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| **PROGRAM NAME:** Marketing | **AUTHORING TEAM CONTACT:** Carl Rossini |
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| GUIDELINES  Time Frames   1. Scope:   The time frame of program review is five years, including the year of the review.  Data being reviewed for any item should go back the previous four years, unless not available.   1. Deadline Dates:   January 15th – Program Review Document due to Department Dean for review (Deans may require submissions at their own, earlier due date)  February 1st – Program Review Document due to Program Review Steering Committee   1. Years:   Years 1 & 3 – Implement Action Plan of (CIP) and collect data  Years 2 & 4 – Analyze data and findings, Update Action Plan  Year 5 – Write Program Review of past 5 years; Write Continuous Improvement Plan (CIP) and create new Action Plan  LENGTH OF RESPONSES: Information provided to each question may vary but should be generally kept in the range  of 1-2 pages or 500-1,000 words.  **EVIDENCE GUIDELINES**: In the following sections, you will be asked to provide evidence for assertions made.   1. Sources: This evidence may come from various sources including professional accreditation reviews, THECB, Texas Workforce Commission’s CREWS, Institutional Research Office (IRO), National Student Clearinghouse, IPEDS, JobsEQ, EMSI Career Coach, and may be quantitative and/or qualitative. If you are unfamiliar with any of these information sources, contact the Institutional Research Office at: [effectiveness@collin.edu](mailto:effectiveness@collin.edu). Use of additional reliable and valid data sources of which you are aware is encouraged. 2. Examples of Evidence Statements: 3. Poor example: Core values are integrated into coursework. (Not verifiable) 4. Good example: Core values are integrated into coursework through written reflections. (Verifiable, but general) 5. Better example: Core values are integrating into coursework through written reflections asking the student to describe how s/he will demonstrate each of the core values in his or her professional life and demonstrated through service learning opportunities. (Replicable, Verifiable)   **FOR MORE INFORMATION:** The Program Review Portal can be found at <http://inside.collin.edu/institutionaleffect/Program_Review_Process.html>*.* Any further questions regarding Program Review should be addressed to the Institutional Research Office ([effectiveness@collin.edu](mailto:effectiveness@collin.edu), 972.599.3102). |

**Introduction/Preface**

EXECUTIVE SUMMARY

**Briefly summarize the topics that are addressed in this self-study, including areas of strengths and areas of concern. (Information to address this Executive Summary may come from later sections of this document; therefore, this summary may be written after these sections have been completed.)** Please do not include information in this section that is not already provided elsewhere in this submission. Using the questions in the template as headings in the Executive Summary can provide structure to the overview document (see below for suggested format).

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| **Executive Summary (suggested sections/format-not required format)**  What does our program do?  Why do we do the things we do: Program relationship to the College Mission & Strategic Plan.  Why we do the things we do? Program relationship to student demand.  Why we do the things we do? Program relationship to market demand.  How effective is our curriculum and how do we know?  How effectively do we communicate, and how do we know?  How well are we leveraging partnership resources and building relationships, and how do we know?  How have past Continuous Improvement Plans contributed to success?  How will we evaluate our success? |

