

SUBJECT REVIEW REPORT

DEPARTMENT OF MARKETING MANAGEMENT



FACULTY OF COMMERCE & MANAGEMENT UNIVERSITY OF KELANIYA

21st to 23rd May 2007

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1. SUBJECT REVIEW PROCESS

Subject review evaluates the quality of education within a specific subject or discipline. This review evaluates the quality of education within the specific discipline of Marketing Management being offered by the Department of Marketing Management (DMM) of Faculty of Commerce and Management Studies, University of Kelaniya. It focused on the student learning experience given by the Department and on its student achievement.

In accordance with the guidelines given in the Quality Assurance Handbook for Sri Lankan Universities published by the Committee of Vice-Chancellors & Directors and University Grants Commission, July 2002, the DMM offers a degree in Marketing Management discipline submitted a Self Evaluation Report (SER). The SER consisted of ten sections, i.e., introduction; vision, mission aims and learning outcomes; students, staff and facilities; curriculum design, context and review; teaching, learning and assessment methods; the quality of students: student progress and achievement; the extent of student feedback: quantitative and qualitative; postgraduate studies; peer observation; skill development; peer observation, academic guidance & counselling.

The quality of education within the discipline was evaluated in the light of the aims and learning outcomes given in the SER submitted.

The review focused on the following eight aspects of education:

1. Curriculum design, content and review
2. Teaching, learning and assessment methods
3. Quality of students, including student progress and achievement
4. The extent and use of student feedback, qualitative and quantitative
5. Postgraduate studies
6. Peer observation
7. Skills development
8. Academic guidance and counselling

The evaluation of the above eight aspects of education of the DMM were done by using the information obtained from the following sources:

1. The SER submitted by the department
2. Meeting with the Dean, Head of the department, academic members, non-academic members, and undergraduate students
3. Observation of teaching
4. Observation of student presentations
5. Observation of samples of the relevant documents (question papers, answer scripts, marks sheets, evaluation sheets and students' feed-back forms etc.)
6. Observation of the departmental and other facilities (library, computer centre, lecture rooms etc.)

Each aspect of education was evaluated by ranking the performance such as good, satisfactory and unsatisfactory. For the purpose, strengths, good practices and weaknesses in relation to the each aspect were considered. An overall judgment was made from the

three options, i.e. confidence, limited confidence and no confidence by taking into account the states of the judgments given for all the eight aspects of education.

The dates the review team visited were 21st, 22nd and 23rd of May 2007. The agenda of the subject review has been annexed.

2. BRIEF HISTORY OF THE UNIVERSITY, FACULTY AND THE DEPARTMENT

As one of the two great national centres of traditional higher learning and heralding during the first phase of the national movement and national resurgence *Vidyalankara Pirivena* was founded in 1875, and it was transformed to a full-fledged university with the name Vidyalankara University in 1959. Later the university became the Vidyalankara Campus of the University of Ceylon and now it is called University of Kelaniya.

Its vision is “*to be the seat of academic excellence providing Wisdom and Human Values in the South Asian region*”, while its mission is “*to achieve excellence in providing learners with opportunities to develop knowledge, attitudes and skills to serve the world with respect for dignity of life*”.

Currently the university has 6 faculties, i.e., Faculty of Humanities, Faculty of Science, Faculty of Social Sciences, Faculty of Medicine, Faculty of Graduate Studies and Faculty of Commerce and Management Studies.

In 1995, the Faculty of Commerce and Management Studies was established to develop graduates with appropriate management knowledge, skills and attitudes to meet the demands of job markets and for the development of the country as well. Studies in Commerce and Management Studies in the University of Kelaniya goes back to the year 1976 when the Department of Commerce was first established as a sub department under the Department of Economics of the Faculty of Arts. The sub department became a full department under the same Faculty in 1980. After few years, it was shifted from the Faculty to the Faculty of Social Sciences and subsequently converted to a fully equipped separate faculty in 1995. The Faculty of Commerce and Management Studies consists of four departments, namely Department of Commerce and Financial Management, the Department of Accountancy, the Department of Human resource Management and the Department of Marketing Management.

