Marketing Students' Perception of Career Readiness

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Project Background

The aim of this survey was to collect student feedback to assess the perceived career readiness of students in the marketing concentration. We surveyed 109 students with close to an even split between marketing students and OCOB students who are not in marketing. We gathered these survey responses through a combination of emailing professors to distribute it to their students, presenting in classrooms, posting on social media and club communication channels, and word of mouth. Our goal was to create a benchmark to compare the results from marketing students to those in other concentrations.

In order to better assess the career readiness of students in the marketing concentration, we created a model to help assess the core components of career readiness. This model is titled 'Success of a Graduate' and contains three core areas: technical skills, soft skills, and opportunities. The technical skills category, also referred to as hard skills, includes topics like software competency, industry preparedness, and academic capacity. Soft skills examines student ability to practice written communication, oral communication, and working in teams. Lastly, opportunities involve industry relations, awareness of career paths, and collegiate reputation. For each of these core areas, we developed potential pain point statements, as seen in Appendix B. Our hypothesis was that technical skills and opportunities would be the most important areas to improve student career readiness. While our survey does not examine all areas of this model, we hope to develop more clarity on which areas are most important to OCOB marketing students.

Our survey questions were divided into 3 major categories: pain points, resources, and ideal state. In the pain points category, we aimed to answer the question, 'what pain points are marketing students currently facing?'. We collected feedback in a variety of areas including the ability to get a job, awareness of career paths, marketing skill preparedness, and more. In the category resources, we aimed to answer the question, 'What resources are available to or used by marketing students?'. We examined the awareness, utilization, and promotion of several different resources both within and outside of the college of business. In our last category, ideal state, we aimed to understand 'What is the ideal state of the marketing concentration?'. Questions in this area assessed areas including outreach, preferred careers, preferred industries/companies, and more.

Survey Findings

When looking at the overall demographics of our survey, out of 109 OCOB respondents, 6% were 1st years, 24% were 2nd years, 31% were 3rd years, 35% were 4th years, and the remaining 4% were 5th years and up. 72% of respondents were female, 25% were male, and 2% were non-binary compared to the overall 44% feamle and 56% male makeup of the overall college of business. For those who declared a Marketing concentration, 72% were female and 27% were male. 56% of our respondents were white, 30% were Asian, and 13% were Latinx. Lastly, 19% of our respondents were transfer students.

The spread of different OCOB concentrations is as follows; 54% were marketing management, 15% were accounting, 15% were information systems, and the rest were finance, entrepreneurship, HR, and quantitative analysis. Our goal in this survey was to have half of our respondents be in the marketing concentration and the other half to be from the rest of the concentrations. With that said, by the time we closed the survey, we had surveyed 18% of all OCOB marketing students. (Appendix D1)

Pain Points

As mentioned above, the "Success of a Graduate" is defined by our team within three categories: Technical Skills, Soft Skills, and Opportunities. Our team has aligned one pain point to each category to gauge how well the Marketing concentration is doing to produce confident entry-level graduates.

The first pain point is related to students' technical skills. After reviewing the survey results, even though students feel technical skills—software knowledge, market changes, and academic resources—are a weak point, the responses reflect that on average, students feel indifferent about their competency utilizing software and conducting data analysis (Appendix D3 and D4). However, Marketing students are more likely to agree that the software being learned in class is irrelevant to their desired career paths. Compared to other concentrations, Marketing students also feel that they are less likely to use these softwares in class after learning about them.

As for our second pain point, soft skills, students expressed a high amount of confidence in their ability to work in teams and use both written and verbal communication from their experience at Cal Poly. They found that during their time taking Cal Poly classes, students had the chance to practice all three of these areas within soft skills, resulting in high competence. From our survey findings, soft skills do not appear to be a huge pain point area for students thus far.

The third pain point relating to opportunities encompasses the college's existing relationships with alumni and companies, concentration clubs improving career readiness, and the availability of concentration classes. Our survey revealed that the three main Marketing concentration

classes that students usually take are BUS 419, BUS 421, and BUS 453. Currently, the official Cal Poly catalog and the OCOB catalog have conflicting information regarding what classes count toward the marketing concentration. The official Cal Poly website says that there are 3 core marketing classes along with 10 elective courses that students can choose 3 from. Yet, on the OCOB website, there are 4 core classes and only 6 elective courses. Regardless of the number of elective courses shown on catalogs, Marketing students seem to only be able to take the top 3 ones. However, students still report feeling that they are able to take the classes they need, and 89% of OCOB Marketing students do not feel confident that their concentration courses have prepared them for a career in Marketing.

Resources

Resource allocation was another area we hypothesized to drive career readiness for Marketing students. We assessed 12 different resources (Appendix A), and among them, whether students had heard of them, used them, and would recommend these resources. The top 3 career resources that students reported using and recommending included BUS 206, the Peer Advising Office, and the Career Readiness Center within the College of Business. However, on the flip side, faculty were one of the lowest ranked resources for career readiness. While students did not elaborate on why this resource was underutilized, this presents a clear area of improvement that can be introduced to impact career exploration and readiness.

We were particularly interested in how informational interviews and coffee chats as a resource might impact the career trajectory of Marketing students. In our survey, while we found that students who conduct coffee chats are actually 45% more likely to get jobs, 58% of students are still unaware that this is a resource to further their career.

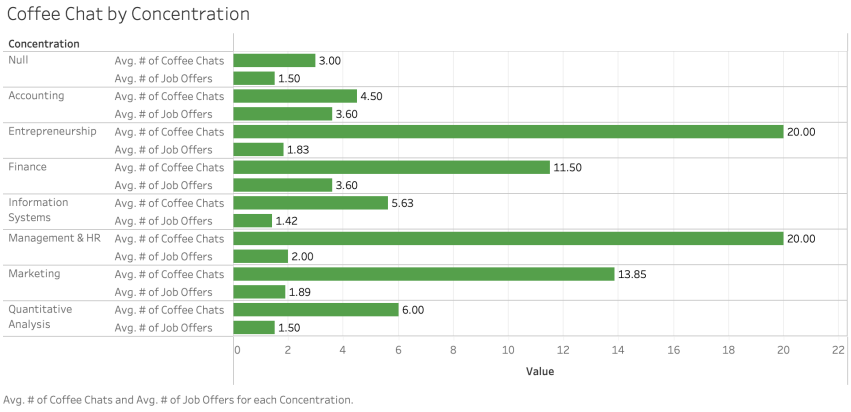

Figure 1

Those who conducted these calls often scheduled them through LinkedIn cold connection requests, but peer referrals and Cal Poly Career Connections were also popular methods to do so. Students scheduled an average of 9 coffee chats and informational interviews in the past year, as seen in Figure 1 (Appendix D2).