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| **Complete the Executive Summary below after you have completed your review.** **WHAT DOES OUR PROGRAM DO?** The marketing program at Collin College prepares students for employment in the marketing industry in a variety of paths including sales, brand management, digital marketing, and marketing research. These paths may lead a candidate to retail organizations, technology companies, non-profits, governmental agencies, or academic institutions.Collin College’s marketing program offers multiple awards: The AAS (60 credit hours), a certificate (18 credit hours) in digital marketing, and a certificate (18 credit hours) in sales and marketing. For those seeking an Associate of Applied Science in Marketing degree, the curriculum offers a thorough background in aspects of marketing. The certificates offer a focused set of concepts and skills and are often sought by those who are already employed in a marketing position. For those intending to transfer to a four-year institution as marketing majors, the program introduces marketing concepts and practices. All classes were developed with guidance from, and conform to, the outcomes published in the State of Texas Workforce Educational Course Manual (WECM) current standards published on the WECM website: <http://reports.thecb.state.tx.us/ibi_apps/WFServlet.ibfs>  The marketing program also meets the Texas Higher Education Coordinating Board (THECB) requirements fo workforce programs, as outlined in the Guidelines for Instructional Programs in Workforce Education (2022), located at <https://www.highered.texas.gov/institutional-resources-programs/public-community-technical-state-colleges/career-technical-education-workforce-initiatives/guidelines-for-instructional-programs-in-workforce-education-gipwe/> .  **WHY DO WE DO THE THINGS WE DO? PROGRAM RELATIONSHIP TO THE COLLEGE MISSION AND STRATEGIC PLAN**  To operationalize the mission of the College within our program, the mission of the Collin College marketing program is to prepare students for upward growth in the diverse marketing career field by developing and teaching curriculum that provides industry-focused skill development, certificates, and an associate degree, and facilitates transfer to four-year institutions.  The marketing program is focused on the needs of our students to gain career success in the marketing field and to ensure that they are prepared to meet the growing local industry demand for more qualified marketing professionals.  The program continuously develops the personal characteristics of the students, in cooperation with and operationalizing the mission of the college. This includes modeling and setting standards of professionalism in class, encouraging students to take ownership of their choices and take initiative in their own goal setting and achievement, and employing integrity in their behavior while completing coursework and working on teams with classmates.  **WHY DO WE DO THE THINGS WE DO? PROGRAM RELATIONSHIP TO THE STUDENT DEMAND**  In the Fall 2022 semester, there were 450 individual students taking 684 marketing program classes, with 188 declared marketing majors. The program’s headcount grew 12% during the period of the COVID 19 disruption, while the total program enrollment grew 26%. This increase in student enrollment demonstrates interest in the program, which mirrors the increase in demand. There are estimates that 135,303 marketing and sales jobs will need to be filled by 2031 (U.S. Commerce Department, 2022).  Continued demand for program courses and the regional need for more skilled marketing professionals suggests the potential need to hire more faculty to ensure quality program growth. The program’s courses, certificates, and associates are structured to meet the varying needed of its students. The program currently has seven adjunct faculty and one full-time faculty member.  **WHY DO WE DO THE THINGS WE DO? PROGRAM RELATIONSHIP TO MARKET DEMAND**  Market demand for marketing professionals in the Dallas/Ft. Worth (D/FW) Metroplex is strong and the future for the job field is promising. According to the data provided by JobsEQ, there are currently 83,072 marketing occupational jobs in the D/FW Metroplex (2022). Because of occupational growth in the range of 1.5-3.3% annually, retirements, and transfers, 9,732 new marketing professionals will be needed to fill the need for qualified candidates over the next ten years. Data from the Indeed website (October 2022) indicates that Collin College’s certificate programs correspond to the market need in the D/FW Metroplex, as 20% (807) of the D/FW region marketing job openings specifically call for digital marketing skills. [https://www.indeed.com/jobs?l=Dallas-Fort+Worth%2C+TX&vjk=286cdd97a32c6586)](https://www.indeed.com/jobs?l=Dallas-Fort+Worth%2C+TX&vjk=286cdd97a32c6586)%20%20Didn’t).  There are opportunities for students with a certificate or AAS degree to obtain a position in the field. The department is currently working on developing pathways between our AAS degree and the BAAS degrees offered at the University of North Texas and Texas A&M University-Commerce for students that desire to continue to a bachelor’s degree.  **HOW EFFECTIVE IS OUR CURRICULUM AND HOW DO WE KNOW IT?**  The following table documents the number of program completers from 2017 through 2022:   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | |  |  |  |  |  | |  |  |  |  |  |  |  | |  | **2017-18** | **2018-19** | **2019-20** | **2020-21** | **2021-22 YTD** | **5 -YR. Total** | | **AAS Marketing** | 3 | 4 | 8 | 3 | 7 | 25 | | **Certificate** | 4 | 9 | 8 | 12 | 12 | 45 | | **Total** | 7 | 13 | 16 | 15 | 19 | 70 |   The total award completion for the last five years (FY18-FY22) is 70, with 25 students earning an AAS degree in marketing and 45 students earning a certificate. The total number of completions surpass the minimum expectations and show a rising trend (except for the COVID-impacted year 2020-2021). However, the department continues to focus on increasing completion rates in as shown by its continuous improvement plan (CIP) goals. The program updated the AAS and added two Level 1 certificates (digital marketing and sales and marketing), in response to advisory committee and faculty recommendations.  