informed about the things they need to know related to their major and 2 people did not respond and had a mean of 3.70. Out of the respondents, 68 are satisfied with the help provided by the Marketing program in seeking internship opportunities and 15 did not respond and had a mean of 3.06. 69 of the respondents are satisfied with the job search assistance proved by the faculty in the Marketing department and 14 respondents did not respond and had a mean of 2.97. Out of the respondents, 80 of them are satisfied with the quality of course advising from their Marketing faculty advisor and 3 respondents did not respond and had a mean of 3.76. 69 of the respondents are satisfied with the career advising help provided by their Marketing faculty advisor while 14 people did not respond and had a mean of 3.33. All the respondents are satisfied with the quality of the classrooms where their Marketing classes are held and had a mean of 3.07. All the respondents are satisfied with the availability of computer labs on campus with a mean of 3.42. 79 respondents are satisfied with the library resources available on campus while 4 respondents did not answer and had a mean of 3.73. 81 of the respondents are satisfied with the accessibility of the Marketing department offices while 2

respondents did not answer and had a mean of 3.54. 81 of the respondents are satisfied with the quality of the Marketing department offices and 2 respondents did not answer and had a mean of 3.62.

How satisfied are you with the ability of the RU marketing program to prepare you to:

A) work effectively in teams (every respondent answered with a mean of 4.42), B) prepare presentations (every respondent answered with a mean of 4.18), C) prepare case analysis (82 people responded while 1 person did not and had a mean of 3.88), D) communicate orally (82 people responded while 1 person did not and had a mean of 4.13), E) make decision (every respondent answered and had a mean of 4.14), F) adhere to ethical standards of conduct (82 people responded while 1 person did not and had a mean of 4.35), G) solve problems (every respondent answered and had a mean of 4.13), H) understand the behavior of buyers/consumers (82 people responded while 1 person did not respond with a mean of 4.20), I) establish goals (every respondent answered with a mean of 4.23), J) think critically (every respondent answered and the mean is 4.19), K) manage your time effectively (every respondent answered and had a mean of 4.11), L) be a leader (every respondent answered and had a mean of 4.08), M) be culturally and globally aware (everyone respondent answered and had a mean of 3.61), N) communicate in writing (every respondent answered and had a mean of 3.71), O) work with people of diverse backgrounds (every respondent answered and had a mean of 3.61), P) conduct analyses of data (82 of people responded and 1 person did not respond and had a mean of 3.83), Q) work with outside clients (every respondent answered and had a mean of 3.28), R) be creative (every respondent answered and had a mean of 3.98), S) apply general Marketing concepts (82 respondents answered while 1 person did not with a mean of 4.32), T) identify the best target market segments (every respondent answered and had a mean of 4.05), U) develop strategic marketing strategies/programs (82 respondents answered while 1 person did not and had a mean of 3.98) , V) effectively market a product/service (every respondent answered and had a mean of 3.94), W) possess good interpersonal skills (every respondent answered with a mean of 4.25), X) think creatively (every respondent answered and has a mean of 4.14), Y) act in a professional manner (every respondent answered and the mean is 4.45), Z) think strategically (every respondent answered and had a mean of 4.22), AA) be technologically competent (every respondent answered and had a mean of 3.98) , AB) conduct research (every respondent answered and had a mean of 4.11), AC) effectively use the internet to find information (every respondent answered and had a mean of 4.25).

How satisfied are you with the Marketing faculty?

Every respondent answered faculty's availability during office hours and the mean was 4.10. Faculty responsiveness to e-mail and or telephone call included every respondent and had a mean of 4.27. Faculty ability to relate to students

included every respondent with a mean 4.22. Faculty preparation for class included every respondent with a mean of 4.37. Faculty willingness to help you outside of office hours included every respondent with a mean of 4.25. Faculty use of website /web CT to post class info/materials included every respondent with a mean of 3.71. Faculty integration of real world experiences in class included all the respondents with a mean of 4.00. Faculty's ability to connect material to other classes included every respondent with a mean of 4.17. Faculty lectures that pertain to course subject matter included every respondent with a mean of 4.22. Faculty ability to get students involved in discussions included all the respondents with a mean of 4.00. Faculty outlining tests/projects/assignments in detail included 82 respondents and 1 missing response with a mean of 3.87. Faculty conducting hands-on exercises/ activities in class included all respondents with a mean of 3.84. Faculty adjusting teaching method based on feedback included all respondents with a mean of 3.64. Faculty mentoring students in career and life choices included all respondents and had a mean of 3.57. Faculty providing understandable explanations of concepts included all the respondents with a mean 4.06. Faculty enthusiasm for teaching included all respondents with a mean of 4.24. Faculty fairness/objectivity in evaluating students included every respondent with a mean of 4.10. Faculty caring about students as people included every respondents with a mean of 4.27. Faculty knowledge of the subject matter taught included every respondent with a mean of 4.54.

How beneficial was each of the following required Marketing classes in your Marketing education?

Principles of Marketing included 82 respondents with 1 person not responding with a mean of 3.68. Consumer Behavior included 78 respondents with 5 people not responding with a mean of 3.99. Marketing Management/Strategy included 65 respondents with 18 people not responding and a mean of 4.25. Marketing research included 63 respondents with 20 people not responding and a mean of 4.22. Advertising Strategy include 42 respondents with 41 people not responding and a mean of 3.71. Internet Marketing included 18 respondents and 65 people not responding with a mean of 4.50. Retailing included 11 respondents with 72 people not responding and a mean of 3.73. Sales Management included 22 respondents with 61 people not responding with a mean of 4.14. Integrated Marketing communication included 18 respondents with 65 people not responding and a mean of 4.39. Professional selling included 31 respondents with 52 people not responding and a mean of 4.55. Logistics included 28 respondents with 55 people not responding and the mean is 3.54. Supply Management's mean is 3.41 and had 32 respondents with 51 people not responding. International Marketing's mean is 3.58 and had 12 respondents with 71 people who did not respond. Marketing Study Abroad has a mean of 4.83 with 6 respondents and 77 people who did not respond. Marketing Internship's mean is 4.67 and had 9 respondents with 74 people who did not respond.

Please indicate your level of involvement in each of the following university organizations:

Greek social fraternity/sorority included 74 respondents with 9 people not responding and a mean of 1.43. Professional organization/ fraternity had 77 respondents and 6 people not responding and a mean of 1.86. Athletic team had 73 respondents with 10 people not responding and a mean of 1.16. Club sports had 74 respondents with 9 people not responding and a mean of 1.28. Religious organization had 73 respondents with 10 people not responding and a mean of 1.14. Service-oriented organization had 73 respondents with 10 people that did not respond and a mean of 1.15. SGA had 73 respondents and 10 people who did not respond and a mean of 1.03. Academic Honor Society had 74 respondents with 9 people who did not respond and a mean of 1.11. Student media organization had 73 respondents with 10 people who did not respond and a mean of 1.01. Leadership organization had 73 respondents with 10 people who did not response and a mean of 1.14. Activity club had 77 respondents with 6 people who did not respond and a mean of 1.35. Social action organization had 72 respondents with 11 people who did not respond and a mean of 1.06.

About You:

Gender had 81 respondents with 2 people who did not answer and a mean of 1.58. When will you graduate received 81 respondents with 2 people not responding with a mean of 1.91. Do you have another major(s) in addition to marketing received 80 respondents with 3 people not responding and a mean of 1.43. I am majoring in ... received 34 respondents with 49 people not responding and a mean of 4.06. Do you have a minor received 81 respondents and 2 people that did not respond and a mean of 1.14. What is your minor received 11 respondents with 72 people who did not respond and a mean of 3.73. Are you a transfer student received 81 respondents with 2 people who did not respond and a mean of 1.25. Did you transfer from... received 20 respondents with 63 people who did not respond and a mean of 1.35. What is your overall GPA received 81 respondents with 2 people who did not respond and a mean of 3.37. Are you currently employed received 81 respondents with 2 people not responding and a mean of 1.56. On average, how many hours do you work per week ... received 45 respondents with 38 people who did not respond. Which of the following statements best describes your plans after graduation received 80 respondents with 3 people who did not respond. How did you find your job ... received 15 respondents with 68 people who did not respond and a mean of 5.00.

C.2. Overall Satisfaction with the Radford University Marketing Program

Respondents were asked to rate their overall satisfaction with the ability of the RU Marketing program to prepare with the necessary skills and subject matter preparation on a scale of 5 to 1. One represented *very dissatisfied* and five represented *very satisfied*. A score of three indicated a neutral response.

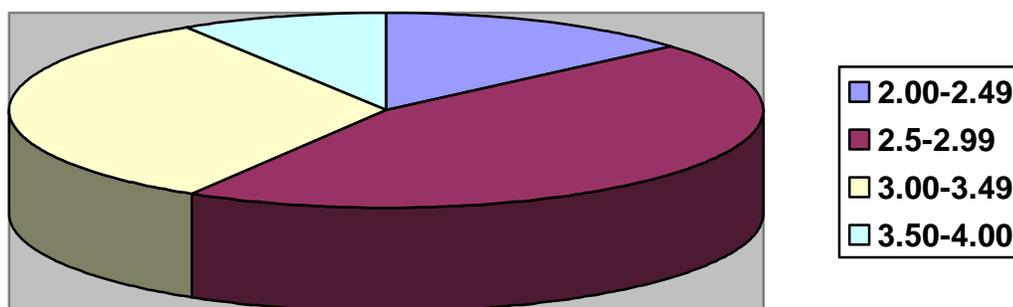
There was a significant difference found among males and females.

- Significant differences in overall satisfaction of the ability of RU Marketing program to prepare them to work with people of diverse backgrounds were found between males and females ($p \leq .022$). Males (mean rating of 3.94) reported a higher average level of satisfaction than females (mean rating of 3.40).

Respondents were asked various questions concerning their overall satisfaction with the Marketing program.

The majority of respondents have a GPA ranging from 2.50 – 2.99 (45.00%). The remainder of the respondents have GPAs ranging from 3.00 – 3.49 (32.50%), 2.00 – 2.49 (13.57%), 3.50 – 4.00 (8.75%).

GPA of Respondents



There were significant differences found among respondents with various GPAs.

