

ASSESSMENT ACTIVITIES IN BA380

Maria T. O'Brien

March 18, 2009

ACTIVITIES

Assessment activities for goal achievement in this BBA foundation course (e-Business) have included several activities that measure both direct and indirect learning. These include: 1) participation in the development, execution, and presentation in the annual AMA-UOG Collegiate Chapter Marketing Conference, 2) development and presentation of e-Business Plans, and 3) development and presentation of websites. These activities are intended to achieve BBA goals.

ASSESSMENT INSTRUMENTS

Every year students from the BA380 e-Business course are required to participate in the development, execution, and presentation in the annual AMA-UOG Collegiate Chapter Marketing Conference. Since 2005, these conferences have included an e-Business dimension and students are required to submit and present a reviewed research paper. See below for conference agendas for the past four years. The Marketing conferences are presented to both the university community and the business community. These have proven to be very successful and in 2007 the SBPA-UOG student-driven marketing conference approach was the subject of a paper by Maria T. O'Brien and Judy Strauss presented at the annual Association of Collegiate Marketing Educators' conference. The e-Business conference was analyzed from a learning experience perspective and was found to be an effective tool for both learning and for measuring learning.

Students are also required to develop and present both business plans for a potential e-Business venture and a Website. Examples of these student projects are included on a CD for review.

ASSESSMENT RESULTS

A survey was conducted amongst the conference attendees, and it was found that both students and business professionals were impressed with the event and student performance. Business professionals were asked to rate the conference and student presentations, the results of this assessment was very positive. Additionally, they were asked if they would look for prospective job candidates among the student presenters, again their response was positive. Student presenters and attendees were asked about their perspectives of this event as a good learning experience, all generally agreed that it had been a positive experience. See below for the complete paper and results of survey. Finally, proceedings of the conference are included in an accompanying CD.

HOW ACTIVITY IS LINKED TO THE BBA AND COURSE LEVEL STUDENT LEARNING OBJECTIVES

Upon completion of the BA380 e-Business course, students will:

- a) Appreciate the differences between the traditional economy and the new economy of e-commerce (BBA Goals 1, 2, 3, & 4);
- b) Use e-commerce models and Internet technology to understand how e-businesses compete and to improve business processes (BBA Goals 1, 9, & 10);
- c) Apply technology and the Internet to opportunities for business in Guam and the region (BBA Goals 4, 6, 7, 9, & 10);
- d) Understand the business implications of the Internet for local, regional and global businesses (BBA Goals 3, 4, & 7);
- e) Develop successful strategies for using e-commerce (BBA Goals 6, 8, 10, & 11);
- f) Solve problems related to e-commerce (BBA Goals 2, 6, 7, 9, & 10);
- g) Evaluate different e-businesses and e-commerce models (BBA Goals 6, 9, 10, & 11);
- h) Within the structure of a team project to be able to (BBA Goals 5, 8, & 11):
 - Develop research, report writing and presentation skills
 - Develop team skills (organize, plan, manage and control a group of peers), and
- g) Network with e-commerce entrepreneurs and professionals (BBA Goals 5 & 8).

CLOSING THE LOOP

The analysis of assessment of this activity by business professional and student attendees, and student presenters, as well as research on this approach to learning point to it as a successful tool for ensuring achievement of student learning objectives identified for this foundation course. These course objectives have been developed to support and achieve overall BBA learning goals. Therefore, this activity has been continued and expanded over the past couple of years. A review of the business plans and website projects evidence student achievement student learning and further reinforcement of identified course and program objectives.