The overall student satisfaction with courses and faculty for the academic year 2021-2022 was high, 3.72/4.00 (N=465).  To continue to improve the quality of the curriculum, faculty initiatives began in 2021 to upgrade the curriculum and course materials and are ongoing.  **HOW EFFECTIVELY DO WE COMMUNICATE AND HOW DO WE KNOW?**  The marketing program employs a three-fold strategy to communicate with prospective and current students and the community. The primary source of information is the department’s website. The website provides information on career options, available awards and degree plans, and contact information. The marketing program website can be found at <http://www.collin.edu/department/marketing/> .  In addition to the website, the program utilizes flyers as marketing tools to promote the program, particularly the two new certificates. The flyers are posted in classrooms and emailed to students by the program coach and faculty. The third method for communicating is facilitated by the program coach. The program coach proactively contacts students to determine their goals and suggest registration options.  Students are invited to, and commonly do, contact the program coach, discipline lead, and/or associate dean to answer questions or seek assistance with their academic progress.  **HOW WELL DO WE LEVERAGE PARTNERSHIP RESOURCES AND HOW DO WE KNOW?**  The program is in the process of reaching out to advisory board members, who are well placed in the marketing community, to enhance employment opportunities for our co-op students. Current faculty are engaged with industry organizations such as the Dallas/Fort Worth American Marketing Association (AMA); several are members, and one is the executive vice president and director of volunteers.  Additionally, the program has finalized 2+2 agreements with BAAS programs at the University of North Texas and Texas A&M-Commerce.  **WHICH PROFESSIONAL DEVELOPMENT OPPORTUNITIES ADD VALUE TO YOUR PROGRAM?**  Marketing faculty may utilize the College’s Center for Teaching and Learning resources and the eLearning online trainings. As several faculty are relatively new, they have benefited from the onboarding processes, which include an introduction to the Starting Line Canvas course for new faculty, and the required online course trainings and certifications. Marketing faculty also participate in industry-specific professional development. These include certifications and conference and workshop participation.  **ARE FACILITIES, EQUIPMENT AND FUNDING SUFFICIENT TO SUPPORT THE PROGRAM? IF NOT, PLEASE EXPLAIN.**  The current facilities, technology, equipment, and educational facilities are sufficient to support the program.    **HOW HAVE PAST CONTINUING IMPROVEMENT PROGRAMS CONTRIBUTED TO SUCCESS?**  The previous CIP goals were to increase the number of program completers to at least five per year and to demonstrate competencies needed for an entry-level marketing position, as measured by a summative course grade of a “B” in MRKG 2381 (Co-op Education-Marketing).  The program has grown in the last five years: There was a 63% increase in total number of completers from the five-year period of 2012-2017 to 2017-2022. Total completers for the five years ending 2022 were 72 compared to 41 for 2012-2017. This is a growth of six per year, which met the goal.  The grade point average of completers for MRKG 2381 (co-operative) was 3.4 (N=14), which met the goal.  Highlights of other program improvements are described below:   * The development and implementation of the three new courses, in response to local industry demand, along with advisory committee and faculty recommendation. * The development and implementation of two new Level 1 marketing certificates in response to local industry demand, along with advisory committee and faculty recommendation. * Development and implementation of intrusive advising by the program coach to promote the program, proactively recommend classes, and facilitate the registration process. * Development and implementation of eight-week parts of term with a wide selection of courses in order to facilitate a fast track to graduation with an associate’s degree or a Level 1 certificate, which can now be completed in one semester. * Confirmation of transfer pathways for marketing students to transfer their AAS degrees into a BAAS degree at two receiving univerisities.   **HOW WILL WE MEASURE OUR SUCCESS?**  There are four program outcomes that have been selected for the CIP cycle beginning 2023, in consultation with the advisory committee, faculty, and administration. The first outcome will be the competent development and writing of a social media marketing plan, measured by student artifacts prepared in the MRKG2371 (Strategies of Social Media) class. The other outcome is a competently written and orally-presented sales proposal. This would be completed in the MRKG2333 (Principles of Selling) class. Both sets of student work will each be scored by three marketing faculty using a faculty-developed five-point rubric with a success goal of an average rubric score of 3.0.  Another CIP outcome focuses on improving student success rates in MRKG2312 eCommerce Marketing. The goal is to reach at least a 75% success rate in this course. Lastly, now that agreements are confirmed, Collin College marketing students have the option of entering into a BAAS degree 2+2 plan with two receiving universities. |

