

References available upon request

Title: Recruiting for Marketing and Sales Programs: Impact of Lower-division Courses

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Purpose of the Study:

While declaring a college major represents a significant life decision, freshman and sophomore students are often expected to select a major before taking a class in their declared discipline. At the same time, lower University enrollments in recent years create a need for better understanding of tools for effective recruitment of students to majors and minors. One approach to engaging students earlier in the decision process is to offer lower-division courses. The objective of this study is to explore the impact of adding three lower-division courses on recruitment of marketing and sales students.

Method/Design and Sample:

The scope of the study includes an analysis of secondary and primary data relating to three lower-division marketing and sales courses. Data for the study was collected at a public, urban university with a mixture of traditional and non-traditional students.

The first research method is an analysis of students' declared majors and minors before and after taking one of the lower-division courses. Data show the students' declared majors and minors the semester prior to taking the lower-division course, the semester after taking an introductory level course, and one year or more after taking an introductory level course. While the analysis of declared majors and minors shows whether students changed their academic plans, the changes cannot necessarily be attributed to the lower-division class directly. This attribution is the purpose of the second methodology, a brief survey of students at the end of the semester-long introductory classes. Question topics include: (1) Why did you take this class? (2) Have your academic plans changed as a result of taking this class? How? Together, the two methods create an initial picture of the effectiveness of lower-division courses as a tool for recruitment.

The secondary data consists of 688 students who took one of the lower-division marketing or sales courses between fall of 2012 and spring of 2018. The survey results include a total of 42 usable responses.

Results:

Analysis of survey data as well as secondary data show that the courses result in an approximate addition of 7 – 14% of students to marketing and sales academic programs. The data show that

18.6% of students entering a lower-division marketing or sales course have already declared marketing or sales as part of their academic plan. During or after the course, an additional 16.16% of students make some form of marketing or sales academic plan declaration. Of those students who change their academic plans, 7.0% make the change the same semester as the course. The one-semester-after data show that 5.1% of students make a change, with an additional 2.3% making a change within a year, and another 1.7% make a change to marketing or sales more than one year after the lower-division class. Of those students that make a change, the largest change is those students adding a marketing minor, with 4.9% of students declaring a marketing minor after taking the lower-division class, and 7.7% including changes made the same semester.

The Introduction to Selling course is the newest of the three lower-division courses, with only four sections of the class reflected in the data. When looking at these 90 students separately, the data show that just over 11% of students added a sales certificate or minor to their degree plan after taking the course.

The survey results add detail to the secondary findings. In support of existing research, respondents rank interest in the topic (43%) and job opportunities in the industry (33%) as the top two reasons for selecting a major. At the beginning of the semester during which the lower-division course was taken, 31% were marketing majors, 21% were marketing or sales minors, and 14% had already decided to pursue the sales certificate (note that half of these certificate students are also marketing majors). The respondents who decided to make a change are roughly equally split between the marketing class and a sales class. The respondents making an academic change reflect a higher percentage than is shown in the secondary data. While this may reflect response bias, as students who have warmed to the marketing or sales topic may be more inclined to respond to the survey, the data does show that a portion of students taking the lower-division courses do indeed change their academic plans as a direct result of the class.

Respondents who did express a change in academic plans were then asked about the influential characteristics of the lower-division course, using a ranking scale. The results show that the instructor is the top influencer, followed by the course content, guest speakers, and real-world activities in class.

Value to Marketing Education:

The results provide support for offering lower-level marketing and sales courses in order to attract both majors and minors, as the courses resulted in 7 – 14% of students in the classes adding a marketing major, marketing minor, sales minor, or sales certificate. This research connects to studies where authors acknowledge the importance of information about majors on the early stage of student academic planning (Camey & Williams, 2004; Hugstad, 1997; Strasser et. al., 2002). This study contributes to the literature by approximating the rate at which students change academic plans as a result of taking a lower-division course in marketing or sales.

The findings of the survey provide insight regarding the reasons students select degree programs. Students selected their initial program based on interest in the topic or job opportunities. Those who changed their degree program cited the instructor, course content, guest speakers, and

real-world classroom activities. These findings are generally consistent with extant research regarding degree selection.

References available upon request

Title: Cannabis Marketing: An Examination of How Persuasive Marketing and Advertising Messages Coupled with Industry Momentum Can Pose Remarkable Risk to Young Adults Ages 18-20.

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Purpose of the Study:

The Colorado cannabis industry generated \$1.5B in revenue in 2017. That's big business, and with all the positives, there are substantial risks for youth. These risks are consequential and can be exacerbated by exposure to appealing and misleading marketing and advertising material. Young adults 18-20 are the biggest concern due to their propensity to engage in social media, access to a range of cannabis products, decreasing perceptions of danger, and regulations that protect their privacy from adults. Past lessons from influential tobacco and alcohol advertising on this population can be used to test cannabis marketing and to now develop clear and responsible parameters to protect this age group from risk and foreseeable problems as cannabis becomes increasingly commercialized. Today's marketing curriculum should incorporate cannabis marketing and marketing ethics topics; it is timely, necessary, and relevant.

Method/Design and Sample:

An anonymous online survey was given to graduate and undergraduate business students over a 1.5-year period. The sample size was 150 and continues to grow as the survey is given to more students. A sample survey is available upon request.

Results:

In development. The competitive paper analyzed literature and gave expert positioning on the topic.

Value to Marketing Education:

Curricularists and educators along with policy makers, law enforcement, community leaders, and families, are struggling to navigate the growing cannabis enterprise and onslaught of marketing messages and ambiguous health claims. As educators, we can learn from past mistakes of tobacco and alcohol advertising and should proactively take reasonable steps to research this topic and provide guidance to protect the health and development of young adults 18-20. More attention in this