Concentration club engagement was also an interesting factor to consider. Especially with the American Marketing Association (AMA) club, only 6% of Marketing students attend these meetings regularly. The top 3 reasons Marketing students do not attend AMA meetings are due

to scheduling conflicts, lack of awareness that the club exists, and prioritization of other responsibilities over the club. Many of these reasons could be addressed by the AMA board through increased marketing efforts for the club and increasing ways to access the club's content for those unable to attend, such as through a resource library of recorded meetings. Those who do attend usually go for the sake of the community as opposed to professional opportunities.

Ideal State

Both pain points and resources helped us understand the current state of the students from the Orfalea College of Business, as well as areas needing improvement. With a proposed ideal state, we aimed to assess how students would hope to shape their concentration's future direction. In this section, we asked questions targeting what students prefer as a mode of communication to find out about career resources, the industries they hope to gain more exposure to, and their dream companies.

With communication, the top preferred medium was an email newsletter, followed by classroom presentations and announcements. Students indicated a low preference for college-wide emails and boothing. The top three industries that students hoped to get more exposure to were Media and Entertainment, Fashion and Retail, and Technology. These same industry preferences were indicated for Marketing students as well with 29% hoping for more exposure to Media and Entertainment, 21% for Fashion and Retail, and 16% for the Technology industry.

The dream companies of students also aligned heavily with the industries they indicated an interest in. Apple and Google were the top two companies mentioned, followed by entertainment companies like Spotify and Disney. As for Fashion and Retail, companies like Sephora and Nike were also popular responses, as shown in Figure 2 (Appendix D5).

Figure 2

For Marketing students, desired career paths were assessed to discover where most interest lies. 23% of respondents indicated an interest in Digital Marketing, followed by 19% interested in Sales and 13% interested in both Marketing Strategy and Operations, as well as PR, Advertising, and Media Relations. There was a significant connection with the career paths students had heard of, which indicated that these career paths might just be popular and well-represented within

OCOB. However, there is also potential that these career paths were ranked highly for student interest as these are the only career paths that students are currently aware of. An information gap may exist among Marketing students regarding their different career options, and it would be interesting to further research how awareness of their options may impact their interest in different fields.

Conclusion

After collecting and analyzing data from our survey, we have discovered the core pain points that Marketing students and students across many concentrations face. We have also identified what resources students use most, as well as what can be further improved upon to prepare students for their careers. Lastly, we outlined a potential ideal state that Marketing students would like to see within the scope of career readiness for the Marketing concentration.

Out of our 9 potential problem areas, we validated 4 problems and confirmed our hypothesis that students feel the largest pain points within the marketing concentration are technical skills and opportunities. The following hypotheses were confirmed. Students experience a software gap. Compared to other concentrations, students are not as competent with data analysis. Students also face academic constraints. There are limited courses offered and conflicting information on academic resources. On the opportunities side, the survey indicates students had limited access to marketing industry professionals. Lastly, there is an information gap. The survey indicates students were aware of a limited scope of marketing roles. For a more holistic view see Appendix B.

Based on the survey findings, it would likely be beneficial for the Marketing department to consider improving upon the following areas. First, implementing more awareness of coffee chats and informational interviews as a resource for career development would highly benefit the job placement of Marketing concentration students. Whether this awareness comes from classrooms or extracurriculars, doing so results in potentially higher job placement and at the bare minimum, the discovery of career paths.

Additionally, the Marketing department could introduce further exploration of careers within the concentration. With so many different paths in Marketing, it is easy for students to miss opportunities. Unintentionally, they are prevented from exploring all potential options and risk pursuing something they are less passionate about. Introducing a breakdown of the career paths, the types of roles, and what classes to take in order to align with that path within an introductory or first declared Marketing concentration class would help reduce the information gap and opportunities for Marketing students.

Networking opportunities can also be created through alumni engagement. By stimulating engagement from alumni through speaking opportunities, event attendance, and interacting with students through mentorship or coffee chats, students are able to better leverage the Cal Poly OCOB network and alumni can build a more connected relationship with the school—which could lead to a financial contribution in the future. Either way, creating a link between formerly engaged OCOB students and current ones expands the networking opportunities available and presents a win-win situation for all involved parties.

This survey was crafted to generate a high-level understanding of Marketing pain points, resource use, as well as a potential ideal state. However, there are always more areas to research and understand not just the Marketing concentration, but across all OCOB students. For instance, each resource listed within our matrix could be investigated more closely, similar to the way we followed up with questions regarding coffee chats, informational interviews, and concentration club attendance. Concentration clubs could also be an area to understand further, especially with regard to their potential for impact on career readiness. Students' level of technical ability also possesses some interesting questions, especially with how to go beyond learning software in class and actually practicing them throughout their concentration classes. Finally, exploring these same questions across other concentrations would help optimize their career readiness as well.

The overall aim of this survey was to assess how well the Marketing concentration prepares its students with regard to career readiness from the student perspective. We believe that the results of this survey can be used as a tool to better align existing department career readiness resources to meet student needs. For a more holistic understanding of the concentration, this student survey can be viewed in combination with feedback from other stakeholder groups including alumni, faculty, and staff.

Appendix A – Survey Questions

Start of Block: Introduction

Hello! Thank you for taking the time to fill out this quick, 5-minute survey. We are conducting research as part of Cal Poly's BUS 454 Marketing Project class.