Section I. *Are We Doing the Right Things?*

**1. WHAT DOES OUR PROGRAM DO?**  
 **What is the program and its context?**This section is used to provide an overview description of the program, its relationship to the college and the community it serves. **Keep in mind the reviewer may not be familiar with your area**. Therefore, provide adequate explanation as needed to ensure understanding.

*Suggested points to consider:*

* *Program’s purpose (Include the program’s purpose/mission statement if one exists.)*
* *Program learning outcomes or marketable skills*
* *Brief explanation of the industry/industries the program serves*
* *Career paths and/or degree paths it prepares graduates to enter*
* *What regulatory standards must the program meet (THECB, Workforce, external accreditation)*

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| **PROGRAM’S PURPOSE**The marketing program at Collin College prepares students for employment in the marketing industry in a variety of paths including sales, brand management, digital marketing, and marketing research. These paths may lead a candidate to retail organizations, technology companies, non-profits, governmental agencies, or academic institutions. Marketing positions vary widely, as marketing is a broad field that includes job titles from market research analyst to social media manager to advertising sales agent to creative services director. The marketing program prepares students for entry-level positions in many positions such as advertising and promotions manager, marketing manager, and public relations specialist. These positions offer starting salaries from $37,300 to $84,900. (See <https://www.onetonline.org/>) Collin College’s marketing program offers multiple awards: The AAS (60 credit hours), a certificate (18 credit hours) in digital marketing, and a certificate (18 credit hours) in sales and marketing. For those seeking an Associate of Applied Science in Marketing degree, the curriculum offers a thorough background in aspects of marketing. The certificates offer a focused set of concepts and skills and are often sought by those who are already employed in a marketing position. For those intending to transfer to a four-year institution as marketing majors, the program introduces marketing concepts and practices. **MARKETABLE SKILLS**  The marketing program has seven marketable skills that are valued by employers. The advisory committee members, who are professionals in the marketing field, were instrumental in ascertaining these hard and soft skills that will help program completers market themselves to employers. The courses in the marketing program are infused with these skills, so students have an increased chance of employment.  1. Research Primary Target market characteristics for advancements in promotion and customer service; analyze marketing data critically to reach sound conclusions.  2. Create data reports to increase productivity of employer or personal businesses.  3. Construct and develop business plans for small business owners; create company handbooks and other professional resources for use by company personnel.  4. Create group goals and work productively with others to achieve these goals.  5. Demonstrate understanding digital marketing strategies and how to use them to meet key marketing objectives; use measurement tactics and performance indicators to analyze campaign performance.  6. Communicate effectively and professionally with peers, managers, and potential and current customers.  7. Create customer service goals using specifics of personality types; interact appropriately with customers from many cultures and perspectives.  **PROGRAM OUTCOMES – SUBMITTED TO ACADEMIC AFFAIRS (2021)**  The marketing program develops two broad sets of skills: conceptual and practical. They are complementary. On the program level, they are taught within program outcomes. The table below describes program-level outcomes:   |  |  | | --- | --- | | Program Outcomes: |  | | Program Outcome 1: | Analyze people, including generations, genders, and cultures in order to promote products or businesses. | | Program Outcome 2: | Conduct market analyses of purchasers and users in order to produce, promote, and sell both business and consumer products and services. | | Program Outcome 3: | Create promotional campaigns, including social and/or digital media tools that are appropriate for organizational or consumer markets. | | Program Outcome 4 | Forecast changes one-to-four years in advance in order to align existing Marketing methods with projections that are made in the future. |   The table below reveals where each of the outcomes align with the course curriculum in the marketing degree.  