2005 Marketing Conference e-Business & Your Business: Riding the über-Highway to Success

April 29, 2005, Westin Resort Guam, Tumon

Sponsored by: The American Marketing Association – UOG Collegiate Chapter – School of Business and Public Administration, UNIVERSITY OF GUAM. In cooperation with: The Guam Community College, and the Guam Marketing Association.

e-Business is reshaping our world. It has redefined how we live and how business is conducted in our global environment. As we continue to move into the world of high-speed business, it is important to understand not only the ramifications of this evolving medium, but to find ways to harness the power for the improvement of all our business activities. This conference is being presented as a means to bring together both practitioners and experts to delve into the topic of e-Business, its applications and how this force can help today's businessperson prosper in tomorrow's environment.

The American Marketing Association – UOG Collegiate Chapter is the local student chapter of the national marketing organization. It has been in existence at the University of Guam since 1996 and has produced an annual marketing conference every year focusing on topical marketing issues affecting Guam and the region. The student organization has also been very active in promoting marketing awareness and encouraging networking among students, as well as with the local professional marketing organization.

The School of Business and Public Administration, University of Guam is committed to regional development through the dissemination of information and provision of quality academic leadership. It offers academic programs which equip students with the latest concepts and skills; these are offered in the areas of Business Administration, Public Administration. Business Administration concentrations include: Accounting, Economics and Finance, International Tourism, and Marketing. The School also offers a Professional MBA program and an MPA program. In addition, the School and its faculty provide other important services to private and public sector organizations by participating in many local and regional projects, conferences, workshops, research, and consulting engagements.

The School is accredited by the International Assembly for Collegiate Business Education (IACBE). Additionally, the School is a member of the American Assembly of Colleges and Schools of Business (AACSB) and is actively pursuing accreditation through this international organization

2005 Marketing Conference e-Business & Your Business: Riding the über-Highway to Success

April 29, 2005, Westin Resort Guam, Tumon

Registration

Registration Fees: \$65.00 (Includes: all sessions, handouts, refreshments, luncheons and closing reception). Early bird registration, pay by April 25, 2005: \$55.00. Ask about corporate/group discounts. Payment for discounts required by the April 25, 2005 deadline. Please make all checks payable in U.S. dollars to "AMA-UOG Collegiate Chapter".

CEU credits available.

Registration Form

Please return this form via fax to AMA-UOG Collegiate Chapter, College of Business and Public Administration, University of Guam, (671) 734-5362 or contact T. O'Brien at (671) 735-2533.

Name: Dr. Mr. Mrs. Ms.

Title/ Position: _____

Company: _____

Mailing Address: _____

Phone: _____ Cell: _____

Fax: _____

E-mail: _____

Method of payment:

Cash Check Bill to: _____

Signature



2005 Marketing Conference e-Business & Your Business: Riding the über-Highway to Success

April 29, 2005
Westin Resort Guam, Tumon

Register Now!

Register Now!

Register

Now!



Agenda

Friday, April 29th

8:00 am **Registration – 3rd Floor Foyer**

8:45 am **Opening Remarks**

Dr. Anita Williams
Administrative Chair, School of Business & Public Administration - UOG
Prof. Terrie O'Brien
Associate Professor of Marketing, School of Business & Public Administration - UOG
Ms. Teresa A. Cruz
President, American Marketing Association – UOG

9:00 am **Session I.1 – e-Business: The Revolutionizing Force Driving Economic Change**

Chair:
Dr. Roseann Jones – School of Business & Public Administration, UOG
Discussant:
Mr. Joseph Bradley, Vice President, Bank of Guam

Measuring e-Business' Impact on Economic Growth
Seatiel Dela Cruz, Finance/Economics

The New Economy: A New Model for a New Era
Kevin Cruz, Finance/Economics

The Four Layers of the Internet Economy
Frank Palomo, Finance/Economics

Session I.2 – Net Present Value: Finance in the e-Era

Chair:
Dr. Joe Nededog – School of Business & Public Administration, UOG
Discussant:
Dan Webb, Investment Advisor, Asia Pacific Investors

Net Yield: The Impact of Online Financial Services
Will Calori, Financial Engineering