The purpose of this survey is to evaluate the Career Readiness of students at the Orfalea College of Business. The findings from our research will be compiled into recommendations for college faculty to better improve the experience of students.

All responses are completely anonymous and will be kept confidential. Thank you for your time.

End of Block: Introduction

Start of Block: Demographics

1) What is your school year? (1st, 2nd, 3rd, 4th, 5th, 6th)
    a) Are you a transfer student?
2) What gender do you identify as? (M/F/other:)
3) What is your ethnicity? (select all that apply, choose not to)
4) What is your major? (fill in the blank)
5) What is your concentration (if applicable)? (fill in the blank)
6) What clubs, organizations, and activities are you involved in on campus? (check all that apply)

End of Block: Demographics

Start of Block: Pain Points

1) How many internships and/or full-time roles have you applied for in the past academic year?
    a) 0-4
    b) 5-9
    c) 10-14
    d) 15-19
    e) 20+
2) Of these applications, how many interviews were you offered (first-round)?
    a) Fill in the blank
3) Of these interviews, how many job/internship offers did you receive?
    a) Fill in the blank
4) Of these offers, how many job/internship positions did you accept?

    a) Fill in the blank
5) What difficulties did you have when looking for job/internships?
    a) Lack of specific technical skills (such as analytics)
    b) Lack of soft skills (such as communication/presentation)
    c) Lack of connection/network
    d) Lack of knowledge of different fields/roles
    e) Others (Text entry)
6) I have heard of and could explain the functions of the following career paths*:
    a) Content Marketing
    b) Demand Generation & Field Marketing
    c) Digital Marketing
    d) Marketing Strategy & Operations
    e) Market Research & Analytics
    f) PR, Advertising, & Media Relations (Coms)
    g) Product
    h) Sales
    i) Experiential Marketing
    j) Other:
7) [Classroom] To what extent do you agree with the following regarding your classes? (Strongly Disagree, Somewhat Disagree, Neither Agree nor Disagree, Somewhat Agree, Strongly Agree)
    a) I am able to take the classes I need within my concentration.
    b) I am able to take relevant coursework to my career outside my concentration.
    c) Because of my classes/resources, I understand what different career paths and options I have post-graduation.
8) To what extent do you agree with the following regarding hard skills? (Strongly Disagree, Somewhat Disagree, Neither Agree nor Disagree, Somewhat Agree, Strongly Agree)
    a) Any software I learn about in classes is relevant to the career or industry I want to go into.
    b) I frequently use softwares I learn in class.
    c) I frequently analyze data in class.
    d) I feel competent using the software I learn.
    e) I feel competent analyzing data.
9) Please choose the option that best applies to the following types of marketing software. (I've never heard of this type of software, I've heard of this type of software, I've heard of and primarily learned this software through class, I've heard of and primarily learned this software outside of class)*
    a) Social Media Management Tools -> Hootsuite, Buffer, SproutSocial
    b) Email Marketing -> Mail Chimp
    c) Web Analytics -> google analytics
    d) Marketing Automation -> Hubspot, Salesforce, Marketo

10) To what extent do you agree with the following regarding soft skills? (Strongly Disagree, Somewhat Disagree, Neither Agree nor Disagree, Somewhat Agree, Strongly Agree)
    a) I frequently work in teams.
    b) I frequently give oral presentations.
    c) I frequently practice written communication within my classes.
    d) I feel competent working in teams.
    e) I feel competent giving oral presentations.
    f) I feel competent using written communication.
11) How strongly do you feel like your CP marketing classes have prepared you enough to start at an entry level marketing position?*
    A. 1-10 NPS sliding scale

II. What marketing electives have you taken so far? (List all marketing electives below)*
    A. BUS 419: Strategic Marketing Measurement
    B. BUS 421: Marketing Analytics & Business Intelligence
    C. BUS 423: Digital Marketing Metrics and Management
    D. BUS 430: Internship/Cooperative Education
    E. BUS 450: Current Topics in Marketing
    F. BUS 451: New Product Development and Launch
    G. BUS 452: Product Management
    H. BUS 453: Digital & New Media Marketing

**Display This Question:*
If What is your concentration (if applicable)? = ***Marketing***

End of Block: Pain Points

Start of Block: Resources

1) Please evaluate your familiarity with the following Cal Poly career resources. (check all that apply) → Never Heard of It, Heard of It, Used It, Recommend It
    a) OCOB Career Readiness Center
    b) Cal Poly Career Services
    c) BUS 206
    d) Career Guidance during Professor Office Hours
    e) Faculty Research in Concentration Area
    f) Peer Advising
    g) Peer Mentoring
    h) Multicultural Business Program
    i) Industry Coffee Chats / Informational Interviews
    j) Career Fairs
    k) Alumni Mentoring
    l) Concentration Club Meetings & Socials

2) Have you had a coffee chat / informational interview with an industry professional/alumni in your concentration or desired career path?
    a) Yes
    b) No
3) Roughly how many coffee chats / informational interviews have you had in the last year?'
    a) Fill in the blank
4) How did you schedule these coffee chats / informational interviews? (check all that apply)'
    a) Referral from a Peer
    b) LinkedIn Cold Connection Request
    c) Cal Poly Career Connections
    d) Other:
5) Did any of these coffee chats / informational interviews lead to an internship or full-time role?'
    a) Yes
    b) No
6) Why have you not had a coffee chat / informational interview? (check all that apply)''
    a) I've never heard of a coffee chat / informational interview
    b) Not sure how to conduct a coffee chat / informational interview
    c) Not sure how to find people to interview
    d) I'm intimidated by coffee chats / informational interviews
    e) I don't have enough time
    f) Other:

7) How often do you attend your concentration club's meetings and/or socials?
    a) Never
    b) Sometimes (1-2 times/month)
    c) Often (3-5 times/month)
    d) Always
8) Why do you attend your concentration club's meetings and/or socials? (check all that apply)^
    a) Relevant content
    b) Engaging and Relevant speakers
    c) Community
    d) Professional Opportunities
    e) Other:
9) What deters you from attending concentration club meetings / socials? (check all that apply)`
    a) Irrelevant content

b) Speakers all the same / not interesting to me
c) Lack of Community
d) Lack of Professional Opportunities
e) Other:

'Display This Question:
*If Have you had a coffee chat / informational interview with an industry profe…? = **Yes***

‘’*Display This Question:*
*If Have you had a coffee chat / informational interview with an industry profe…? = **No***

^‘*Display This Question:*
*If How often do you attend your concentration club's meetings and/or socials? = **Often (3-5 times/month)***
*Or How often do you attend your concentration club's meetings and/or socials? = **Always***

`*Display This Question:*
*If How often do you attend your concentration club's meetings and/or socials? = **Sometimes (1-2 times/month)***
*Or How often do you attend your concentration club's meetings and/or socials? = **Never***

End of Block: Resources

Start of Block: Ideal State

1) How would you prefer to find out about various events and resources offered in OCOB? (rank choice)
    a) Email newsletter
    b) Professor emails
    c) College-wide email
    d) Classroom announcement
    e) Club announcement
    f) Club social media / website / Slack / Groupme
    g) Word of mouth
    h) Flyers
    i) Booths
    j) Other:
2) What industries do you hope to get more exposure to at your time at Cal Poly?
    a) Technology
    b) Automobile

    c) Aerospace
    d) Consulting
    e) Fashion & Retail
    f) Media & Entertainment
    g) Finance
    h) Agriculture
    i) Food & Beverage
    j) Other:
3) What are your top 3 dream companies to work for?
    a) Text entry
4) What kind of professional role/position are you most interested in?*
    a) Content Marketing
    b) Demand Generation & Field Marketing
    c) Digital Marketing
    d) Marketing Strategy & Operations
    e) Market Research & Analytics
    f) PR, Advertising, & Media Relations (Coms)
    g) Product
    h) Sales
    i) Experiential Marketing
    j) Other:
    k) None of the Above
5) If there were any resources not mentioned, what career resources would you want/need?
    a) Free response

**Display This Question:*
*If What is your concentration (if applicable)? = **Marketing***

End of Block: Ideal State

Appendix B – SWOT Analysis

Strengths

According to the Cal Poly Marketing Department's official website, "Marketing professionals directly participate in the Learn by Doing of our students through class projects, classroom visits, career opportunities, undergraduate scholarships and faculty partnerships"[1]. Students as a part of courses within the marketing concentration have several opportunities to work on case studies or with businesses in the community to directly apply marketing curriculum to the real world. For instance, in the marketing research class 'Listening to the Customer' (BUS 418), students learn how to administer surveys, focus groups, and interviews. Students within the class work with a client as a "project-oriented introduction to the research process"[2]. This project based learning curriculum enables students to prepare for their future careers, build their networks, and apply lessons from the classroom.

Another strength of the Cal Poly Marketing concentration is the focus on building soft skills. In 2017, Deloitte reported that "soft skill-intensive occupations will account for two-thirds of all jobs by 2030" and that hiring employees with more soft skills could increase revenue by more than $90,000[3]. Students within the Marketing program frequently work on group projects, typically randomly assigned. This allows students to get experience collaborating and delegating, often like they will have to in the real world. Furthermore, the marketing curriculum places a large emphasis on practicing and improving public speaking skills. The majority of courses require a final presentation as part of the class, where students have to present research or a project completed during the duration of the course. By providing students with these experiences, the Orfalea College of Business is enabling students to succeed in the future.

Weaknesses

The students in the marketing concentration often don't get introduced to many different career paths in the marketing field. As the second largest concentration in the business college, marketing students have the ability to specialize in topics such as market research, search engine marketing (SEM), video marketing, product marketing, event marketing, etc[4].

Courses are not designed to be integrated with students' career path and market needs. For example, marketing analytic skills are becoming more present in the job requirements; however, the marketing concentration only offers one marketing analytics related course.[5] Additionally,

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[1] https://www.cob.calpoly.edu/marketing/alumni-and-corporate-engagement/
[2] https://catalog.calpoly.edu/coursesaz/bus/
[3] https://www.deakinco.com/resource/report-premium-skills/
[4] https://www.rasmussen.edu/degrees/business/blog/types-of-marketing-specializations/#:~:text=Now%20that%20you've%20had,roots%20in%20traditional%20marketing%20fundamentals.
[5] https://catalog.calpoly.edu/collegesandprograms/orfaleacollegeofbusiness/bsbusinessadministration/marketingmanagementconcentration/

students do not receive enough knowledge and practice before entering the industry. The marketing concentration currently does not take advantage of existing resources such as related courses in the departments of journalism and communication. With the growing needs of social media management and positions such as content marketing, email marketing, and communication marketing in the market, the marketing students do not get enough exposure to copy writing.

The Marketing concentration within the College of Business currently does not build a strong connection with hiring companies, and is especially lacking connection with marketing agencies. The marketing students did not get exposure to the ideas of marketing agencies either, that there is no student club related to marketing agencies as other professional clubs such as Cal Poly consulting club.

Macroeconomic Factors

Opportunities

When looking at the Marketing Management Concentration at Cal Poly, it is currently ranked #2 in popularity when compared to the rest of the business concentrations. Yet, there are some opportunities that are definitely not being taken advantage of. For starters, there are many classes that are listed on the official marketing catalog but are hardly offered to the students due to lack of professor availability. A few of them are New Product Development Launch (BUS 451) and Product Management (BUS 452)[6]. By having more diversity in the marketing classes offered, the students may feel more open to starting a job after college that isn't only sales.

Another opportunity that could be improved on is by having more education on the different routes that marketing students can get into after graduation. If the Marketing Concentration at Cal Poly had an infographic with all of the different companies and types of entry level marketing jobs, then the students may feel more ready to enter the marketing workforce. Lastly, if more marketing agencies attended Cal Poly's Career Fairs it would lead to a higher job concentration placement rate. Each quarter there are hundreds of companies that attend the career fairs that hire a multitude of majors, but there doesn't seem to be a lot of marketing specific companies. If we possibly reached out to some of the firms and persuaded them to attend, it could lead to a lifetime sponsorship with the school.