I = Introduced P = Practiced E = Emphasized A = Assessed   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Program Courses** | **Program Outcome 1** | **Program Outcome 2** | **Program Outcome 3** | **Program Outcome 4** | | MRKG 1311 | I, P, E | I, P, A |  |  | | MRKG 1301 | P | I |  |  | | MRKG 2312 |  |  |  | P, E, A | | MRKG 2333 | P |  |  |  | | MRKG 2348 |  | P, E |  |  | | MRKG 2349 | P, E | P | P, E | P | | MRKG 2371 | P | P, E | P, E, A | P | | MRKG 2372 | P | P |  | P, E | | MRKG 2373 | P | P |  | P | | MRKG 2381 | This is a co-op course. The elements to which students are exposed and the level of that exposure is dependent upon the types of businesses for which the students work during the class. | | | | | \*BMGT 1327 |  |  |  | I | | BMGT 1341 | I |  |  |  | | \*BMGT 2303 | I |  |  |  | | BUSG 2309 | I, P | I, P |  |  | | BUSG 2371 | This is an independent study course. The elements to which students are exposed and the level of that exposure is dependent upon the types of businesses the students own or are planning to own. | | | | | IBUS 1354 | P, E, A |  |  |  |   The curriculum and courses included in the Associate in Applied Science in Marketing degree was reviewed by the Marketing Program Advisory Committee in fall 2021 and spring 2022. The committee discussed the possible addition of communication skills and approved this CIP measure in the fall 2022 advisory committee meeting. The CIP outcome of a social media marketing plan was improved in principle, with course specification and rubric outcomes to be reviewed by senior faculty for improvement and further review by the advisory committee. As a result of this recommendation, an outcome of the 2022 program review focused on social media is included in the 2022-2023 CIP.  Additionally, it is important to continuously develop the personal characteristics of the students, in cooperation with and operationalizing the mission of the college. This includes modeling and setting standards of professionalism in class, encouraging students to take ownership of their choices and take initiative in their own goal setting and achievement, and employing integrity in their behavior while completing coursework and working on teams with classmates. These expectations are reflected in policies that are included in course syllabi. For example, students are expected to attend class, arrive on time, and come prepared for classwork. They face consequences if they commit Student Code of Conduct violations such as exhibiting inappropriate behavior, cheating on a test, plagiarizing a report, or not meeting deadlines. When instructors elucidate their expectations and administer repercussions when expectations are not met, students learn to take ownership of their choices, act ethically and professionally, and take initiative in their own academic success. Professional deportment and integrity are needed for success in the field and will be modeled by faculty and set as ideals and practiced in the classroom by students and faculty.  **INDUSTRY DESCRIPTIONS AND CAREER PATHS**  The marketing profession/work field is broad. In general, marketers are responsible for promoting a company and its products and/or services. Jobs encompass advertising and promotion and employs marketing managers, analysts, marketing specialists, and sales professionals. Marketers are found throughout the economy in consumer goods companies, wholesale and retail business firms, government, educational institutions, and non-profit organizations. There are over 2.7 million marketing and sales jobs currently being filled in the U.S. (U.S. Commerce Department, 2022.)  The U.S. Bureau of Labor Statistics reported employment of 27,310 marketers and 363, 870 sales related workforce jobs in D/FW region in May, 2021 (see below).   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  |  |  |  |  |  | | Area:Dallas-Fort Worth-Arlington, TX |  |  |  |  |  | | Period:May 2021 |  |  |  |  |  | |  |  |  |  |  |  | | Occupation (SOC code) | Employment(1) |  |  |  |  | | Advertising and Promotions Managers(112011) | 420 |  |  |  |  | | Marketing Managers(112021) | 7740 |  |  |  |  | | Market Research Analysts and Marketing Specialists(131161) | 15520 |  |  |  |  | | Web Developers(151254) | 1770 |  |  |  |  | | Web and Digital Interface Designers(151255) | 1860 |  |  |  |  | | Sales and Related Occupations(410000) | 363870 |  |  |  |  | |  |  |  |  |  |  | | (1)Estimates for detailed occupations do not sum to the totals because the totals include occupations not shown separately. Estimates do not include self-employed workers. | | | | | | |  |  |  |  |  |  | | SOC code: Standard Occupational Classification code -- see http://www.bls.gov/soc/home.htm | | | | | | | Date extracted on :Dec 16, 2022 | |  |  |  |  |   The AAS in Marketing curriculum prepares graduating students for marketing support roles that require an associates degree and transfer to a BAAS program. The two marketing program level onecertificates are squarely directed on the workforce needs of digital marketing and sales profeaonals shown in the chart above of D/FW workforce employment. |

**2. WHY DO WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO THE COLLEGE MISSION & STRATEGIC PLAN.**

* **Provide program-specific evidence of actions that document how the program supports the College’s** [**mission statement**](https://www.collin.edu/aboutus/)**:** “*Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect.”*
* **Provide program-specific evidence that documents how the program supports the College’s strategic plan (2020-2025 Strategic Plan)**: <https://www.collin.edu/aboutus/strategic_goals.html>.