- Significant differences were found from respondents with GPAs falling in the upper (3.50-4.00) and lower (2.00-2.49) bounds in comparison to

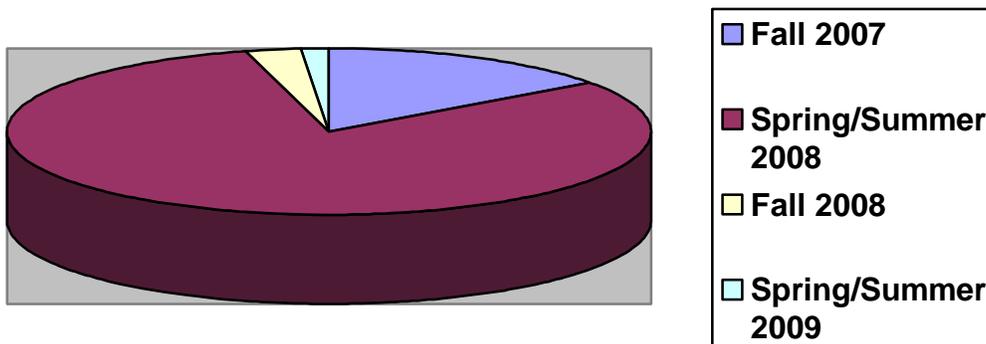
respondents found with GPAs in the mid-ranges (2.50-3.49). Respondents with a GPA falling in the upper and lower bounds found a wider range of classes being the most beneficial in preparation for their futures. Where as respondents with GPAs in the mid-ranges found Marketing Management/Strategy (51.9%) and Professional Selling (41.4%) to most beneficial on average in preparing them for the future.

- Significant differences were found among respondents with varying GPAs on whether they would choose to major in marketing again. Respondents with GPAs between 3.00 – 3.49 (mean range of 4.44) would be more likely to choose marketing as their major again when compared to respondents with respondents with GPAs ranging from 3.50 – 4.00 (mean range of 3.86).
- Significant differences were found among respondents in correlation to their satisfaction with the quality of course advising from the COBE advising center. Respondents with GPAs ranging from 3.00 – 3.49 (mean range of 3.63) had a higher overall satisfaction with course advising in comparison to those respondents with GPAs ranging from 2.50 – 2.99 (mean range of 2.97).

Respondents were asked various questions concerning their overall satisfaction with the Marketing program.

The majority of respondents are graduating in Spring/Summer 2008, 81.08%. The remainder of students will be graduating in either Fall 2007, 14.86%, Fall 2008, 2.70%, or Spring/Summer 2009, 1.35%.

Graduating Dates of Respondents



There was a significant difference found among respondents with different graduation dates.

- Significant differences were found among respondents graduating Spring/Summer 2008 thought Principles of Marketing (35.0%) was the least beneficial in preparing them for their future followed by Logistics (18.3%). For the respondents graduating in Fall 2007 (14.86%), the majority found Consumer Behavior (36.4%) the least beneficial followed behind Advertising Strategy (18.2%) and Logistics (18.2%). For the respondents graduating in Fall of 2008, thought Internet Marketing (50.0%) and Supply Management (50.0%) to be the least beneficial. For the respondent graduating in Spring/Summer 2009 found Marketing Management/Strategy (100.0%) to be least beneficial.
- Significant differences were found in when students are graduating and which they thought to be the most beneficial elective in their marketing education ($p \leq .004$). Those graduating in Fall 2007 (mean rating of 4.00) found Supply Management to be more beneficial than Spring/Summer 2008 (mean rating of 3.38).

Respondents were asked if they had another major in addition to their Marketing.

There was a significant difference between whether the respondents had another major or not.

- Significant difference was found in which course they felt was the most beneficial in preparing them for their future ($p \leq .184$). Those with another major found Marketing Management/Strategy (24.2%) to be most beneficial. Whereas students who did not have an additional major found Professional Selling (24.4%) to be most beneficial to their future.
- Significant difference was found in which course they felt was the least beneficial in preparing them for their future ($p \leq .011$). Those who do have another major in addition to marketing found Supply Management (36.7%) the least beneficial to their future. Whereas the respondents who do not have another major in addition to marketing found Principles of Marketing (31.0%) to be least beneficial.

Respondents were asked if they had a minor in addition to their Marketing major on a scale of 5 to 1. One represented *very dissatisfied* and five represented *very satisfied*. A score of three indicated a neutral response.

There was a significant difference between whether the respondents had an additional minor.

- Significant difference was found in respondents who had a minor and those who did not ($p \leq .008$). Those who did have another minor were more likely to choose marketing as a major again (mean rating of 4.80).

Whereas those respondents who did not have a minor were less likely to choose marketing as their major again (mean rating of 4.33).

- Significant difference was found in respondents who had a minor and those who did not ($p \leq .008$). Those respondents that did have a minor found a higher satisfaction with the quality of the marketing department offices (mean rating of 4.10). However, the respondents that did not have a minor were less satisfied with the quality of the marketing department offices (mean rating of 3.62).
- Significant difference was found in respondents who had a minor and those who did not ($p \leq .019$). Respondents who do not have a minor (mean rating of 4.62) found Internet Marketing elective to be beneficial to those who had a minor (mean rating of 4.00).
- Significant difference was found in respondents who had a minor and those who did not when asked which class was least beneficial to their future. Respondents with an additional minor thought Principles of Marketing was least beneficial to their future (40.0%). Respondents without an additional minor also thought that Principles of Marketing (28.6%) was least beneficial, yet for those respondents Supply Management (19.0%) followed closely behind.

Respondents were asked whether or not they were transfer students from a community college or another university.

There was a significant difference between whether the respondents were transfer students or had started at Radford University at the beginning of their college career.

- Significant difference was found between respondents that came from a community college/university. Those respondents found Professional Selling (35.0%) to be most beneficial course. Whereas respondents who started their college career at RU found Marketing Management/Strategy (20.3%) to be most beneficial course to prepare them for their future.
- Significant difference was found between respondents that came from a community college/university and those who started their college career at Radford University. Both transfer respondents and those respondents who started off at Radford University found Principles of Marketing to be the least beneficial. For those respondents who started at a community college/university found Consumer Behavior (26.3%) to be the least beneficial in preparing them for their future following Principles of Marketing. However, respondents how started their college career at RU found Supply Management (22.2%) least beneficial course to prepare them for their future following Principles of Marketing.

C.3. Intervally-Scaled Questions

C.3.1. Respondents were asked their overall satisfaction of the Marketing Program and the recommendations in choosing the Marketing Program. Their answers were measured using a scale where “1” was Very Dissatisfied and “5” was Very Satisfied. A score of “3” indicated a neutral response.

Overall satisfaction with the Marketing Program of Radford University

Of the 83 respondents, the majority, 86.8%, (21.7%) reported that they were very satisfied and 65.1% reported that they were satisfied with the Marketing program at Radford University. The remainder of the respondents only 1.2% stated they were dissatisfied with the Marketing Program at Radford University. No respondents stated that they were very dissatisfied. Respondents also indicated a neutral response of neutral (12.0%). The mean overall satisfaction with the Marketing program at Radford University was 4.07.

Recommendations to the Marketing Program

Of the 83 respondents, the majority, 96.4%, said that they definitely recommend (49.4%) or probably recommend (47.0%) the marketing major at Radford University. And 2.4% probably would not recommend the marketing major. However, zero respondents stated they would definitely not recommend marketing as a major at Radford University. Whereas, 1.2% stated they might or might not recommend the major. The mean for whether the respondents would recommend marketing as a major again at RU was 4.43.

Choosing the marketing major

Of the 83 respondents, the majority of the respondents, 86.4%, said that they would definitely (54.2%) or probably (32.5%) choose the marketing major again. However, 2.4%, reported that they would probably not have chosen the marketing major again and no respondents (0.0%) stated they would definitely not choose marketing as their major again. Whereas, 1.2% stated they might or might not recommend the major. The mean for how likely the respondent would choose marketing as their major again was 4.39.

Feelings towards choosing marketing major

Of the 83 respondents the majority, 31.8%, stated that the professors were great/effective. Also, 18.2% of the respondents stated that the marketing major is in high demand and has good future opportunities for the major after the college. The respondents also stated that 13.6% stated marketing has interesting subject matter and classes. The overall mean for the respondents' feelings of choosing the marketing for their major again was 7.05.

Overall satisfaction with the ability of the Marketing Program to provide skills for successful career

Of the 83 respondents, the majority, 83.1%, were very satisfied (25.3%) or satisfied (57.8%) with the Marketing Program's ability to provide skills for a successful career. Only 1.2% reported that they were dissatisfied with the Marketing programs ability to provide the skills necessary for a successful career while, zero respondents stated that they were very dissatisfied. However, 15.7% stated neutral. The overall mean of satisfaction with the ability of RU's Marketing Program in providing skills for a successful career was 4.07.

Overall satisfaction with the Radford University Marketing faculty

Of the 83 respondents, the majority, 83.1%, were either very satisfied (48.2%) or satisfied (34.9%) with the Radford University Marketing faculty. While zero respondents stated they were very dissatisfied and 1.2% felt dissatisfied with RU's marketing faculty. The remaining 15.7% were neutral. The mean for overall satisfaction of RU's marketing faculty was 4.30.

C.3.2. Respondents were asked questions of Marketing Program Support. Their answers were measured using a scale where "1" was Very Dissatisfied and "5" was Very Satisfied. A score of "3" indicated a neutral response.

Satisfactions with the Career Center in search of a Job/Internship

Of the 83 respondents, the majority, 35.6%, reported that they were very satisfied (8.5%) or satisfied (27.1%) with help of the Career Center in locating a job and/or an internship. Those reported that they were very dissatisfied (11.9%) or dissatisfied (18.6%) with the career center in locating or finding a job and/or internship totaled to 30.5%. Only 33.9% reported neutral. The overall mean with the satisfaction with help provided by the Career Center in search of a job and/or internship was 3.02.

Helpfulness of the Career Fair in searching for a Job/Internship

Of the 83 respondents, the majority 44.0% reported that they were very dissatisfied (18.6%) or dissatisfied (25.4%) with the helpfulness of the Career Fairs in locating a job and/or an internship. Only 23.7% reported that they were very satisfied (3.4%) or satisfied (20.3%) with the helpfulness of the Career Fairs in locating a job and/or an internship. The respondents who responded neutral were 32.2%. The overall mean of satisfaction with the helpfulness of the RU Career Fairs in searching for a job/internship was 2.64.