401K the e-Way
Kimberly Baltazar, Finance/Economics

Pay-Pal Can Be Your Pal
Joleen Muna, Finance/Economics

10:20 am **Coffee Break**

10:30 am **Session II.1 – The Internet: A Technological Means to Marketing Success**

Chair:
Dr. Anita Williams – School of Business & Public Administration, UOG
Discussant:
Ms. Amata Manzana, - Marketing Department, GCC

E-volving Customer Relationships
Teresa A. Cruz, Marketing

Is the Internet More Than Just a Promotional Medium?
Rowena Bartonico, Marketing

Managing the Supply Chain in a New Era
Irish Olivares, Marketing

Session II.2 – Business in a World That Never Sleeps

Chair:
Dr. D. S. Kim – School of Business and Public Administration, UOG
Discussant:
Dr. Annette Santos, School of Business and Public Administration, UOG

e-Business Guidelines for International Business
Lymona Susuico, International Business

The Politics of International e-Business
Baby Jet Ucol, International Business

Why You TOO Should Never Sleep
Trina Cruz, International Business

12:00 pm **Luncheon - Keynote Address: Dr. Judy Strauss**, Associate Professor of Marketing at the University of Nevada, Reno and Chair of the Managerial Sciences Department. Dr. Strauss is the author of several books and papers in Internet marketing, advertising, and marketing education. She is co-author of *Building Effective Web Sites* and the *E-Marketing Guide*. She has had many years of professional experience in marketing, serving as an entrepreneur as well as the marketing director of two firms. Strauss earned a doctorate degree in marketing at Southern Illinois University, and a finance M.B.A. and marketing B.B.A. at University of North Texas. (Prentice-Hall)

1:30 pm **Session III.1 – Accounting Challenges in the New Economy**

Chair:
Dr. Filomena Cantoria – School of Business & Public Administration, UOG
Discussant:
Mr. Leslie Wong, Manager of Technology & Security Risk, Ernst & Young LLP

e-Business Auditing the Virtual Way
Maria Sumang, Accounting

Taxation in Cyberspace
Sze Wan (Jane) Kwok, Accounting

e-Business Issues in Accounting
Egbert Mabel

Session III.2 – e-Tourism: Click, Click and Away

Chair:
Dr. John Salas – School of Business and Public Administration, UOG
Discussant:
TBA

e-Lodging
Chris Anas, Tourism

The Demise of the Middleman
Janine Eustaquio, Tourism

Click and Fly
Jill Ilano, Tourism

What Brings You to This Neck of the Woods?
George Sablan, Tourism

2:50 pm **Coffee Break**

3:00 pm **Session IV.1 – Crank It . . . The Ultimate Web Design**

Chair:
Mr. Chris Pangelinan, School of Business and Public Administration, UOG

Presenters: Marvin Estrellado, Alexandra Leon Guerrero, Sunny Cho, and Shirley Chu

Session IV.2 – Human e-Sources: Using the Net to Attain, Maintain, and Retain

Chair:
TBA
Discussant:
Ms. Kari Perez, VP HR and Administration, GTA

Catch Your Employees With the Net
Kimberly Sheppard, Accounting

Using the Internet as an Employee Retention Tool
Cheryl Susuico, Human Resources

Home Alone: An Update on Employees on the Loose
Loriane Malicdem, Human Resources

4:30 **Closing Reception**

AMA – UOG Collegiate Chapter 2006 Annual Marketing Conference
Customer Relationship Management: Cultivating Symbiotic Partnerships for Long Term Profitability
Friday, May 5th – Hyatt Regency Guam

**AMA – UOG Collegiate Chapter 2006
Annual Marketing Conference **Customer
Relationship Management: Cultivating
Symbiotic Partnerships for Long Term
Profitability**
Friday, May 5th – Hyatt Regency Guam
Agenda**