Threats

As Cal Poly's Orfalea College of Business continues to improve, so do other schools and their Marketing students. One of the main threats that students within the Marketing concentration face when searching for career opportunities is other Marketing students from different schools.

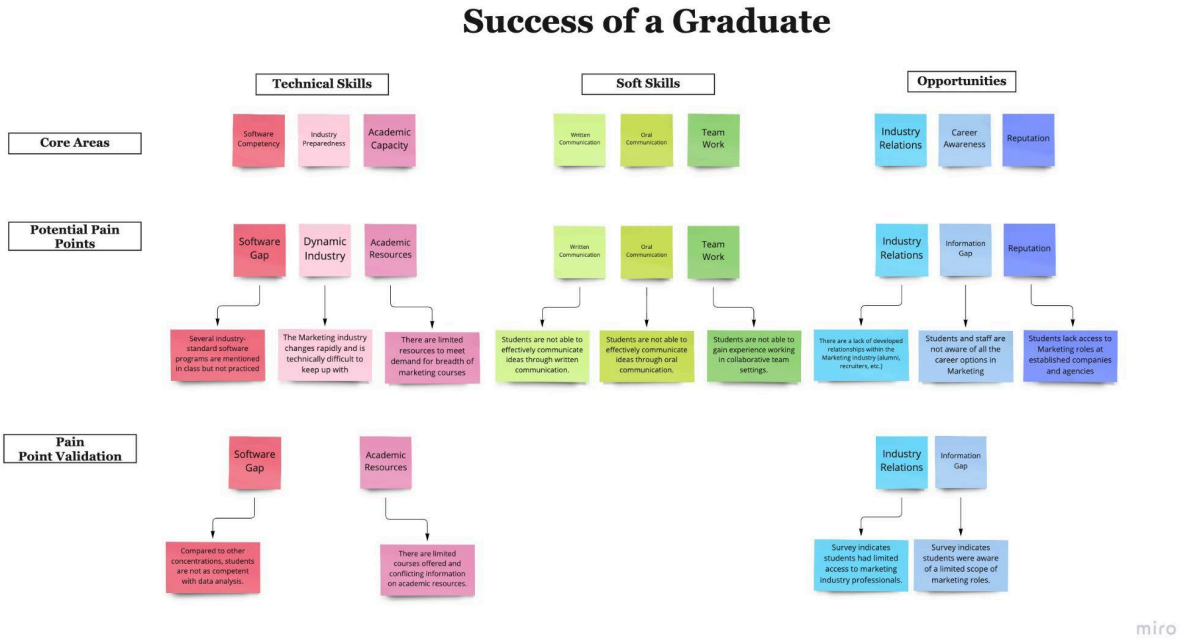
[6] https://catalog.calpoly.edu/coursesaz/bus/

These students seek out the same job titles and roles, and the difference lies in how well Cal Poly's students are prepared and qualified when interviewing for these roles.

Additionally, according to Bloomberg Businessweek's list of the nation's top 114 undergraduate business schools, the Orfalea College of Business ranks No. 59[7]. The college's ranking directly impacts the types of career opportunities Marketing students receive as it reflects how employers view Cal Poly Business students and their quality of work. If students are unprepared, produce low quality work, and ranked poorly, post-graduation job offers will likely be more sparse and difficult to receive—which is another major threat to Cal Poly Marketing students. When students are not employed upon graduating, it decreases opportunities for future students to receive job offers as there will be less connections and alumni established within the industry.

[7] https://www.cob.calpoly.edu/newsevents/orfalea-college-of-business-ranked-among-bloomberg-businessweeks-top-undergraduate-programs/#:~:text=Cal%20Poly's%20Orfalea%20College%20of%20Business%20has%20again%20been%20named,of%20114%20colleges%20and%20universities