Satisfaction with the COBE Advising Center

Of the 83 respondents, the majority, 47.5%, reported that they were very satisfied (7.5%) or satisfied (40.0%) with the COBE Advising Center. Only 13.0% reported to be very dissatisfied (5.0%) or dissatisfied (12.5%) with the COBE Advising Center. However, 35.0% stated neutral. The overall mean with the satisfaction with the quality of course advising from the COBE Advising Center was 3.33.

Satisfaction with the assistance in course advising from the COBE Advising Center

Of the 83 respondents, the majority, 40.3%, reported that they felt neutral on the satisfaction with the assistance provided by the COBE Advising Center in career advising. However, 37.5% were very satisfied (5.6%) or satisfied (31.9%) with the satisfactory of the assistance of course advising from their marketing advisor. Only 22.3% reported that they were very dissatisfied (4.2%) or dissatisfied (18.1%) with the assistance of course advising from the COBE Advising Center. The mean of overall satisfaction with the assistance provided by the COBE Advising Center in career advising was 3.17.

Ability of the Marketing Program to inform students

Of the 83 respondents, the majority, 61.7% reported that they were very satisfied (22.2%) or satisfied (39.5%) with the ability of the Marketing program to keep them informed about needed things related to the major. However, 25.9% were neutral. Only 12.3% reported that they were very dissatisfied (1.2%), dissatisfied (11.1%) with the Marketing program's ability to inform them. The mean of overall satisfaction with the ability of the Marketing program to keep the respondents informed about needed things to know related to the major was 3.70.

Marketing Program in seeking internship opportunities

Of the 83 respondents, the majority, 38.2%, reported that they were very satisfied (13.2%) or satisfied (25.0%) with the help provided by the Marketing program in seeking internship opportunities. However, 35.3% reported that they were very dissatisfied (10.3%) or dissatisfied (25.0%) with the help that the marketing program in seeking internship opportunities. Only 26.5% reported neutral. The mean of overall satisfaction with the help provided by the Marketing program in seeking internship opportunities was 3.06.

Marketing Program in assistance in job searching

Of the 83 respondents, the majority, 40.6%, reported that they were very dissatisfied (10.1%) or dissatisfied (30.4%), with the job search assistance provided by faculty in the Marketing department. However, 37.6% reported that they were very satisfied (10.1%) or satisfied (27.5%) in the marketing program in finding a job for students. Only 21.7% reported neutral. The mean of overall satisfaction with the job search assistance provided by faculty in the Marketing department was 2.97.

Satisfaction with the quality career advising from Marketing Advisor

Of the 83 respondents, the majority 44.9% reported that they were very satisfied (20.3%) and satisfied (24.6%). Only 24.6% reported that they were very dissatisfied (7.2%) or dissatisfied (17.4%) with the satisfactory of the quality career advising from their marketing advisor. Less than one-third (30.4%) respondents remained neutral. The mean of the overall satisfaction with the quality career advising from my Marketing Advisor is 3.33.

Satisfaction with the location where the Marketing classes have been held

Of the 83 respondents, the majority 40.9% reported that they were very dissatisfied (6.0%) and dissatisfied (34.9%). of the location where the Marketing classes have been held. Only 30.1% reported that they were very satisfied (9.6%) or satisfied (20.5%) of the location where the Marketing classes have been held. Less than thirty percent al (28.9%) respondents remained neutral. The mean of the overall satisfaction with the location of marketing classes is 3.07.

Availability of computer labs on campus

Of the 83 respondents, the majority 49.4% reported that they were very satisfied (18.1%), dissatisfied (31.3%), in the availability of the computer labs on campus. Only 19.3% reported that they were very satisfied (6.0%) or satisfied (13.3%) in the availability of the computer labs on campus. Less than one-third (31.3%) respondents remained neutral. The mean overall satisfaction of the availability of computer labs on campus is 3.42.

Satisfaction of the library resources available on campus

Of the 83 respondents, the majority 63.3% reported that they were satisfied (48.1%), and very satisfied (15.2%) believe that there are satisfied with the resources available at the library. Approximately, 5.1% reported that they were very dissatisfied (0.0%) or dissatisfied (5.1%) believe that there are not satisfied with the resources available at the library. Less than one-third (31.6%) respondents remained neutral. The mean overall satisfaction of the library resources available on campus is 3.73.

Accessibility of the Marketing department offices

Of the 83 respondents, the majority 50.4% report that they were very satisfied (22.2%), or satisfied (28.4%) believe that they are satisfied with the accessibility of the Marketing department offices. Approximately, 16.1% reported that they were very dissatisfied (2.5%), or dissatisfied (13.6%) believe they are not satisfied with the accessibility of the Marketing department offices. More than one-third (33.3%) respondents remained neutral. Only 2.4 % did not answer this question. The mean overall satisfaction of the accessibility of the Marketing department offices is 3.54.

Satisfaction with the quality of the Marketing department offices

Of the 83 respondents, the majority, 54.4%, reported that they were very satisfied (19.8%34.6%), or satisfied (34.6%) are satisfied with the quality of the Marketing department offices. However, 11.1% reported that they were very dissatisfied (1.2%), or dissatisfied (9.9%) are not satisfied with the quality of the Marketing department offices. More than one-third (34.6%) respondents remained neutral. Only 2.4% did not answer this question. The mean overall satisfaction with the quality of the Marketing department offices is 3.62.

C.3.3. Respondents were asked questions of satisfaction with Skills/Subject Matter Preparation. Their answers were measured using a scale where “1” was Very Dissatisfied and “5” was Very Satisfied. A score of “3” indicated a neutral response.

Working effectively in teams

Of the 83 respondents, the majority, 94%, reported that they felt very satisfied (48.2%) or satisfied (45.8%) believe in working effectively in teams. No report of dissatisfaction of in working effectively in teams. About six percent (6%) respondents remained neutral. The mean overall with the satisfaction of working effectively in teams is 4.42.

Prepared Presentations

Of the 83 respondents, the majority, 80.8%, reported that they felt very satisfied (38. %) or satisfied (42.2%) about the prepared presentations of the students. Approximately 19.3% reported that they felt very dissatisfied (0.0%) or dissatisfied (1.2%), Less than twenty percent (18.1%) respondents remained neutral. The mean overall satisfaction of preparing for preparations is 4.18.

Prepared Case Analyses

Of the 83 respondents, the majority, 67.1%, reported that they felt very satisfied (24.4%) or satisfied (42.7%) about the prepared case analyses by the students. Approximately 2.4% reported that they felt very dissatisfied (1.2%), or dissatisfied (1.2%) about the prepared case analyses by the students. About thirty percent (30.5%) respondents remained neutral. Only 1.2% did not answer this question. The mean overall satisfaction for preparing case analyses is 3.88.

Communication Orally

Of the 83 respondents, the majority, 80.4%, reported that they felt very satisfied (34.1%), or satisfied (46.3%) that it does help students to communicate orally. Approximately, 19.5% reported that they felt very dissatisfied (0.0%), or dissatisfied (1.2%) that it does not help students to communicate orally. Less than twenty percent (18.3%) respondents remained neutral. Only 1.2% did not answer this question. The mean overall satisfaction for communicating orally is 4.13.

Making Decisions

Of the 83 respondents, the majority, 81.9% reported that they felt very satisfied (47%), or satisfied (34.9%) that it does help students to make better educated decisions. Approximately, 2.4% reported that they felt very dissatisfied (0.0%), or dissatisfied (2.4%) that it does not help students to make educated decisions. About fifteen percent (15.7%) respondents remained neutral. The mean overall satisfaction for making decisions is 4.14.

Adhere to the ethical standard of conduct

Of the 83 respondents, the majority, 90.2% reported that they felt very satisfied (46.3%), or satisfied (43.9%) that it did help students adhere to the ethical standard of conduct. Approximately, 1.2% % reported that they felt very dissatisfied (0.0%), or dissatisfied (1.2%) that it did not help students adhere to the ethical standard of conduct. Less than ten percent (8.5%) respondents remained neutral. Only 1.2% did not answer this question. The mean overall satisfaction for adhering to the ethical standards of conduct is 4.35.

Solve Problems

Of the 83 respondents, the majority, 80.7% reported that they felt very satisfied (32.6%), or satisfied (48.2%) that students have learned a great deal by solving problems. No report of dissatisfaction that students have learned a great deal by solving problems. Less than twenty percent (19.3%) respondents remained neutral. The mean overall satisfaction for solving problems is 4.13.

Understand the behavior of buyers/consumers

Of the 83 respondents, the majority, 86.6% reported that they felt very satisfied (36.6%), or satisfied (50.0%) that students did understand the behavior of buyers/consumers. Approximately, 2.4% reported that they felt very dissatisfied (1.2%), or dissatisfied (1.2%) that students did not understand the behavior of buyers/consumers. About eleven percent (11%) respondents remained neutral. The overall satisfaction of understanding behavior of buyers/consumer is 4.20.

Establishing Goals

Of the 83 respondents, the majority, 88% reported that they felt very satisfied (41%), or satisfied (47%) that students did feel that the Marketing program prepared you for establishing goals. Approximately 3.6% reported that they felt very dissatisfied (2.4%), or dissatisfied (1.2%) that students did not feel the Marketing program prepared you for establishing goals. Less than ten percent (8.4%) respondents remained neutral. The mean overall satisfaction for establishing goals is 4.23.

Think Critically

Of the 83 respondents, the majority, 84.4% reported that they felt very satisfied (38.9%), or satisfied (44.6%) that students did feel that the Marketing program prepared you to think critically. Approximately 3.6% reported that they felt very dissatisfied (1.2%), or dissatisfied (2.4%), that students did not feel the Marketing program prepared you for thinking critically. About twelve percent (12%) respondents remained neutral. The mean overall satisfaction for thinking critically is 4.19.

Managing Time Wisely

Of the 83 respondents, the majority 69.9% reported that they felt very satisfied (44.6%), or very satisfied (25.3%) that students did feel the Marketing program taught to manage your time wisely. Approximately 2.4% reported that they felt very dissatisfied (1.2%), or dissatisfied (1.2%) that students did not feel the Marketing program taught you to manage your time wisely. Less than thirty percent (27.7%) respondents remained neutral. The mean overall satisfaction for managing time wisely is 4.11.