8:00 am **Registration – Mezzanine Foyer**

8:45 am **Opening Remarks**

Dr. Anita B. Enriquez
Administrative Chair, School of Business & Public
Administration - UOG

Prof. Terrie O'Brien
Associate Professor of Marketing, SBPA – UOG
Advisor, American Marketing Association – UOG
Collegiate Chapter

Ms. Irish Olivares
President, American Marketing Association – UOG

9:00 am **Session I.A – CRM in the Retailing Industry
Santa Rita Room**

Chair:
Prof. Terrie O'Brien – School of Business & Public
Administration, UOG

Business Professional:
Kathy Sgro, Executive VP, Payless SuperMarkets

Managing and Maintaining Retail Relationships
Ryan Guerrero, Marketing Student, SBPA

*It Takes Two to Shop: How Partnering With Customers
Can Make All the Difference*

Rudina San Agustin, Human Resources Student, SBPA

**Session I.B – CRM in the Communications Industry
Santa Rosa Room**

Chair:
Dr. Anita B. Enriquez – School of Business & Public
Administration, UOG

Business Professional:
Marie Curley-Mesa, Managing Director for Client
Services ,GTA

Connecting with Customers in a Wireless Environment
Elizabeth San Agustin, Marketing/PA Student, SBPA

Net Communications = Net Profits
Erik Estrada, Human Resources Student, SBPS

10:20 am **Coffee Break – Mezzanine Foyer**

10:30 am **Session II.A – CRM in the Transportation Industry
Santa Rita Room**

Chair:
Dr. Anita B. Enriquez – School of Business & Public
Administration, UOG

Business Professional:
Mr. Walter B. Dias, Staff VP Sales and Promotions,
Continental Airlines

The Future Travels Beyond Rewards
Trina Cruz, International Business Student, SBPA

A Focus on the SCM
Fred Tupaz, International Tourism, SBPA

**Session II.B – CRM in the Insurance Industry
Santa Rosa Room**

Chair:
Dr. Joe Nededog – School of Business and Public
Administration, UOG

Business Professional
Mr. Anthony Sholing, Insurance Specialist, First
Hawaiian Bank

*Reducing Risk by Ensuring Customer
Satisfaction and Customer Retention*
Esther Blas, Marketing Student, SBPA

Seeking Assurance in Your Insurance
Amanda Santos, Finance/Economics Student, SBPA

12:00 pm **Luncheon – Magellan/San Vitores/San Vicente Rooms**

Keynote Address: Dr. Constance Porter, Assistant
Professor, Department of Marketing, Notre Dame
University, Notre Dame, Indiana. Dr. Porter has made
significant contributions to the area of Customer
Relationship Management and Internet Marketing
through her research, presentation, and publications.
These include: “A Typology of Virtual Communities; A
Multi-disciplinary Foundation for Future Research”, The
Impact of Relational Networks on Marketing Thought
and Practice: Past, Present and Future”, “The Impact of
Emerging Technologies on Relationship Marketing”,
etc.

1:30 pm **Session III.A – CRM in the Financial Industry
Santa Rita Room**

Chair:
Prof. Terrie O'Brien – School of Business & Public
Administration, UOG

Business Professional:
Ms. Lorainne S. Okada, Executive Manager, Carlsmith
Ball LLP

Taking CRM to the Bank

Rowena Bartonico, Marketing Student, SBPA

*Customer Value Added Online – Captivate Your
Customers & Gain Their Loyalty*
Audrey Toves, Finance Student, SBPA

**Session III.B – CRM in the Healthcare Industry
Santa Rosa Room**

Chair:
Dr. Roseann Jones – School of Business and Public
Administration, UOG

Business Professional:
TBA

Providing the Ultimate Patient Care
Irish Olivares, Marketing Student, SBPA

*Using Technology in the Health Care Industry – Here
the Doctor is Always In*
Elizabeth San Agustin, Marketing Student, SBPA