The department under the subject review i.e. The DMM has initially started as a unit within the Faculty of Commerce and Management Studies in 1998 and upgraded as a separate department in 2005.

The vision of the DMM is “*to steer towards a local destination of excellence in marketing management discipline both at local and global level*”.

The mission of the DMM is “*to be ideal foster of teaching, learning and conduct research to become intellectually, critically, and professionally confidence graduates who can take challenges in the competitive environment*”.

About seventy five students are enrolled at the DMM annually. Total number of students reading for the Marketing Degree Programme at present is about 370 (1st year 75, 2nd year 152 (double batch), 3rd year 68 and final year 75 students). Average male female composition of students is 60% and 40% respectively. Total number of academic staff serving in the DMM is 14 including 4 visiting faculties.

3. AIMS AND LEARNING OUTCOMES

3.1. Aims (as stated in the Self Evaluation Report)

- Maintain high quality learning atmosphere within the DMM is the prime task. The resources are designed with conceptually balance and practically more result oriented approach to absorb more innovative thinking discovered by expertise, researchers, and other intellectuals both locally and internationally.
- The DMM aims to build up strong academic relationship between lecturers and students. The motivation of academics is to deliver their knowledge in a more fruitful manner to students is the success of higher education. The students should be the knowledge hunters in the field of marketing
- Network building among academics, professionals, marketing practitioners and organisations is becoming as knowledge gathering centre of marketing management. Students' exposure to outside world through university education is a real challenge for the academics. Continue need assessment of the marketing practitioners and make strategies to address these needs results to create more job opportunities for the graduates.
- Direction of students to upgrade their creativity and knowledge skills through practical oriented courses to change the whole philosophy of traditional education systems. Apart from the subject knowledge, undergraduate should understand the challenge and the risk of the future. They should guide to become an independent person with social responsibility.
- Both academics and students are encouraged to conduct research seminars and workshops as a part of their teaching and learning process. Analysis of market related issues is the foundation to understand the structure, conduct and performance of marketing elements in real world. Interaction and exchanging such new thinking are upgrading the subject knowledge among undergraduate.
- To encourage young academic staff members to fulfil their educational and career developments.
- To improve language and communication skills especially in English for the students with the university education time frame.

3.2. Learning Outcomes

- Acquiring theoretical knowledge in respect to Marketing Management
- Undertake application of theoretical knowledge and gain practical exposure in relation to Marketing Management.
- To gain competitive advantage over others by gathering knowledge and combining other disciplines to Marketing Management.
- Enhance creativity and skills development through practical orientation.
- Applying knowledge with social responsibility and for the betterment of the society at large.

4. FINDINGS OF THE REVIEW TEAM

4.1. Curriculum Design, Content and Review

Strengths

1. The curriculum has been designed to cover a wide range of subjects in the field of marketing management and related fields.
2. First half of the degree programme provides students with a foundation offering 20 core subjects totalling to 60 credits.
3. Students are given opportunity to select 12 electives out of 20 elective courses during their 2nd half of the degree programme, i.e. 3rd and 4th year.
4. The DMM has a practice of revising the curriculum. The curriculum is scheduled to be reviewed by the department in every four year period.
5. There is an opportunity to obtain a practical training that gives an exposure to the real world of work. 600 hrs work or internship is mandatory during the 4th year and it was revealed that the DMM takes the responsibility for the work/internship placement if students fail to find it by themselves
6. A dissertation has to be produced during the 2nd semester 4th year of the degree programme, which is a core course.
7. Nature of the courses is relevant to the field of Business Management specializing in Marketing Management
8. The programme is conducted in English Medium.
9. The degree programme consisted with several English and IT courses to improve the competencies of the students.

Weaknesses

Organizational Behavior course is offered as an elective, which in the opinion of the Review Team is very vital in understanding the discipline of marketing.