Being a Leader

Of the 83 respondents, the majority 74.6% reported that they felt satisfied and very satisfied (37.3%) those respondents did feel that the Marketing program taught you to become a leader. Approximately, 25.3% reported that they felt very dissatisfied (0.0%), or dissatisfied (3.6%) that the respondents did not feel the Marketing program taught you to become a leader. More than twenty percent (21.7) respondents remained neutral. The mean overall for being leader is 4.08.

Be Culturally and Globally Aware

Of the 83 respondents, the majority 55.4% reported that they very satisfied (20.5%), and satisfied (34.9%) that the respondents did feel the Marketing program prepared taught to be culturally and globally aware. Approximately 12.0% reported that they felt, very dissatisfied (2.4%), dissatisfied (9.6%) that the respondents did not feel the Marketing program taught to be culturally and globally aware. Less than one-third (32.5%) respondents remained neutral. The mean overall satisfaction for being culturally and globally aware is 3.61.

Communicate in Writing

Of the respondents, the majority, 62.7% reported that they felt very satisfied (18.1%) or satisfied (44.6%) that the respondents did feel the Marketing program helped in preparing for communicating through writing. Approximately 37.3% reported that they felt, dissatisfied (9.6%) or neutral (27.7%) that the respondents did not feel the Marketing program helped in communicating through writing. The mean overall satisfaction for communicating in writing is 3.71.

Working with people of diverse backgrounds

Of the 83 respondents, the majority, 59% reported that they felt very satisfied (22.9%), or satisfied (36.1) that the respondents did feel that the Marketing program helped in preparing for working with people of diverse backgrounds. Approximately, 19.3% reported that they felt very dissatisfied (1.2%), or dissatisfied (15.1%) that the respondents did not feel that the Marketing program helped in working with people of diverse backgrounds. The mean overall satisfaction for working with people of diverse backgrounds is 3.61.

Conduct analyses of data

Of the 83 respondents, the majority, 69.5% reported that they felt very satisfied (19.5%), or satisfied (50.0%) that the respondents did feel that the Marketing program helped in preparation of conducting analyses of data. Approximately, 30.5% reported that they felt very dissatisfied (6.1%), or dissatisfied (0.0%) that the respondents did feel that the Marketing program helped in preparation of conducting analyses of data. Only 1.2% did not answer the question. The mean overall satisfaction for conducting analyses of data is 3.83.

Work with outside clients

Of the 83 respondents, the majority, 43.4% reported that they felt very satisfied (14.5%), or satisfied (28.9%) that the respondents did feel that the Marketing program helped in preparing for working with outside clients. Approximately, 25.3% reported that they felt very dissatisfied (4.8%), or dissatisfied (20.5%) that the respondents did not feel that the Marketing program helped in preparing for working with outside clients. About less than one-third (31.3%) respondents remained neutral. The overall mean for working with outside clients is 3.28.

Being creative

Of the 83 respondents, the majority, 73.5% reported that they felt very satisfied (26.5%), or satisfied (47.0%) that the respondents did feel that the Marketing program helped being creative. Approximately, 2.4% reported that they felt very dissatisfied (0.0%), or dissatisfied (2.4) that the respondents did not feel that the Marketing program helped being creative. About one-fourth (24.1) respondents remained neutral. The mean overall satisfaction for being creative is 3.98.

Apply general Marketing concepts

Of the 83 respondents, the majority, 90.3% reported that they felt very satisfied (42.7%), or satisfied (47.6%) that the respondents did feel that the Marketing program used applications of general marketing concepts. Approximately, 1.2% reported that they felt very dissatisfied (0.0%), or dissatisfied (1.2%) that the respondents did feel that the Marketing program used applications of general marketing concepts. About nine percent (8.5%) respondents remained neutral. Only 1.2% did not answer the question. The mean overall satisfaction for applying general Marketing concepts is 4.32.

Identifying the best target market segments

Of the 83 respondents, the majority 72.2% reported that they felt very satisfied (37.3%), or satisfied (34.9%) that the respondents did feel that the Marketing program identified the best target market segments. Approximately, 4.8% reported that they feel very dissatisfied (0.0%), or dissatisfied (4.8%) that the respondents did not feel that the Marketing program identified the best target market segments. A little less than one-fourth (22.9%) respondents remained neutral. The mean overall satisfaction for identifying the best target market segments is 4.05.

Developed strategic marketing strategies/programs

Of the 83 respondents, the majority, 70.7% reported that they felt very satisfied (30.5%), or satisfied (40.2%) that the respondents did feel that the Marketing program developed strategic marketing strategies/programs. Approximately, 3.7% reported that they felt very dissatisfied (0.0%), or dissatisfied (3.7%) that the respondents did not feel that the Marketing program developed strategic marketing strategies/programs. About one-fourth (25.6%) respondents remained neutral. Only 1.2% did not answer the question. The mean overall satisfaction for developing strategic marketing strategies/programs is 3.98.

Effectively market a product/service

Of the 83 respondents, the majority, 72.5% reported that they felt very satisfied (26.5%), or satisfied (45.8%) that the respondents did feel that the Marketing program effectively market a product/service. Approximately, 4.8% reported that they felt very dissatisfied (0.0%), or dissatisfied (4.8%) that the respondents did not feel that the Marketing program effectively market a product/service. About less than one-fourth (22.9%) respondents remained neutral. The mean overall satisfaction for effectively Markey a product/service is 3.94.

Possess good interpersonal skills

Of the 83 respondents, the majority, 88% reported that they felt very satisfied (41.0%), or satisfied (47.0%) that the respondents did feel that the Marketing program possess good interpersonal skills. Approximately, 2.4% reported that they felt very satisfied (1.2%), or dissatisfied (1.2%) that the respondents did no feel that the Marketing program possess good interpersonal skills. Less than ten percent (9.6%) respondents remained neutral. The mean overall satisfaction for possessing good interpersonal skills is 4.25.

Think creatively

Of the 83 respondents, the majority, 79.6% reported that they felt very satisfied (38.6%), or satisfied (41.0%) that the respondents did feel that the Marketing program helped to think creatively. Approximately, 3.6% reported that they felt very dissatisfied (0.0%), or dissatisfied (3.6%) that the respondents did not feel that the Marketing program helped to think creatively. About seventeen percent (16.9%) remained neutral. The mean overall satisfaction for thinking creatively is 4.14.

Act in a professional manner

Of the 83 respondents, the majority, 90.3% reported that they felt very satisfied (54.2%), or satisfied (36.1%) that the respondents did feel that the Marketing program made respondents act in a professional manner. Approximately, 0.0% reported that they felt very dissatisfied and dissatisfied that the respondents did not feel that the Marketing program made respondents act in a professional manner. About ten percent (9.6%) respondents remained neutral. The mean overall satisfaction for acting in a professional manner is 4.45.

Think strategically

Of the 83 respondents, the majority, 84.4% reported that they felt very satisfied (38.6%), or satisfied (45.8%) that the respondents did feel that the Marketing program helped to think strategically. Approximately, 1.2% reported that they felt very dissatisfied (0.0%), or dissatisfied (1.2%) that the respondents did not feel that the Marketing program helped to think strategically. About fourteen percent (14.5%) respondents remained neutral. The mean overall satisfaction for thinking strategically is 4.22.

Be technically competent

Of the 83 respondents, the majority, 72.3% reported that they felt very satisfied (28.9%), or satisfied (43.4%) that the respondents did feel that the Marketing program helped to be technically competent. Approximately, 2.4% reported that they felt very dissatisfied (1.2%), or dissatisfied (1.2%) that the respondents did not feel that the Marketing program helped to be technically competent. About one-fourth (25.3%) respondents remained neutral. The mean overall satisfaction for being technically competent is 3.98.

Conduct research

Of the 83 respondents, the majority, 81.9% reported that they felt very satisfied (32.5%), or satisfied (49.4%) that the respondents did feel that the Marketing program helped to conduct research. Approximately, 2.4% reported that they felt very dissatisfied (1.2%), or dissatisfied (1.2%) that the respondents did not feel that the Marketing program helped to conduct research. About fifteen percent (15.7%) respondents remained neutral. The mean overall satisfaction for conducting research is 4.11

Effectively use the Internet to find information

Of the 83 respondents, the majority, 81.9% reported that they felt very satisfied (47.0%), or satisfied (34.9%) that the respondents did feel that the Marketing program helped by effectively use the Internet to find information. Approximately, 3.6% reported that they felt very dissatisfied (0.0%), or dissatisfied (3.6%) that the respondents felt that the Marketing program did not effectively use the Internet to find information. About fifteen percent (14.5%) respondents remained neutral. The mean overall satisfaction for effectively use the Internet to find information is 4.25.

C.3.4. Respondents were asked questions of satisfaction with the Marketing faculty. Their answers were measured using a scale where “1” was Very Dissatisfied and “5” was Very Satisfied. A score of “3” indicated a neutral response.

Faculty available during office hours

Of the 83 respondents, the majority 77.1% reported that they felt very satisfied (36.1%), or satisfied (41.0%) that the respondents did feel that the Marketing faculty was available during office hours. Approximately, 3.6% reported that that they felt very dissatisfied (0.0%), or dissatisfied (3.6%) that the respondents did not feel that the Marketing faculty was available during office hours. About twenty percent (19.3%) respondents remained neutral. The overall satisfaction for faculty availability during office hours is 4.10

Faculty responsiveness to email and/or telephone calls

Of the 83 respondents, the majority 81.9% reported that they felt very satisfied (47.0%), or satisfied (34.9%) that the respondents did feel that the Marketing faculty was responsive to emails and telephone calls. Approximately, 1.2% reported that they felt very dissatisfied (1.2%), or dissatisfied (0.0%) that the respondents did not feel that the Marketing faculty was responsive to emails and telephone calls. There was no neutral. The mean overall satisfaction for faculty responsiveness to emails and telephone calls is 4.27.

Faculty ability to relate to students

Of the 83 respondents, the majority 82.0% reported that they felt very satisfied (43.4%), or satisfied (38.6%) that the respondents did feel that the Marketing faculty was able to relate to students. Approximately, 3.6% reported that they felt very dissatisfied (0.0%), or dissatisfied (3.6%) that the respondents did not feel that the Marketing faculty was able to relate to students. About fourteen percent (14.5%) respondents remained neutral. The mean overall satisfaction for faculty’s ability to relate to students is 4.22.