2:50 pm **Coffee Break - Mezzanine Foyer**

3:00 pm **Session IV.A – CRM in the Hospitality Industry
Santa Rita Room**

Chair:
Prof. Terrie O'Brien – School of Business & Public
Administration, UOG

Business Professional:
Chris Bejado, Marketing Specialist, UCE, UOG

Looking Back to Progress Forward
Derek Johnston, Marketing Student, SBPA

From “Places” to “Spaces”
Mina Sablan, Int'l Tourism/HRM Student, SBPA

**Session IV.B – CRM in Business to Business
Santa Rosa Room**

Chair:
Dr. Annette Santos – School of Business and Public
Administration, UOG

Business Professional:
Ms. Leigh Leilani Graham, Director, Guam USO

CRM – Where Businesses Go Hand in Hand
Victoria Lipar, Marketing Student, SBPA

Developing a Cyber B2B Relationship
Kevin Galvez, Marketing Student, SBPA

4:30 pm **Closing Reception – Mezzanine Foyer**
to
5:30 pm **Wine Tasting Sponsored by Pacific Wine and
Spirits**

THE STUDENT DRIVEN E-BUSINESS CONFERENCE: CREATING RELEVANCE THROUGH AN EXPERIENTIAL LEARNING APPROACH

Maria Teresa O'Brien, University of Guam

Judy Strauss, University of Nevada-Reno

ABSTRACT

Marketing practitioners, faculty, and university students are partners in the learning process. This teaching innovation describes the increased motivation and learning springing from an e-business conference bringing these three partners together. Students in an e-business class prepared and presented papers, faculty chaired sessions, and practitioners served as paper discussants. Students in the collegiate AMA chapter planned, organized, and promoted the conference. In a post-conference survey, students rated the learning experience as much better than traditional classroom activities, the AMA students rating their learning as above average, and the practitioners felt the conference content and usefulness were above average.

INTRODUCTION

Marketing practitioners are important partners in the learning process with faculty and university students (Dibb and Stern 2000). They bring relevance to the marketing curriculum through guest lectures, internships, and curriculum input. In the classroom, client-based projects provide students with actual marketing problems, allowing them to develop critical thinking, presentation, teamwork, and other skills valued in the workplace. Further, students are highly motivated to work on projects with practitioners because they believe their recommendations will be used by the client firms (Fox 2002). In spite of the tremendous value to students, many faculty are reluctant to use client-based activities because of the huge time commitment in locating and managing client relationships and grading multiple report drafts (Lopez and Lee 2005). This creates many challenges for faculty who want to bring relevant material into marketing education.

This was especially difficult for a course in e-business at a university located on a remote island with a relatively small business community. The first challenge was to create an innovative classroom activity that involved practitioners without the typical client-based project time commitment. In a small business community, university interactions with practitioners serve the dual purpose of educating students and helping marketing managers keep up-to-date. This is particularly true for entrepreneurs in any size community, who count on the university for building important skills. The second challenge was to find the best way to introduce students to the course content using active learning. This was important because of the solid research showing the value of field projects and experiential learning over the lecture for student learning in marketing classes (e.g., Smart, Kelley, and Conant 1999). Opportunities for these types of academic-practitioner exchanges are typically extremely limited and very costly for our students, especially if off-island travel is involved. Thus, we wanted to find an efficient way to bring students and practitioners together to discuss the impact and value of e-business as it relates to a global business environment. The subject matter is relatively new in our location and has undergone tremendous development in a short period of time.

As outlined in the course syllabus, the students were expected to accomplish learning objectives for the e-business course in three general areas, as outlined below.

- Cognitive-based. A number of goals outlined knowledge the students would learn, such as, to understand the business implications of the Internet for local, regional and global businesses and to apply e-commerce models to business processes.
- Skill-based. The course gave students practice to develop research, report writing, presentation, and team skills.
- Networking techniques. One important learning objective focused on providing networking opportunities within the local professional business community.