Appendix C – Success of a Graduate



Appendix D – Data Visualization

Image D1 - Concentration Breakdown

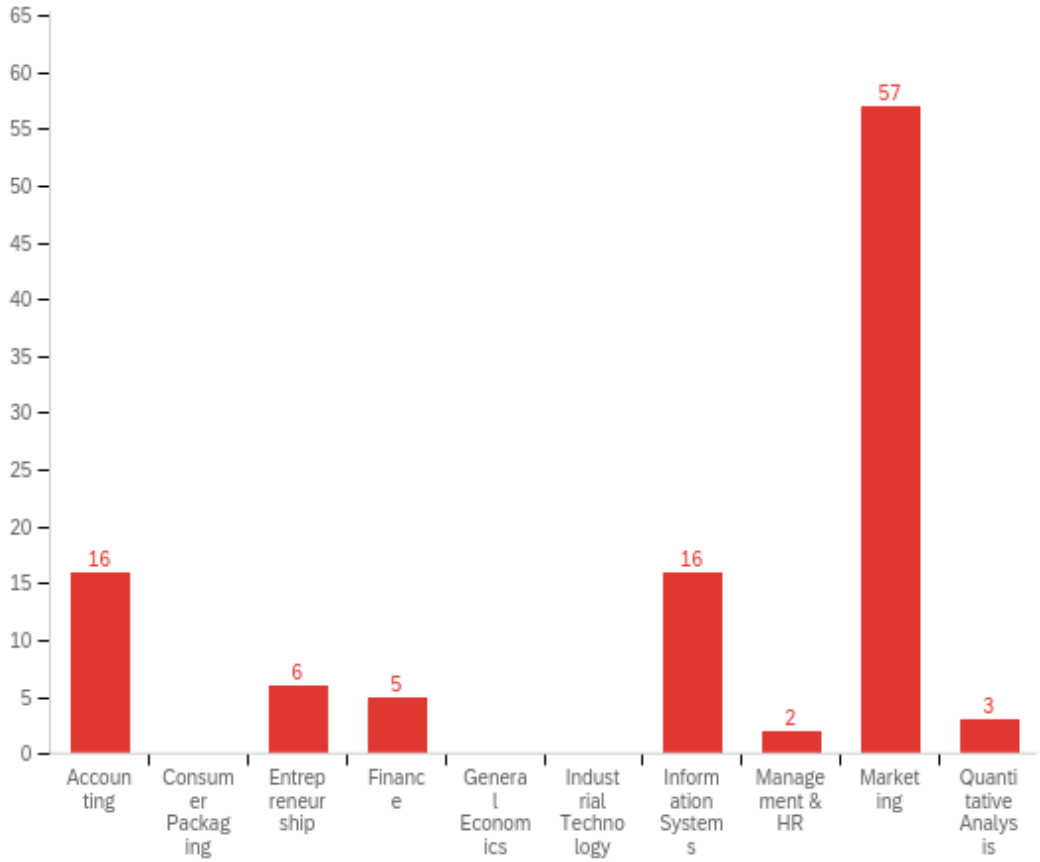
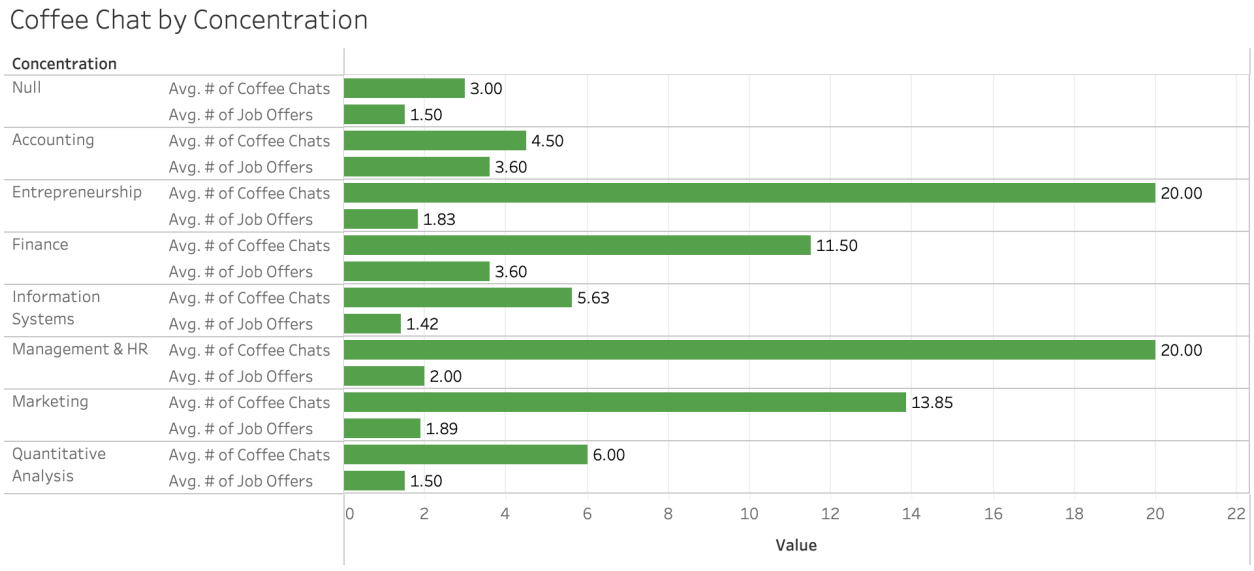


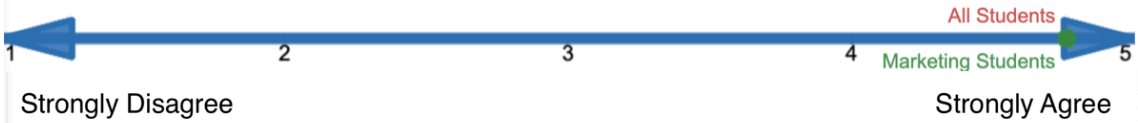
Image D2 - Coffee Chat by Concentration



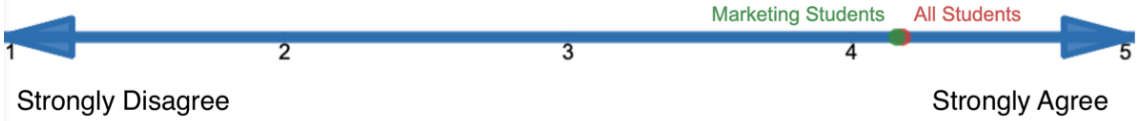
Avg. # of Coffee Chats and Avg. # of Job Offers for each Concentration.

Image D3- Soft Skills

SS 1 - I frequently work in teams.

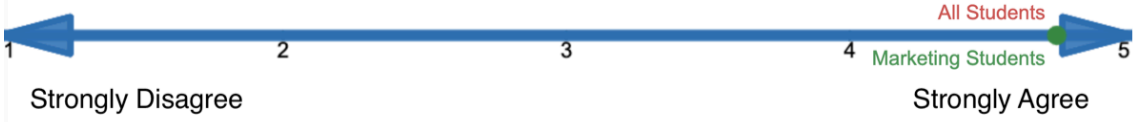


SS 2 - I frequently give oral presentations.

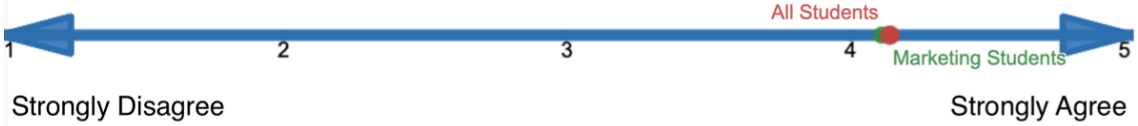


SS 3 - I frequently practice written communication within my classes.

SS 4 - I feel competent working in teams.



SS 5 - I feel competent giving oral presentations.



SS 6 - I feel competent using written communication.