Faculty preparation for class

Of the 83 respondents, the majority, 89.6% reported that they felt very satisfied (48.2%), or satisfied (41.4) that the respondents did feel that the Marketing faculty was prepared for class. Approximately, no report for very dissatisfied or dissatisfied respondents that felt the Marketing faculty was prepared for class. About ten percent (10.8%) respondents remained neutral. The mean overall satisfaction for the faculty preparation for class is 4.37.

Faculty to help outside of office hours

Of the 83 respondents, the majority, 77.7% reported that they felt very satisfied (51.8%), or satisfied (26.5%) that the respondents did feel that the Marketing faculty was willing to help outside of office hours. Approximately, 4.8% reported that they felt very dissatisfied (0.0%) or dissatisfied (4.8%) that the respondents did not feel that the Marketing faculty was willing to help outside of office hours. About seventeen percent (16.9%) respondents remained neutral. The mean overall satisfaction for faculty to help outside of office hours is 4.25.

Faculty use of the websites/WebCT to post class info/materials

Of the 83 respondents, the majority, 67.5% reported that they felt very satisfied (24.1%), or satisfied (43.4%) that the respondents did feel that the Marketing faculty was using websites/WebCT to post class info/materials. Approximately, 15.6% reported that they felt very dissatisfied (4.8%), or dissatisfied (10.8%) that the respondents did not feel that the Marketing faculty was using websites/WebCT to post class info/materials. About seventeen percent (16.9%) respondents remained neutral. The mean overall satisfaction for faculty use of technology advancements to post class info and materials is 3.71.

Faculty integration of real world experience in class

Of the 83 respondents, the majority, 71% reported that they felt very satisfied (37.3%), or satisfied (33.7%) that the respondents did feel that the Marketing faculty did integrate a real world experience in the classroom. Approximately, 8.4% reported that they felt very dissatisfied, (0.0%), or dissatisfied (8.4%) that the respondents did not feel that the Marketing faculty did not integrate a real world experience in the classroom. About twenty percent (20.5%) respondents remained neutral. The mean overall satisfaction for faculty integration of the real world experience in class is 4.0.

Faculty ability to connect material to other classes

Of the 83 respondents, the majority, 74.7% reported that they felt very satisfied (44.6%), or satisfied (30.1%) that the respondents did feel that the Marketing faculty was able to connect material to other classes. Approximately, 2.4% reported that they felt very dissatisfied (0.0%), or dissatisfied (2.4%) that the respondents did not feel that the Marketing faculty was able to connect material to other classes. Less than one-fourth (22.9%) respondents remained neutral. The mean overall satisfaction for the faculty's ability to connect material to other classes is 4.17.

Faculty lectures that pertain to course subject matter

Of the 83 respondents, the majority, 85.5% reported that they felt very satisfied (37.3%), or satisfied (48.2%) that the respondents did feel that the Marketing faculty's lectures did pertain to course subject matter. Approximately, 1.2% reported that they felt very dissatisfied (0.0%), or dissatisfied (1.2%) that the respondents did not feel that the Marketing faculty's lectures did pertain to course subject matter. About thirteen percent (13.3%) respondents remained neutral. The mean overall satisfaction for faculty lectures that pertain to course subject matter is 4.22.

Faculty ability to get students involved in discussions

Of the 83 respondents, the majority, 73.5% reported that they felt very satisfied (28.9%), or satisfied (44.6%) that the respondents did feel that the Marketing faculty was able to get students involved in discussions. Approximately, 2.4% reported that they felt very dissatisfied (0.0%), or dissatisfied (2.4%) that the respondents did not feel that the Marketing faculty was able to get students involved in discussions. Less than one-fourth (24.1%) respondents remained neutral. The mean overall satisfaction for the faculty's ability to get students involved in discussions is 4.0.

Faculty outlining tests/projects/assignments in detail

Of the 83 respondents, the majority, 68.3% reported that they felt very satisfied (25.6%), or satisfied (42.7%) that the respondents did feel that the Marketing faculty outlined tests/project/assignments in detail. Approximately, 6.1% reported that they felt very dissatisfied (1.2%), or dissatisfied (4.9%) that the respondents did not feel that the Marketing faculty outlined tests/projects/assignments in detail. About more than one-fourth (25.9%) respondents remained neutral. The mean overall satisfaction of the faculty outlining tests, projects, and assignments in details is 3.87.

Faculty conducting hands-on exercises/activities in class

Of the 83 respondents, the majority, 71.1% reported that they felt very satisfied (20.5%), or satisfied (50.6%) that the respondents did feel that the Marketing faculty conducted hands-on exercises/activities in the class. Approximately, 21.7% reported that they felt very dissatisfied (7.2%), or dissatisfied (21.7%) that the respondents did not feel that the Marketing faculty conducted hands-on exercises/activities in the class. About twenty percent (21.7%) respondents remained neutral. The mean overall satisfaction for faculty conducting hands-on exercises/activities in class is 3.84.

Faculty adjusting teaching method based on feedback

Of the 83 respondents, the majority, 54.2% reported that they felt very satisfied (25.3%), or satisfied (28.9%) that the respondents did feel that the Marketing faculty adjusted teaching methods based on feedback. Approximately, 13.2% reported that they felt very dissatisfied (2.4%), or dissatisfied (10.8%) that the respondents did not feel that the Marketing faculty adjusted teaching methods based on feedback. Less than one-third (32.5%) respondents remained neutral. The mean overall satisfaction for faculty adjusting teaching method based on feedback is 3.64.

Faculty mentoring students in career and life choices

Of the 83 respondents, the majority, 51.8% reported that they felt very satisfied (22.9%), or satisfied (28.9%) that the respondents did feel that the Marketing faculty mentored students in career and life choices. Approximately, 15.7% reported that they felt very dissatisfied (1.2%), or dissatisfied (13.3%) that the respondents did not feel that the Marketing faculty mentored students in career and life choices. Less than one-third (32.5%) respondents remained neutral. The mean overall satisfaction for faculty mentoring students in career and life choices is 3.57.

Faculty providing understandable explanations of concepts

Of the 83 respondents, the majority, 77.1% reported that they felt very satisfied (30.1%), or satisfied (47.0%) that the respondents did feel that the Marketing faculty provided understandable explanations of concepts. Approximately, 1.2% reported that they felt very dissatisfied (0.0%), or dissatisfied (1.2%) that the respondents did not feel that the Marketing faculty provided understandable explanations of concepts. More than twenty percent (21.7%) respondents remained neutral. The mean overall satisfaction for faculty providing understandable explanations of concepts is 4.06.

Faculty enthusiasm for teaching

Of the 83 respondents, the majority, 81.9% reported that they felt very satisfied (44.6%), or satisfied (37.3%) that the respondents did feel that the Marketing faculty was enthusiastic for teaching. Approximately, 2.4% reported that they felt very dissatisfied (0.0%), or dissatisfied (2.4%) that the respondents did not feel that the Marketing faculty was enthusiastic for teaching. More than fifteen percent (15.7%) respondents remained neutral. The mean overall satisfaction for faculty enthusiasm for teaching is 4.24.

Faculty fairness/objectivity in evaluating students

Of the 83 respondents, the majority, 74.7% reported that they felt very satisfied (38.6%), or satisfied (36.1%) that the respondents did feel that the Marketing faculty was fair and objective in evaluating students. Approximately, 3.6% reported that they felt very dissatisfied (0.0%), or dissatisfied (3.6%) that the respondents did not feel that the Marketing faculty was fair and objective in evaluating students. More than twenty percent (21.7%) respondents remained neutral. The mean overall satisfaction for faculty fairness and objectivity in evaluating students is 4.10.

Faculty caring about students as people

Of the 83 respondents, the majority, 80.7% reported that they felt very satisfied (53.0%), or satisfied (27.7%) that the respondents did feel that the Marketing faculty cared about students as people. Approximately, 6.0% reported that they felt very dissatisfied (1.2%), or dissatisfied (4.8%) that the respondents did not feel that the Marketing faculty cared about students as people. Less than fifteen percent (13.3%) respondents remained neutral. The mean overall satisfaction for faculty caring about students as people is 4.27.

Faculty knowledge of the subject matter taught

Of the 83 respondents, the majority, 96.4% reported that they felt very satisfied (57.8%), or satisfied (38.6%) that the respondents did feel that the Marketing faculty knew of the subject matter taught in the classroom. No report that the respondents felt very dissatisfied or dissatisfied that the respondents did not feel that the Marketing faculty knew of the subject matter taught in the classroom. Less than four percent (3.6%) respondents remained neutral. The mean overall satisfaction for faculty knowledge of the subject matter taught is 4.54.

C.3.5. Respondents were asked questions of Perceptions of the Marketing Classes. Their answers were measured using a scale where “1” was Not Beneficial and “5” was Very Beneficial. A score of “3” indicated a neutral response.

Principles of Marketing

Of the 83 respondents, the majority, 62.1% reported that they believed Principles of Marketing was beneficial with a rating of 5 at (34.1%) or with a beneficial rating of 4 at (28.0%). Approximately, 19.5% reported that they believed Principles of Marketing was not beneficial with a rating of 1 (8.5%), or was not beneficial with a rating of 2 at (11.0%). Less than twenty percent (18.3%) respondents remained neutral. Only 1.2% has not taken the course. The mean overall of how beneficial Principles of Marketing was 3.68

Consumer Behavior

Of the 83 respondents, the majority 69.2% reported that they believed Consumer Behavior was very beneficial with a rating of 5 at(33.3%) or with a beneficial rating of a 4 (35.9%). Approximately, 26.9% reported that they believed Consumer Behavior was not beneficial with a rating of a 1 (3.8%), or was not beneficial with a rating of a 2 (23.1%). More than one-fourth (26.9%) respondents remained neutral. Only 6.0% have not taken the course. The mean overall of how beneficial Consumer Behavior was 3.99.

Marketing Management/Strategy

Of the 83 respondents, the majority, 83% reported that they believed Marketing Strategy was very beneficial (41.5%) or beneficial (41.5%). There was not report that the respondents felt that Marketing Strategy was not beneficial. Less than twenty percent (16.9%) respondents remained neutral. Only 21.7% have not taken the course. The mean overall of how beneficial Marketing Management/Strategy was 4.25.