These objectives are fairly typical for marketing courses, however, in a small community, it is critical that students network and build relationships with the business community. During the process, students gain feedback for their careers and practitioner perspectives on their academic learning. These objectives, and the opportunity to bring students and practitioners together to discuss e-business, set the stage for an innovative interactive learning activity.

THE E-BUSINESS CONFERENCE

Toward the end of the spring 2005 term, students were tasked with the planning and production of an e-Business conference (see Appendix A). The conference was targeted to both the academic and professional communities within the local environment. A total of 100 students, faculty, and professionals attended the conference. Each session included an academic faculty member as chair and a business practitioner as paper discussant (to give feedback to student presenters and lead discussion among attendees). These were selected based on their knowledge and experience within the specific session. Each provided relevance and helped to expand the scope of the topic within the session.

The conference was a joint effort between students registered in the fall e-Business course and students in the Collegiate Chapter of the American Marketing Association (AMA). Notably, some students belonged to both of these groups. The AMA students were responsible for the conference coordination and logistics, including development of promotional materials, venue arrangements, sponsorship solicitation, booklet development, production of conference proceedings, and attendee registration. Additionally, AMA students raised funds during the academic year through the execution of various marketing projects for local businesses. These funds allowed all students to attend the off-site conference at no fee, and fully sponsored a keynote speaker from a distant location.

Students from the e-Business course were responsible for the development of session themes, preparation of research papers, and presentations. The primary learning tool was the preparation, presentation, and attendance at the conference. Students were required to attend at least three sessions other than their own. This is an upper-level course, designed as an elective for business majors. Prior to enrollment in this course, students were expected to have existing knowledge of basic business concepts, marketing principles, and information technology. This course synthesizes these areas and students learn how improved business practices have evolved. During the course, students learned how the Internet and electronic technology have changed daily operations and created a major shift in business operations and the economy, as well as how these improve productivity and create opportunities for the future.

The course material was delivered through a combination of lectures, video presentations, case analysis, and student research report presentations. During the course and in preparation for the conference, students were provided with instructor assistance in preparation of the research papers. Some of this was included in the course outline, as well as through class handouts (e.g., sample APA format, journal articles related to the overall topic, action plan, and agenda). The instructor also worked closely with AMA students, providing guidance and samples of correspondence, booklets, and agendas from similar marketing conferences.

This innovative learning approach contributed to achieving the course learning objectives. Involving the AMA students in the conference leadership was thought to be a way to reduce the instructor's time commitment, however, it did not develop that way. The AMA students needed much supervision and guidance as they planned, promoted, and managed the conference. As with other client-based projects, we became very involved because we felt responsible for the quality of the event. As found in previous research, the students were quite motivated to produce quality papers because they were presenting to practitioners. Additionally, the conference created a great mechanism for including students from outside of the marketing discipline, as well as relevance to classroom learning via professional participation from the local business community. Students and practitioners were exposed to many new ideas and state-of-the-art practices that can help to improve their abilities as managers and leaders.

ASSESSMENT METHODOLOGY

The assessment of this learning activity was measured from four perspectives. Foremost, the instructor evaluated learning by grading the student papers and presentations delivered at the e-business conference. We found that student work was much improved versus traditional term paper assignments. Second, after the conference, students were surveyed regarding perceptions of their learning experience (Table 1). The response rate was 31%. Students indicated that the conference was above average on all dimensions, but especially good for learning e-business content, developing presentation skills, and networking with professionals: three important course learning objectives. As well, students were asked “how you would rate the work you did for the conference and actual event in terms of your learning.” The mean response was 2.00 on the scale from 1 (much better than traditional classroom learning activities) to 5 (much worse).

Next, AMA students were surveyed about their experiences (Table 1). They perceived their work at event planning, management, and organization to be above average in terms of their learning experience (2.33).