1. Texts books recommended for the courses to be used by the students were published 6 to 7 years before and in some cases they are even 15 years old, while latest editions of the same text is available. For example, 8th edition of Marketing by Philip Kotler's Principles was recommended by the department while the 12th edition is now in use.
2. Hardly could found any recommended reading from recognized journals or periodicals on marketing or related fields.
3. Exclusion of important courses such as research methodology. This course is mandatory for the dissertation to be produced by the students in the 2nd semester of the 4th year.

In view of the number of strengths and their impact on the improvement of quality and relevance and weaknesses, the Review Team judges this aspect is SATISFACTORY.

4.2. Teaching, Learning and Assessment Methods

Strengths

1. Methods of teaching, learning and assessment contribute to achieve learning outcomes.
2. Application of peer co-operation in teaching.
3. Very high degree of commitment of the academic staff.
4. Students are facilitated with field visits, guest lectures, and training (600 hrs work internship is compulsory).
5. Use of continuous assessments and class room tests on current issues are being practiced. Continuous assessments include mid-semester examinations, quizzes, practical tests, role plays, written reports and oral presentations to be done individually and collectively.
6. Students-Staff relationship is very good.
7. Student-led association, call "Future Marketer Association", seems a very good initiative taken by the DMM to interact with students and improve their skills.
8. The periodical published by the "Future Marketer Association" is commendable as it is done by one of the youngest departments.
9. The communication ability in English of all tutorial staff in the department is good.

Weaknesses

1. Non-availability of course manuals prepared by the academics of the DMM, especially for the foundation courses.
2. Non introduction of advanced performance evaluation methods, i.e. Multiple Choice Questions, Structured and Semi Structured Questions at the end of semester as well as in the class room examinations/tests
3. Non-availability of academic journals in the discipline.
4. Inadequate human and physical resources especially for IT related courses
5. Lack of basic class room facilities (lighting and ventilation)
6. The present record management system seems weak.
7. A basic lecture note is not distributed among 1st year students and as a result they find it difficult to cope up with a 'new' learning environment. For instance, one lecturer delivered his lecture for the 1st years and wrote some basic definitions on the board. The reviewers observed some students took down the definitions with wrong spellings.

It is the view of the Review Team that the Teaching, Learning and Assessment Methods of the DMM could be judged as SATISFACTORY.

4.3. Quality of Students, including Student Progress and Achievements

Strengths

1. The admission to the academic programs of the DMM is relatively competitive.
2. Based on reviewers limited observation during the review period, the attitudes and behaviour of students is generally positive.
3. The degree of employability of the graduates looks very high (as per verbal information of the staff) more than 90% of students find employment during the 4th year. The department has facilitated the students' employment, while they are reading for the degree, by adjusting time tables (only for the final years) in evening sessions.

Weaknesses

1. Rate of program completion is comparatively low. For instance 2000/2001, and 2001/2002 non eligible 12%, and 24% respectively (Annexure 07 – SER).
2. There is a decline with regard to the number of Commerce students while there is an increase with regard to the number of Non-Commerce students enrolling in the program.
3. Relative popularity of the programme looks declining. For instance, Students Preference in selecting Marketing Management Degree programme (Annexure 06 – SER), 2003/2004, 2004/2005, and 2005/2006 has drastically declined. i.e. 1st choice 75, 66, and 35 respectively.

Judgment of the Review Team is SATISFACTORY with regard to this aspect.

4.4. The Extent and Use of Student Feedback

Strengths

1. Students feed back on teaching has been initiated.
2. A structured questionnaire is made available to the students at the end of the lecture series to get students' evaluation about the quality of teaching.

Weaknesses

1. There is no formal comprehensive scheme to monitor the quality of the teachers.
2. Students responses marked in the questionnaire prepared for the purpose of teacher evaluation done by the students seems haphazard (if rated the given responses of the students, Error of Central Tendency will be prominent).
3. The results of the students evaluation about the quality of teaching has not been given to the teachers in time for their observation and required improvements.

Judgment is SATISFACTORY with regard to this aspect.