Marketing Research

Of the 83 respondents, the majority (82.6%) reported that they believed Marketing Research was very beneficial (42.9%) or beneficial (39.7%). Approximately, 1.6% reported that they believed Marketing Research was not beneficial (1.6%) I. More than fifteen percent (15.9%) respondents remained neutral. Only 24.1% have not taken the course. The mean overall of how beneficial Marketing Research was 4.22.

Advertising Strategy

Of the 83 respondents, the majority (66.6%) reported that they believed Advertising Strategy was very beneficial with a rating of a 5 (21.4%), or beneficial with a rating of a 4 (45.2%). Approximately, 11.9% reported that they believed that Advertising Strategy was not beneficial with a rating of a 1(4.8%), or was not beneficial with a rating of a 2 (7.1%). More than twenty percent (21.4%) respondents remained neutral. Only 49.4% have not taken the course. The mean overall of how beneficial Advertising Strategy was 3.71.

Internet Marketing

Of the 83 respondents, the majority (94.5%) reported that they believed Internet Marketing was very beneficial (55.6%), or beneficial (38.9%). No report that respondents believed that the class, Internet Marketing, was not beneficial. More than five percent (5.6%) respondents remained neutral. Only 77.1% have not taken the course. The mean overall of how beneficial Internet Marketing was 4.50.

Retailing

Of the 83 respondents, the majority (63.7%) reported that they believed Retailing was very beneficial with a rating of 5(27.3%), or beneficial with a rating of a 4 (36.4%) that the respondents did feel that the class, Retailing, was beneficial. Approximately, 18.2% reported that they believed that Retailing was not beneficial with a rating of a 2(18.2%). Less than twenty percent (18.2%) respondents remained neutral. Only 85.5% have not taken the course. The mean overall of how beneficial Retailing was 3.73.

Sales Management

Of the 83 respondents, the majority (72.8%) reported that they believed Sales Management was very beneficial (45.5%), or beneficial (27.3%). Approximately, 4.5% reported that they believed Sales Management was not beneficial (4.5%). More than 22.7% respondents remained neutral. Only 72.3% have not taken the course. The mean overall of how beneficial Sales Management was 4.14.

Integrated Marketing Communications

Of the 83 respondents, the majority (88.9%) reported that they believed Integrated Marketing Communications was very beneficial (50.0), or beneficial (27.3%). There was no report that respondents believed that the class, Integrated Marketing Communications, was not beneficial. More than ten percent (11.1%) respondents remained neutral. Only 75.9% have not taken the course. The mean overall of how beneficial Integrated Marketing Communications was 4.39.

Professional Selling

Of the 83 respondents, the majority (90.3%) reported that they believed Professional Selling was very beneficial (64.5%), or beneficial (25.8%). No report that respondents believed that the class, Professional Selling, was not beneficial. Less than ten percent (9.7%) respondents remained neutral. Only 37.3% have not taken the course. The mean overall of how beneficial Professional Selling was 4.55.

Logistics

Of the 83 respondents, the majority (60.7%) reported that they believed Logistics was very beneficial (10.7%), or beneficial (50.0%). Approximately, 14.7% believed that Logistics was not beneficial (3.6%). About one-fourth (25.0%) respondents remained neutral. Only 65.1% have not taken the course. The mean overall of how beneficial Logistics was 3.54.

Supply Management

Of the 83 respondents, the majority (50.0%) reported that they believed Supply Management was very beneficial with a rating of a 5(12.5%), or beneficial with a rating of a 4 (37.5%). Approximately, 14.7% reported that they believed Supply Management was not beneficial with a rating of a 2(3.1%) or not beneficial with a rating of a 2(10.7%). Less than one-third percent (31.3%) respondents remained neutral. Only 61.4% have not taken the course. The mean of how beneficial Supply Management was 3.41.

International Marketing

Of the 83 respondents, the majority (66.7%) reported that they believed International Marketing was very beneficial with a rating of a 5(25.0%), or beneficial with a rating of a 4 (41.7%). Approximately, 25.0% reported that they believed International Marketing was not beneficial with a rating of a 1 (8.3%) or not beneficial with a rating of a 2 (16.7). Less than 8.3% respondents remained neutral. Only 84.3% have not taken the course. The mean of how beneficial International Marketing was 3.58.

Marketing Study Abroad

Of the 83 respondents, the majority (100%) reported that they believed Marketing Study Abroad was very beneficial (83.3%), or beneficial (16.7%). No report that respondents believed that Marketing Study Abroad was not beneficial. There was no neutral report. Only 91.6% have not done Study Abroad. The mean overall of how beneficial Marketing Study was 4.83.

Marketing Internship

Of the 83 respondents, the majority (100%) reported that they believed the Marketing Internship was very beneficial (66.7%), or beneficial (33.3%). No report that the respondents believed that the Marketing Internship was not beneficial. There was no neutral report. Only 88% have not taken a Marketing Internship. The mean overall of how beneficial a Marketing Internship was 4.67.

What additional Marketing electives, if any, do you think should be added to the Marketing curriculum?

Of the 83 respondents, the majority (25.0%) reported that Sport Marketing should be added to the Marketing curriculum as an elective. However, (6.8%) reported that Event Planning/ Marketing should be added to the Marketing curriculum, (9.1%) of the respondents reported that Public Relations should be added to the Marketing curriculum. Only 20.5% of the respondents reported that there should be nothing added to the Marketing curriculum. The mean, if other classes should be added to Marketing curriculum, is 31.30.

What topics/subjects areas, if any, do you think should be more greatly emphasized in the Marketing Curriculum?

Of the 83 respondents, the majority (18.8%) reported that both Advertising and Sales/Selling should be more greatly emphasized in the Marketing. However, (8.3%) of the respondents reported that Consumer Behavior/Consumer Psychology should be more greatly emphasized in the Marketing curriculum. The mean, if different topic or subject areas should be emphasized in the Marketing curriculum, is 19.0.

What one Marketing class do you think was most beneficial in preparing you for your future?

Of the 83 respondents, the majority (22.5%) reported that Marketing Management/Strategy is the most beneficial Marketing class in preparing for the future. However, the Consumer Behavior (11.3%) and Internet Marketing (8.8%) courses closely followed as being most beneficial. The mean, of what was the most beneficial in preparation of the respondent, is 7.51.

What one Marketing class do you think was least beneficial in preparing you for your future?

Of the 83 respondents, the majority (29.7%) reported that Principles of Marketing is the least beneficial Marketing class in preparing for the future. However the Logistics (17.6%) and Supply Management (14.9%) and Consumer Behavior (6.8%) courses closely followed as being the least beneficial. The mean, of what was the least beneficial in preparation of the respondent, is 5.26.

What suggestions, if any, would you make to improve the Marketing program at Radford University?

Of the 83 respondents, the majority (14.6%) reported for more electives offered to improve the Marketing program at Radford University. However (12.2%) of the respondents suggested for require internships, (9.8%) of the respondents suggested for more real-world/hand-on experience, and (9.8%) of the respondents suggested for more help with job/internship placement. The mean, of what would improve the Marketing program at Radford University, is 9.54

C.3.6. Respondents were asked questions of involvement in University Organizations. Their answers were measured using a scale where I am a leader of the organization, I am an member and I actively participate, I am a member but do not actively participate, I am not a members.

Greek social fraternity/sorority

Of the 83 respondents, the majority (82.4%) reported that they are not a member of a Greek social fraternity and/or sorority. However, (10.8%) of the respondents reported that they are a leader in the organization, (4.1%) of the respondents reported that they are a member and actively participate. (2.7%) of the respondents reported that they are a member but do not actively participate. The mean overall of being in a Greek social fraternity/sorority is 1.43.

Professional organization/fraternity

Of the 83 respondents, the majority (61.0%) reported that they are not a member in a professional organization and/or fraternity. However, (15.6%) of the respondents reported that they are a member and actively participate, (15.6%) of the respondents reported that they are a leader in the organization, (7.8%) of the respondents reported that they are a member but do not actively participate. The mean overall if a professional organization or a fraternity is 1.86.

Athletic team

Of the 83 respondents, the majority (93.2%) reported that they are not a member of an athletic team. However, (4.1%) of the respondents reported that they are a leader in the organization, (1.4%) of the respondents reported that they are a member but do not actively participate, (1.4%) of the respondents reported that they are a member and actively participate. The mean overall of respondents belonging to the athletic team is 1.16.

Club sports

Of the 83 respondents, the majority (85.1%) reported that they are not a member of a club sports. However, (8.1%) of the respondents reported that they are a member and actively participate, (4.1%) of the respondents reported that they are a member but do not actively participate, (2.7%) of the respondents reported that they are a leader in the organization. The mean overall of respondents belonging to a club sport is 1.28.

Religious organization

Of the 83 respondents, the majority (91.8%) reported that they are not a member of a religious organization. However, (5.5%) of the respondents reported that they are a member and actively participate, (2.7%) of the respondents reported that they are a member but do not actively participate. The mean overall of respondents belonging to a religious organization is 1.14.

Service-oriented organization

Of the 83 respondents, the majority (93.2%) reported that they are not a member of a service-oriented organization. However, (2.7%) of the respondents reported that they are a member and actively participate, (2.4%) of the respondents reported that they are a leader in the organization, and (1.4%) of the respondents reported that they are a member but do not actively participate. The mean overall of respondents belonging to a service-oriented organization is 1.15.

SGA

Of the 83 respondents, the majority (98.6%) reported that they are not a member of a SGA. However, (1.4%) of the respondents reported that they are a member and actively participate. The mean overall of respondents participating in SGA is 1.03.

Academic honor society

Of the 83 respondents, the majority (91.9%) reported that they are not a member of an academic honor society. However, (5.4%) of the respondents reported that they are a member but do not actively participate, and (2.7%) of the respondents reported that they are a member and actively participate. The mean overall of respondents belonging to an academic honor society is 1.11.

Student media organization

Of the 83 respondents, the majority (98.6%) reported that they are not a member of a student media organization. However, (1.4%) of the respondents reported that they are a member but do not actively participate. The mean overall of respondents belonging to student media organization is 1.01.

Leadership organization

Of the 83 respondents, the majority (94.5%) reported that they are not a member of a leadership organization. However, (2.7%) of the respondents reported that they are a member and actively participate, and (2.7%) of the respondents

reported that they are a leader in the organization. The mean overall of respondents belonging to a leadership organization is 1.14.