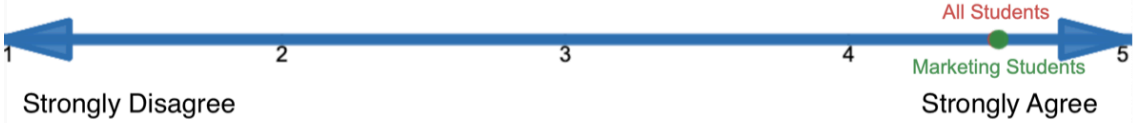


Image D4 - Hard Skills

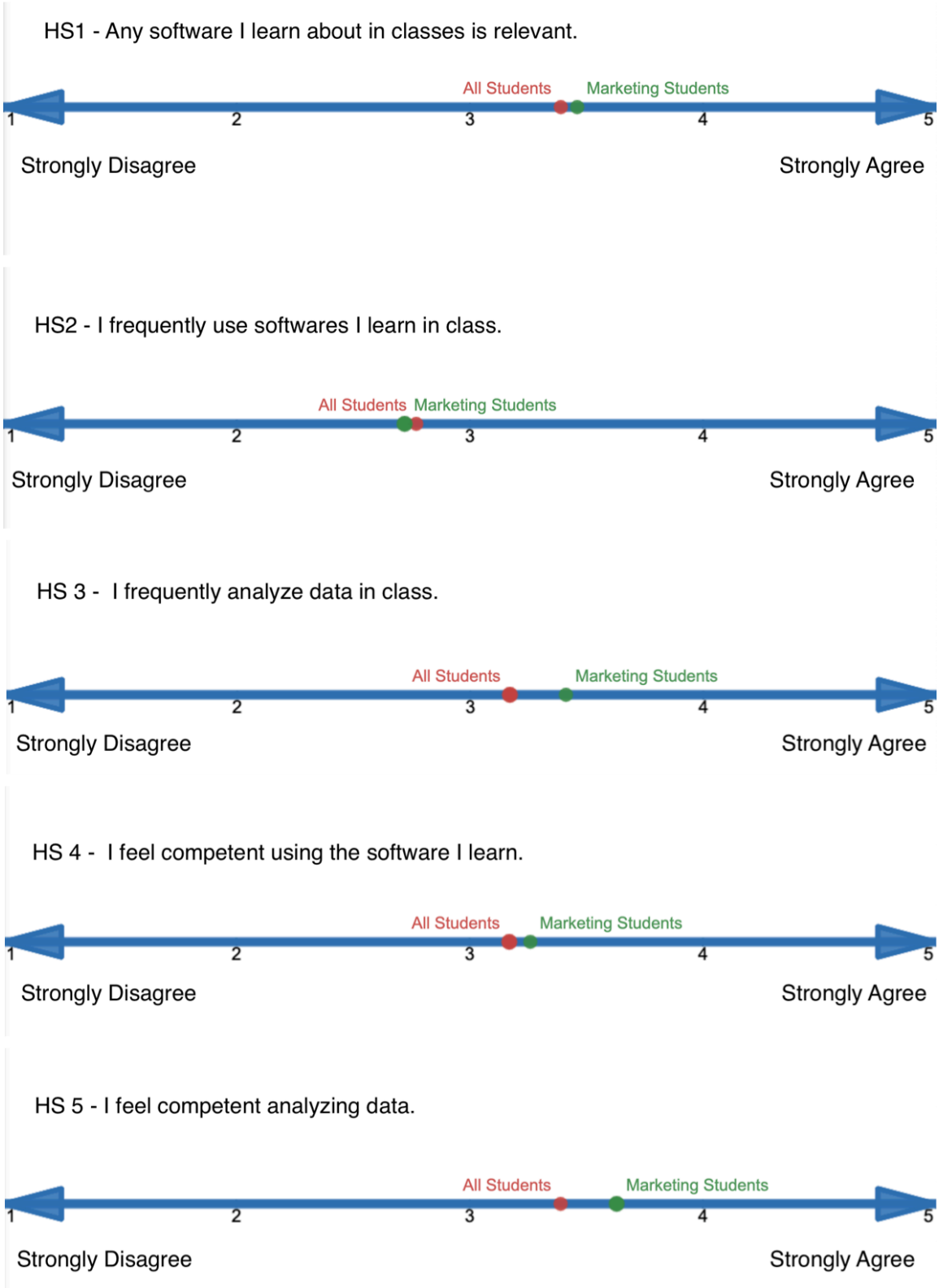


Image D5 - Word Cloud of students' dream companies

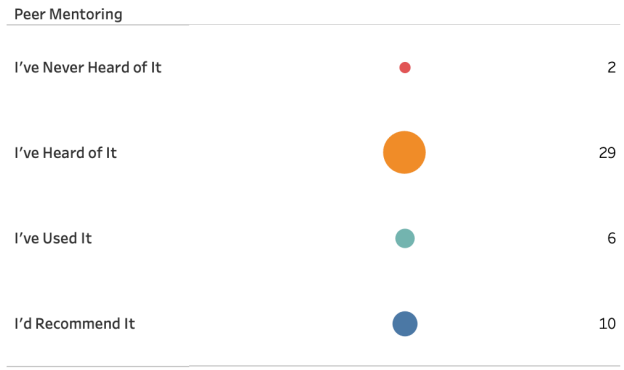
Image D6 - Chart of Top 12 Dream Companies

Company Name	Number of Requests
Google	20
Apple	16
Adobe	9
Spotify	9
Disney	8
Nike	8
Amazon	6

Salesforce	5
Sephora	5
Netflix	4
Patagonia	3
Tesla	3

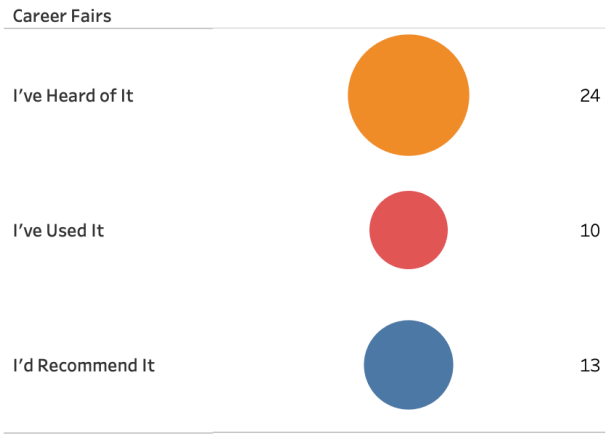
Image D7 - Resource Popularity Among Marketing Students (Ranked from most popular to least popular