Table 1

Perceptions of Students Regarding Learning Experience at E-Business Conference

e-Business Students	Mean n=20
Understand the business implications of the Internet for local, regional and global businesses	2.00
Solve problems related to e-commerce	2.42
Develop research and report writing skills	2.32
Develop presentation skills	2.00
Develop team skills	2.89
Network with e-commerce and business entrepreneurs and professionals	2.15
AMA Students	
Develop event planning and management skills	2.33
Develop event promotion skills	2.33
Scale: 1-5 (1 = excellent to 5= poor)	

Finally, faculty and professional conference participants were surveyed regarding their perceptions. Although only three faculty and three practitioners completed the survey, it is encouraging to note that they rated the conference content quite high and would attend another similar conference, possibly using it to recruit students as future employees (Table 2).

Table 2

Perceptions of Faculty and Practitioners Regarding E-Business Conference

Conference Ratings	Mean n=6
Overall conference	2.17
Topic content	1.67
Topic coverage breadth	2.17
Your knowledge improvement	2.67
Presentation quality	2.33
Conference set-up	1.67
Usefulness to business professionals	2.83
Scale: 1-5 (1 = excellent to 5= poor)	
How likely would you be to...	
Attend next year's AMA conference if the topic was of interest	2.17
Recommend next year's conference to a friend	2.17
Look for new hires among student presenter at the conference	2.17
Scale: 1-5 (1= very likely to 5= very unlikely)	

OVERALL ASSESSMENT

Overall, the conference was a big success. The class learning objectives were met with high student satisfaction. It was an exciting and unique project for all participants. However, improvements can be made. For example, pre-conference promotions could have been more effective, which may have increased the level of attendance by local marketing professionals. Also, there were a few minor details (name tags, packet preparation, and so forth) that were left to the last minute, thus, creating stress for the students. The key problem was having only one instructor to oversee the entire event—responsible both for the supervision of the AMA student club member activities related to conference logistics, and for running the course and reviewing and editing all papers and presentations. Involving the AMA students as a time saving approach did not work out entirely as expected due to the level of supervision needed, but it was a gratifying teaching experience and the students found it to be a positive learning tool, nonetheless. This learning activity would be more appropriate for a two-faculty collaboration across courses. Alternatively, maybe this can be a project started in one semester and culminating in a conference in the second semester. Finally, given that the conference occurred in the same semester as the students were enrolled in the course, there was limited time for a comprehensive review of the papers by both the professionals and the academics. The majority of the papers were provided to the session chairs and discussants a week prior to the conference, however there were a couple of late submissions which made it difficult for a thorough review.

This learning approach can easily be adapted to other marketing courses used by combining several marketing courses with a unifying theme. Ideally, the students should be upper-level undergraduate or graduate students with an adequate foundation in business and basic marketing coursework, as well as good communications skills (written and oral). A conference of this nature would not be appropriate for an introductory marketing course. By the time they reach the elective courses at higher levels most students are able to converse with practitioners using marketing vocabulary to describe cutting edge practices. The AMA students are in a unique position to take on the conference logistics and promotion because of their experience with events for the student chapter.

REFERENCES

Dibb, Sally and Philip Stern (2000), "Further Thoughts on the Marketing Trifid: The Case of Marketing Orientation," Journal of Marketing Education, 22 (Dec), 214-224.

Fox, Terry L. (2002), "A case analysis of real-world systems development experiences of CIS students," Journal of Information Systems Education, 13 (4), 343-350.

Lopez, Tará Burnthorne and Renée Gravois Lee (2005), "Five Principles for Workable Client-Based Projects: Lessons from the Trenches," Journal of Marketing Education, 27 (Aug), 172-188.

Smart, Denise T., Craig A. Kelley, and Jeffrey S. Conant (1999), "Marketing Education in the Year 2000: Changes Observed and Challenges Anticipated," Journal of Marketing Education, 21 (Dec), 206 - 216.