Activity club

Of the 83 respondents, the majority (84.4%) reported that they are not a member of an activity club. However (9.1%) of the respondents reported that they are a member and actively participate, (5.2%) of the respondents reported that they are a leader in the organization, and (1.3%) of the respondents reported that they are a member but do not actively participate. The mean of respondents that participate in an activity club is 1.35.

Social action organization

Of the 83 respondents, the majority (97.2%) reported that they are not a member of a social action organization. However, (2.8%) of the respondents reported that they are a member and actively participate. The mean overall of respondents that participate in a social action organization is 1.06.

C.3.7. Demographics

Gender

Of the 83 respondents, the majority (58.0%) reported that they are female. and (42%) of respondents reported that they are male. The mean for gender is 1.58.

When will you graduate?

Of the 83 respondents, the majority (82.7%) reported that they will graduate in the spring/summer of 2008. However, (13.6%) of the respondents reported that they will graduate in the fall of 2007, (2.5%) of the respondents reported that they will graduate in the fall of 2008, (1.2%) of the respondents reported that they will graduate in the spring/summer of 2009. The mean overall of respondents of graduation year is 1.91.

Do you have another major(s) in addition to Marketing?

Of the 83 respondents, the majority (57.5%) reported that they do not have another major in addition to Marketing. However, (42.5%) of the respondents reported that they do have another major in addition to Marketing. The mean of respondents that have other majors in addition to Marketing is 1.43.

I am majoring in

Of the 83 respondents, the majority (94.1%) reported that they are majoring in management. However, (5.9%) of the respondents reported that they are majoring in a non-business major. The mean of respondents who specified a major in addition to marketing was 4.06.

Do you have a minor?

Of the 83 respondents, the majority (86.4%) reported that they do not have a minor. However, (13.6%) of the respondents reported that they do have a minor. The mean of respondents that have a minor is 1.14.

What is your minor?

Of the 83 respondents, the majority (27.3%) reported that they have a minor in economics. However, (18.2%) of the respondents reported that they have a minor in advertising, (9.1%) of the respondents reported that they have a minor in sports administration, (9.1%) of the respondents reported that they have a minor in psychology. Then mean of respondents who specified a minor in addition to marketing was 3.73.

Are you a transfer student?

Of the 83 respondents, the majority 75.3% reported that they are not a transfer student. However, (24.7%) of the respondents reported that they are a transfer student. The mean of overall transfer students is 1.25.

Did you transfer from?

Of the 83 respondents, the majority (65.0%) reported that they transfer from a community college. However, 35.0% of the respondents reported that they transfer from another university. The mean of respondents who transferred from another a college or a university is 1.35.

What is your overall GPA?

Of the 83 respondents, the majority (44.4%) of the respondents contain a GPA between 2.5 to 2.99. However, (44.4%) of the respondents reported that they contain a GPA between 2.5 to 2.99, (33.3%) of the respondents reported that they contain a GPA between, 3.0 to 3.49, (13.6%) reported that they contain a GPA between 2.0 to 2.49, and (8.6%) of the respondents reported that they contain a GPA between 3.5 to 4.0. The mean of overall GPA is 3.37.

Are you currently employed?

Of the 83 respondents, the majority (55.6%) reported that they are employed. However, (44.4%) of the respondents reported that they are not employed. The mean of respondents that are currently employed is 1.56.

On average, how many hours do you work per week

Of the 83 respondents, the majority (48.9%) reported that they work between 11 and 20 hours per week. However, (48.9%) of the respondents reported that they work between 11 and 20 hours per week, (22.2%) reported that they work ten hours or less per week, (17.8%) of the respondents reported that they work between 21 and 30 hours per week, (11.1%) of the respondents reported that they work more than 30 hours per week. The mean overall of how many hours worked per week is 2.18.

Which of the following statements best describes your plans after graduation?

Of the 83 respondents, the majority (57.5%) reported that they will be looking for employment after graduation. However, (57.0%) reported that they will be looking for employment, (18.8%) of the respondents reported that they already have a job, (13.8%) of the respondents reported that they are unsure at this time, (6.3%) of the respondents reported that they will be attending graduate school, (2.5%) of the respondents reported that they are planning to stay in school to pick up another major/undergraduate degree, (1.3%) of the respondents reported that they are planning to serve in the military. The mean of the overall plans after graduation is 2.99.

How did you find your job?

Of the 83 respondents, the majority (40.0%) reported that they found their job through networking with family or friends. However, (33.3%) of the respondents reported that they found their job from a previous internship, (13.3%) of the respondents reported that they found their job from a previous job, (13.3%) of the respondents reported that they found their job on their own. The mean of overall finding a job is 5.0.

D. Open Ended Responses

Respondents were also asked whether if they could go back in time, if they would choose Marketing as their major again. The responses to this question also varied greatly with each respondent. The most frequently mentioned responses were: great/effective professors (22.2%), high demand major/has good opportunities (20.8%), interesting subject matter/classes (16.7%), and excellent education/learned great deal (15.3%). Some of the other most frequently mentioned reasons in why respondents would choose Marketing as their major again are listed below. The complete list of suggestions offered is included in Appendix. The reason that total exceeds 100% is because some respondents provided more than 1 answer.

- I enjoyed my experience with the major (13.9%)
- I like marketing (12.5%)
- Marketing fits what I want to do (5.6%)
- My interests have changed (5.6%)

Respondents were also asked what additional marketing electives, if any, should be added to the marketing curriculum. The responses to this question also varied greatly with each respondent. However, the most frequently mentioned responses were: Sports marketing (27.3%), none (20.5%), Event planning/marketing (13.6%), Public Relations (9.1%), and Advertising (6.8%). Some of the other most frequently mentioned reasons in why respondents would choose Marketing as their major again are listed below. The complete list of suggestions offered is included in Appendix. The reason that total exceeds 100% is because some respondents provided more than 1 answer.

- Entertainment marketing (4.5%)
- Entrepreneurship (4.5%)
- Fashion Marketing (4.5%)
- Marketing/survey research/data mining (4.5%)
- Product development (4.5%)
- Real world experience/client work (4.5%)

Respondents were asked what topics/subject areas, if any, did they think should be more greatly emphasized in the marketing curriculum. The responses to this question also varied greatly with each respondent. The most frequently mentioned responses were: Sales/selling (27.1%), Advertising (18.8%), Real world experience/client projects (8.3%), Consumer Behavior/Consumer psychology (8.3%), and Retail (8.3%). Some of the other most frequently mentioned reasons in why respondents would choose Marketing as their major again are listed below. The complete list of suggestions offered is included in Appendix. The reason that total exceeds 100% is because some respondents provided more than 1 answer.

- Sports marketing (6.3%)
- Internet marketing (6.3%)
- Marketing strategy (6.3%)

Respondents were also asked what suggestions, if any, they would make to improve the marketing program at Radford University. The responses to this question also varied greatly with each respondent. The most frequently mentioned responses were: More electives should be offered (24.4%), More help with job/internship placement (17.1%), offer concentrations (14.6%), provide more real world/hands-on experience (12.2%), and require internships (12.2%). Some of the other most frequently mentioned reasons in why respondents would choose Marketing as their major again are listed below. The complete list of suggestions offered is included in Appendix. However, only 50% of the survey respondents answered this question. That means that 1/2 of the respondents offered no suggestions for improvement.

- More time options for classes (9.8%)
- Need new COBE building/improved facilities (7.3%)
- Less General Education course/more business electives (4.9%)
- More interaction in classes with students (4.9%)
- More detailed elective descriptions (4.9%)

E. CORRELATION ANALYSIS

In the Marketing Program Satisfaction Survey, respondents evaluated their overall satisfaction and several of attributes with the Marketing program at Radford University. Although it can surmised that each of the variables tested had some contribution toward overall student satisfaction, it is interesting to see how each attribute relates to other attributes tested. One analysis that was performed on the data in the Satisfaction Survey was the Pearson's r Correlation test. Correlation is a statistical measure of the association between two variables. The closer the correlation is to +1, the more positively related the two variables (the reverse is also true – the closer to -1, the more negative relationship). It should be noted, however, that correlation does not imply causality. For example, a high correlation between the satisfaction of the Marketing program to provide the respondents with the necessary skills and the overall satisfaction of the program, does not mean that the satisfaction of the Marketing program provides the respondents with the necessary skills creates an overall satisfaction, but rather, these variables move together (i.e., when student are highly satisfied with the ability of the Marketing program to provide them with the skills, the overall satisfaction of the Marketing program is also high).

The variables most highly correlated with overall and considering everything, the satisfaction with the Marketing program at Radford University were:

- Overall, how satisfied are you with the ability of the Radford University Marketing program to provide you with the skills (.606)
- If a new student were to ask you if you would recommend that they major in Marketing at Radford University, how likely would you be to do so (.594)
- Satisfaction with the help provided by the Marketing program in seeking internship opportunities (.484)
- If you could go back to the point in time when you chose your major, how likely is it that would select Marketing again (.475)
- Satisfaction with ability of the Marketing program to keep me informed about things I need to know (.471)
- Satisfaction with the job search assistance provided by faculty in the Marketing department (.471)
- Overall, how satisfied are you with Radford University's Marketing faculty (.420)
- Satisfaction with the quality of course advising from my Marketing faculty advisor (.402)

In the Marketing Program Satisfaction Survey, students evaluated their overall satisfaction with the ability of the Radford University Marketing program to provide necessary skills for a successful career on a variety of attributes. When the Pearson's r Correlation test was run on those attributes, the variables most highly correlated with overall satisfaction with the ability of Radford University Marketing program to provide the respondents with the skills necessary for a successful career were:

- Overall, how satisfied are you with the ability of the Radford Marketing program to provide you with the skills necessary for working effectively in teams (.546)
- Overall, how satisfied are you with the ability of the Radford Marketing program to provide you with the skills necessary for thinking creatively (.521)
- Overall, how satisfied are you with the ability of the Radford Marketing program to provide you with the skills necessary for effective marketing a product/service (.518)
- Overall, how satisfied are you with the ability of the Radford Marketing program to provide you with the skills necessary for acting in a professional manner (.504)
- Overall, how satisfied are you with the ability of the Radford Marketing program to provide you with the skills necessary for working with people of diverse backgrounds (.493)
- Overall, how satisfied are you with the ability of the Radford Marketing program to provide you with the skills necessary for identifying the best target market segments (.491)
- Overall, how satisfied are you with the ability of the Radford Marketing program to provide you with the skills necessary for preparing presentations (.487)
- Overall, how satisfied are you with the ability of the Radford Marketing program to provide you with the skills necessary for establishing goals (.478)

In the Marketing Program Satisfaction Survey, students evaluated their satisfaction of Radford University's Marketing faculty on a variety of attributes. When the Pearson's r Correlation test was run on those attributes, the variables most highly correlated with overall satisfaction with Radford University's Marketing faculty were:

- Overall, how satisfied are you with Radford University's Marketing faculty outlining tests/projects/assignments in detail (.621)
- Overall, how satisfied are you with Radford University's Marketing faculty adjusting teaching method based on feedback (.550)
- Overall, how satisfied are you with Radford University's Marketing faculty availability during office hours (.549)
- Overall, how satisfied are you with Radford University's Marketing faculty enthusiasm for teaching (.542)
- Overall, how satisfied are you with Radford University's Marketing faculty ability to relate to students (.538)
- Overall, how satisfied are you with Radford University's Marketing faculty caring about students as people (.516)
- Overall, how satisfied are you with Radford University's Marketing faculty preparation for class (.479)
- Overall, how satisfied are you with Radford University's Marketing faculty providing understandable explanations of concepts (.478)

F. Conclusions

After conducting research concerning the Radford University Marketing Program, JAK Consulting found the program to have multiple strengths.