4.5. Postgraduate Studies

Two Senior Lecturers are engaged in teaching in postgraduate courses in other universities. i.e. University of Rajarata and the Postgraduate Institute of Management. These two lecturers are engaged with postgraduate level students supervision work as well. There is no a master degree programme in Marketing being offered by the department. Only two senior lecturers are dealt with postgraduate level teaching and research supervision.

Hence it is irrelevant to asses Strengths and Weaknesses with regard to the postgraduate studies in Marketing Department concerned.

Judgment is SATISFACTORY with regard to this aspect.

4.6. Peer Observation

There is a strong understanding among the academic members about the importance of peer observation as a powerful tool for improving the quality of teaching. Also it has been observed that the overall attitude of the academics about the peer evaluation is positive. By the time of the subject review, an attempt was made to understand their peer observation method. With regard to one academic another academic has done the observation and given the feedback. Several academics have tried this method by themselves. However, there is no formal and systematic common mechanism being practiced.

Moderation of question papers set for the examinations and the second marking of the answer scripts of the students are done by a senior academic colleague in the faculty as it is practiced in the other universities.

Judgment of the Review Team is GOOD with regard to this aspect.

4.7. Skills Development

Strengths

1. There is a strategy for skills development as part of the curriculum. Mainly the DMM has made practical training of 600 hrs mandatory work/internship requirement. The department also has introduced a mechanism to monitor progress for the same. Continuous assessments for the development of skills relating to the technical aspects of the field of study also have been introduced.
2. Students have been given the opportunities to learn and practice computer skills and communication skills.
3. Students are given the opportunities to improve their presentation skills, report writing skills and analytical skills.
4. Medium of instruction is English. A number of courses on Business Communication has been introduced and made compulsory to enhance language skills of the students.
5. There is a practice of organizing field trips/workshops for the students by Future Marketers Association. This has made opportunities to develop interpersonal skills among the students.

Weaknesses

1. There is no proper formal evaluation system to measure the student's performance on the practical training and continuous assessments.

It is the view of the Review Team that the Skills Development of the DMM could be judged as GOOD.

4.8. Academic Guidance and Counselling

Strengths

1. A student counselling programme is available in the university for which four members from the Department participate as student counsellors.
2. One academic member of the DMM serves as a Personal Counsellor at the 'Kalana Mithuru Sevana' unit established by the university.
3. Practice of having personal tutors to help students in solving their problems connected in the learning process.
4. There is a serious one-month orientation program for fresh students focusing on academic guidance and counselling.
5. There is a detailed handbook which includes all the degree programs of the University (Only in Sinhala medium)

Weaknesses

1. Non-availability of records management system for reviewing the practice of student guidance and counselling.
2. Non-availability of a students' hand book giving all the details particularly to this degree programme
3. Some students are forced to follow the degree programme as there is no other alternative.

It is the view of the Review Team that the Academic Guidance and Counselling could be judged as GOOD.

5. CONCLUSIONS

The DMM commenced its study programs in a midst of a very limited physical and human resources and was able to make significant progress within a short period of time.

Based on the observations made during the visit by the Review Team and as discussed above, the eight aspects were judged as follows:

Aspect Reviewed	Judgment Given
Curriculum Design, Content and Review	Satisfactory
Teaching, Learning and Assessment Methods	Satisfactory
Quality of Students including Student Progress and Achievements	Satisfactory
Extent and Use of Student feedback, Qualitative and Quantitative	Satisfactory
Postgraduate Studies	Satisfactory
Peer Observation	Good
Skills Development	Good
Academic Guidance and Counselling	Good

The overall judgment is suspended

6. RECOMMENDATIONS

Following recommendations are made by the Review Team to further improve the relevance and quality of the programs being offered by the DMM.