1. Peer Mentoring

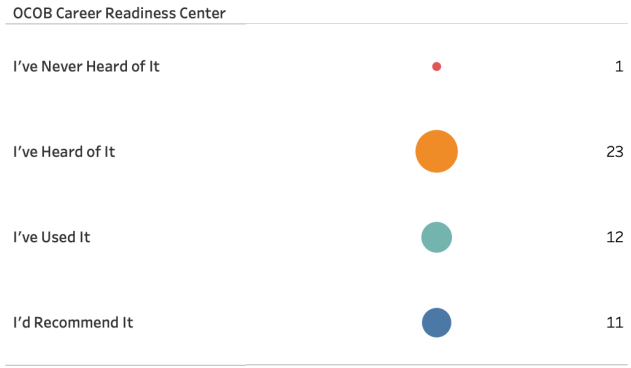


2. BUS 206

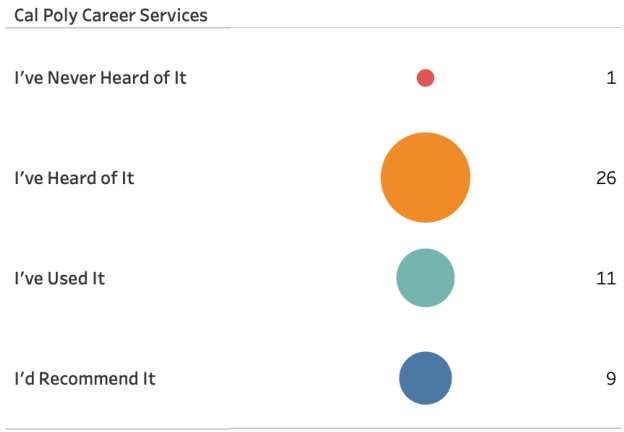
3. Career Fair



4. OCOB Career Readiness Center

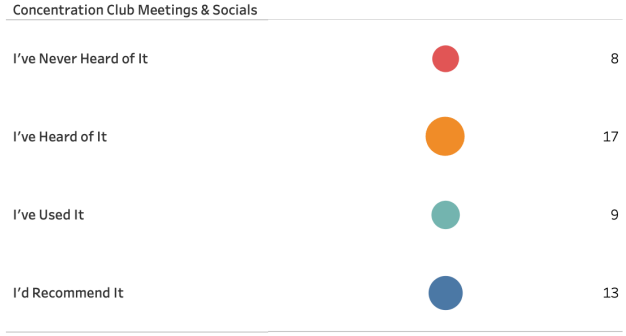


5. Cal Poly Career Services



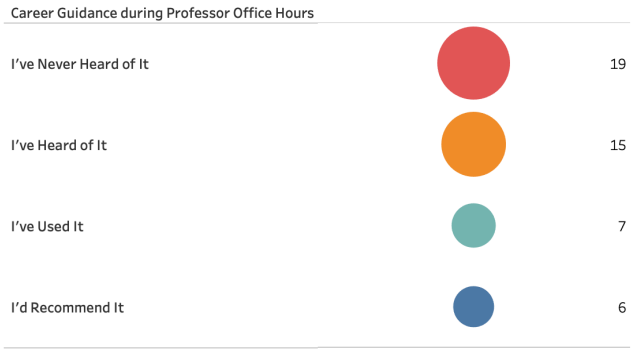
6. Peer Advising

7. Concentration Club Meetings & Socials

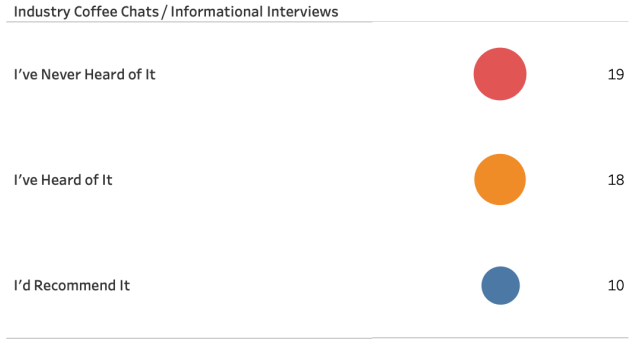


8. Multicultural Business Program

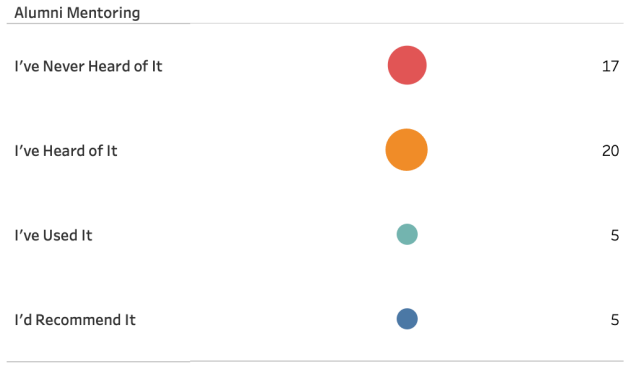
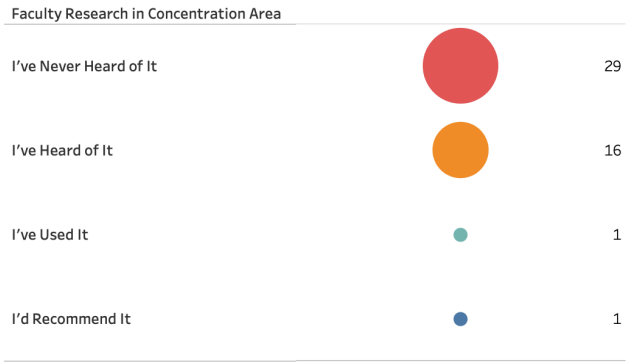
9. Career Guidance during Professor Office Hours



10. Industry Coffee Chats



11. Alumni Mentoring



12. Faculty Research in Concentration Area