JAK Consulting found that the majority of respondents were satisfied overall with the Marketing Program. The majority of respondents were also satisfied with the Marketing Programs ability to provide skills for a successful career. JAK Consulting found the faculty of the Marketing Department at Radford University to be essential to the Marketing Program. Through the research collected, the faculty was the number one reason for respondent to choose the marketing major again. The majority of respondents felt the locations of marketing classes were to their satisfactory. The Radford University Marketing Department offices and accessibility was satisfactory for most respondents. Respondents found the most beneficial course offered by the Radford University Marketing Program to be Marketing Management/Strategy this course is the highest ranked course and not all respondents have taken the course yet. JAK Consulting feels that this is very strong because it is the Marketing Department's capstone course. JAK Consulting feels that the Marketing Program has multiple strengths that will be very helpful when trying to overcome the weaknesses of the Marketing Program.

JAK Consulting found multiple weaknesses that could hinder the future satisfaction of the Radford University Marketing Program.

The major weakness JAK Consulting found from the research conducted was that course entitled Principles of Marketing was the least beneficial to approximately one-third of respondents. JAK Consulting has an understanding that this course is the first marketing course that students are exposed to within the Marketing Program. JAK Consulting feels that is could be a major problem because if students are not finding this course to be beneficial then they could also relate that perception to the major itself and transfer out of marketing all together. JAK Consulting recommends that the course be evaluated and re-formatted as well as looking at the professors who teach this course and those professors teaching methods by conducting further research on this specific topic.

JAK Consulting found another weakness to be the ability of the marketing program in helping students in seeking internship opportunities and assistance in searching for jobs. JAK Consulting feels that the Marketing Program should look into the idea of adding a required one credit course that prepares students on topics such as: interviewing techniques, resume workshops, mock interviews, professional etiquette, internship/job out look and professional summit. Also include informal meet and greets with successful alumni from the Department of Marketing.

JAK Consulting found the need for improvement in the area of informing respondents of items related to the marketing major such as creating awareness of events, professional activities either on or off campus, clubs and professional organizations. JAK Consulting feels that the Marketing Programs can help this weakness by creating a more interactive website, networking sites such as facebook and myspace accounts. With the current generation of respondents the Marketing Department has to update its connections with its students.

JAK Consulting also found room for improvement with the Marketing Department offices/facilitates. JAK Consulting understanding that University funds are not always readily available by working with the University to increase the Student Fee from \$300 to \$400. Student Fees must be spent on student centers but the \$100 increase could be allocated to each department to be spent on the department. For example, if the Marketing Department graduates 20 students than on the date of graduation the Marketing Department will receive \$2,000.

Another course that JAK Consulting found that the Radford University Marketing program could include into the curriculum is Sports Marketing. This course has been stated by the respondents to be a highly desired in the program. By adding this course to the Marketing program it would give it that much more of an

advantage to attaining or retaining those respondents that are interested in the topic.

Through the research conducted both weakness and strengths and dissatisfactions and satisfactions with the Marketing Program at Radford University however everything this JAK Consulting found can be improved, changed and or reformatted to enhance the Marketing Program to meet the needs of its faculty, staff and students.

G. APPENDIX

APPENDIX A

NOTE: When reporting frequencies for multiple response questions (meaning a person could have provided more than 1 answer and many did), you report the percentages from the Percent of Cases column. The reason that total exceeds 100% is because some respondents provided more than 1 answer.

Why Choose/Not Choose Marketing Again – Frequencies			
	Responses		Percent of Cases
	N	Percent	
Great/effective professors	16	16.3%	22.2%
High demand/good opportunities for major	15	15.3%	20.8%
Interesting subject matter/classes	12	12.2%	16.7%
Excellent education / learned great deal	11	11.2%	15.3%
I enjoyed my experience w/the major	10	10.2%	13.9%
I like marketing	9	9.2%	12.5%
Marketing fits what I want to do	4	4.1%	5.6%
My interests have changed	4	4.1%	5.6%
Real-world oriented	3	3.1%	4.2%
Comfortable w/major - prefer it to other majors	2	2.0%	2.8%
Already a management major	1	1.0%	1.4%
Also interested in graphic design	1	1.0%	1.4%
Boring	1	1.0%	1.4%
Doesn't provide many tangible skills	1	1.0%	1.4%
I am undecided about what I want to do	1	1.0%	1.4%
I prefer doing things with numbers	1	1.0%	1.4%
Interested in business	1	1.0%	1.4%
Much still needs to be accomplished	1	1.0%	1.4%
Picked up 2nd major so not to graduate early	1	1.0%	1.4%
RU has good business skill	1	1.0%	1.4%
Tested w/apptitude for marketing	1	1.0%	1.4%
Worried about being able to find a job	1	1.0%	1.4%
Total	98	100.0%	136.1%

APPENDIX B

Suggested Electives – Frequencies			
	Responses		Percent of Cases
	N	Percent	
Sports marketing	12	20.0%	27.3%
None	9	15.0%	20.5%
Event planning/marketing	6	10.0%	13.6%
PR	4	6.7%	9.1%
Advertising	3	5.0%	6.8%
Entertainment marketing	2	3.3%	4.5%
Exntrepreneurship	2	3.3%	4.5%
Fashion marketing	2	3.3%	4.5%
Marketing/survey research/data mining	2	3.3%	4.5%
Produc development	2	3.3%	4.5%
Real world experience/client projects	2	3.3%	4.5%
2nd level intro class in COBE core	1	1.7%	2.3%
Advanced internet marketing class	1	1.7%	2.3%
Case study class	1	1.7%	2.3%
CB/Consumer psychology	1	1.7%	2.3%
Creative/graphic design	1	1.7%	2.3%
Don't Know	1	1.7%	2.3%
Marketing communication	1	1.7%	2.3%
Non-profit marketing	1	1.7%	2.3%
Product positioning	1	1.7%	2.3%
Required internship	1	1.7%	2.3%
Retail	1	1.7%	2.3%
Specific B2B classes	1	1.7%	2.3%
Specific B2C classes	1	1.7%	2.3%
Time management class	1	1.7%	2.3%
Total	60	100.0%	136.4%

APPENDIX C

Topics to be Added/More Emphasized – Frequencies			
	Responses		Percent of Cases
	N	Percent	
Sales/selling	13	20.6%	27.1%
Advertising	9	14.3%	18.8%
Real world experience/client projects	4	6.3%	8.3%
CB/Consumer psychology	4	6.3%	8.3%
Retail	4	6.3%	8.3%
Sports marketing	3	4.8%	6.3%
Internet marketing	3	4.8%	6.3%
Marketing strategy	3	4.8%	6.3%
PR	2	3.2%	4.2%
Marketing/survey research	2	3.2%	4.2%
Required internship	2	3.2%	4.2%
Marketing plans	2	3.2%	4.2%
Direct marketing	1	1.6%	2.1%
Applied marketing	1	1.6%	2.1%
Event planning/marketing	1	1.6%	2.1%
Communication skills	1	1.6%	2.1%
Life after college	1	1.6%	2.1%
Specific B2B classes	1	1.6%	2.1%
Small business marketing	1	1.6%	2.1%
Logistics	1	1.6%	2.1%
Marketing study abroad	1	1.6%	2.1%
International marketing	1	1.6%	2.1%
Project management	1	1.6%	2.1%
None	1	1.6%	2.1%
Total	63	100.0%	131.3%

APPENDIX D

Note: Only 50% of the survey respondents answered this question. That means that 1/2 of the respondents offered no suggestions for improvement.

Suggestions for Improvement to the Marketing Program – Frequencies			
	Responses		Percent of Cases
	N	Percent	
More electives should be offered	10	16.1%	24.4%
More help with job/internship placement	7	11.3%	17.1%
Offer concentrations	6	9.7%	14.6%
Provide more real-world/hand-on experien	5	8.1%	12.2%
Require internships	5	8.1%	12.2%
More time options for classes	4	6.5%	9.8%
Need new COBE bldg/improved facilities	3	4.8%	7.3%
Less GenEd/more biz electives	2	3.2%	4.9%
More interaction in classes w/students	2	3.2%	4.9%
More detailed elective descriptions	2	3.2%	4.9%
New classes needed	1	1.6%	2.4%
Encourage creativity	1	1.6%	2.4%
Help with resumes	1	1.6%	2.4%
Less overlap b/n classes	1	1.6%	2.4%
Prof teach instead of reading PPT	1	1.6%	2.4%
More depth	1	1.6%	2.4%
Faculty better explain material	1	1.6%	2.4%
Get faculty advisor earlier	1	1.6%	2.4%
More alumni connections	1	1.6%	2.4%
Overhaul MKTG 340	1	1.6%	2.4%
Overhaul MKTG 341	1	1.6%	2.4%
More interactive web site	1	1.6%	2.4%
More event like 2007 Marketing Challenge	1	1.6%	2.4%
More diverse faculty	1	1.6%	2.4%
Differentiate electives into B2B/B2C	1	1.6%	2.4%
Provide advice on beneficial non-marketing classes to take	1	1.6%	2.4%
Total	62	100.0%	151.2%