1. Increasing the number of elective courses in Marketing so as to make the student to go for a better choice of specializing in Marketing is recommended.
2. Making Organizational Behaviour Course compulsory and allowing the undergraduates to follow this course after completing their Human Resource Management course is recommended.
3. Research Methodology course for the undergraduates could be introduced as the students are specializing in this discipline and where research/dissertation is mandatory.
4. It is recommended to develop course manuals by the academic members of the DMM at least for generalized Marketing courses and for the first two years of the academic program. If writing is hard for many academics, as a first step, the Review Team suggests to compile from suitable sources by adopting and/or adapting with due acknowledgement.
5. Recommended readings need to be included with refereed academic journals in the discipline.
6. It is recommended to establish a Departmental Advisory Committee consisting of relevant eminent professors and senior eminent industry professionals especially to review and design the curriculum and Student performance evaluation.
7. The DMM may consider introducing a 40% weightage, for both Continuous Assessment and End Semester examination separately. In the opinion of the Review Team, this will enhance the quality of the student performance by not leaving room for the student to earn 35 from one evaluation component and to give less prominence for the other evaluation component and earn only 05 marks to satisfy 40% requirement for an ordinary pass.

8. Developing skills manuals at least for very important specialised courses is recommended.
9. It is recommended to appoint a right permanent academic from the DMM to monitor the performance of students in English and Business Communication.
10. It is recommended to make arrangements with the consultation of the English Language Teaching Unit to conduct intensive English programs tailored to marketing discipline; especially for the benefit of the freshers, making them aware of the terms used in marketing.
11. Introducing a formal performance evaluation system for teachers for development purposes is recommended.
12. Introducing a formal system to monitor the students' progress to give a feedback regularly is recommended.
13. It is recommended to formulate and implement a formal peer evaluation system. Special attention is to be drawn to policy formation and procedures.
14. Basic requirements in the lecture rooms to be provided. Making the class room environment conducive for both teaching and learning processes is recommended.
15. The DMM may consider introducing a Postgraduate Diploma Program initially in Marketing of the duration of 1 year by outsourcing the teaching staff if necessary. There is a big demand for such a program from the external market particularly for this discipline.
16. Regular meetings with students and Faculty Student Councillors in order to come to know the students grievances are recommended. Records of these meetings need to be maintained.
17. Introduction of a better office system ensuring a better record maintenance system for the department is recommended.
18. Getting a feed back by the teachers at the end of the lecture series about his/her quality of teaching seems little late. It will be appropriate if this exercise can be done at the middle of the lecture series. By doing so both parties, students and teachers will be immensely benefited. The results need to be communicated to the teacher in time.

7. ANNEXES

Annex 1. AGENDA OF THE REVIEW VISIT

Day-26/02/2007

08.30 - 09.00 a.m.	Welcome meeting with the Director, Dean and Head of Department
09.00 – 09.30 a.m.	Discuss and finalize the Agenda of the Review
09.00 – 09.30 a.m.	Tea Break
09.30 – 10.30 a.m.	Department Presentation on the Self Evaluation Report
10.30 – 12.30 a.m.	Discussion
12.30 – 01.30 p.m.	Lunch Break
01.30 – 02.30 p.m.	Meeting with undergraduate students
02.30 – 03.30 p.m.	Observing Facilities (Library, Computer labs etc.)
03.30 – 04.30 p.m.	Meeting with Department Academic Staff
04.30 – 05.30 p.m.	Brief Meeting of Reviewers

Day-27/02/2007

09.00 - 10.00 a.m.	Observation of Teaching 1
10.00 – 11.30 a.m.	Observation of Documents (Working Tea)
11.30 – 12.30 a.m.	Meeting with Technical Staff and other Non-Academic Staff
12.30 – 01.30 p.m.	Lunch Break
01.30 – 03.00 p.m.	Observing Teaching 2
03.00 – 04.30 p.m.	Meeting with undergraduates
04.30 – 05.30 p.m.	Brief Meeting of Reviewers

Day-28/02/2007

09.00 - 09.30 a.m.	Observing student presentations
09.30 – 10.00 a.m.	Observing teaching
10.00 – 10.30 a.m.	Academic Guidance and Counselling Discussion (Working Tea)
10.30 – 11.00 p.m.	Reviewers' Private Discussion
11.00 – 01.00 p.m.	Meeting with Head and Staff for Reporting
01.00 – 02.30 p.m.	Lunch and Report Writing Discussion