*Suggested/possible points to consider:*

* *What evidence is there to support assertions made regarding how the program relates to the mission and strategic plan?*
* *Think broadly-increasing completion, articulation agreements, pathways from high schools, etc.*
* *Analyze the evidence you provide. What does it show about the program?*

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| **PROGRAM RELATION TO COLLEGE MISSION**  The marketing program supports the Collin College mission of developing skills and challenging the intellect. The marketing program is focused on the needs of our students to gain career success in the marketing field and also to ensure that they are prepared to meet the growing local industry demand for qualified marketing professionals. The required coursework and teaching curriculum prepare students for upward growth in the diverse marketing career field by providing an industry-focused knowledge base and skill development. Credentials such as certificates and an associate degree document the students’ successful completion of program expectations.  Additionally, it is important to continuously develop the personal characteristics of the students, in cooperation with and operationalizing the mission of the college. This includes modeling and setting standards of professionalism in class, encouraging students to take ownership of their choices and take initiative in their own goal setting and achievement, and employing integrity in their behavior while completing coursework and working on teams with classmates. Professional deportment and integrity are needed for success in the field and will be modeled by faculty and set as ideals and practiced in the classroom by students and faculty.  **PROGRAM RELATION TO STRATEGIC PLAN**  Through the recruitment of members for the advisory committee, the marketing program has developed a coordinated approach to engaging external stakeholders. Members of the current advisory committee bring many years of experience with local, national, and international companies in their respective marketing specialties. Recruitment for the advisory committee engages external partners from the diverse business entities in the local area, as well as the D/FW Metroplex. Additionally, the co-operative course engages companies in the local area who employ Collin College students for this hands-on learning experience. The advisory committee will begin developing a list of high quality employers for co-op students, and program faculty and leadership will strive to maintain a mutually supportive relationship with these employers to strengthen our partnership. |

**3. Why we do the things we do: Program relationship to student demand**

**Make a case with evidence to show that students want the certificate. Discuss whether or not there appears to be any disproportionate enrollment by gender, race, and ethnicity (compared to Collin College’s overall student demographic distributions** [**http://inside.collin.edu/iro/programreview/prfilehostpage.html**](http://inside.collin.edu/iro/programreview/prfilehostpage.html)**). If any differences exist discuss possible reasons why the gap exists, and plans to address these issues to close gaps in enrollment rates between groups of students (refer to the Program Review portal for Enrollment Reports and Average Section Size data files for your program** **<http://inside.collin.edu/institutionaleffect/Program_Review_Process.html>).**

*Suggested/possible points to consider:*

* *What is the enrollment pattern? Declining, flat, growing, not exhibiting a stable pattern, please explain. For required program courses where there is a pattern of low enrollment (fewer than 15 students), explain your plan to grow enrollment and/or revise the curriculum.*
* *What are the implications for the next 5 years if the enrollment pattern for the past 5 years continues?*
* *Describe any actions taken to identify and support students enrolled in program-required courses early in the degree plan. If no actions are taken at the present, please develop* *and describe a plan to do so.*
* *How does your program support (or plan) to support attraction of a diverse student population?*
* *Check with Institutional effectiveness for Data Reports -names of reports*
* *Analyze the evidence you provide. What does it show about the program?*

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| **ENROLLMENT PATTERNS**  The marketing program has grown in the past few years, and the future is promising. The demand for trained marketers is growing, and enrollment in Collin College’s marketing program reflects this growth in demand. Enrollment for the last three years is shown in the line chart below.  Enrollment in the current academic year is as follows:  Fall 2022  Headcount: 450  Enrollment: 684  Majors Enrolled in Program Courses: 188  The program’s headcount grew 12% during the period of the COVID 19 disruption, while the total program enrollment grew 26%. This increase in student enrollment demonstrates student interest in the program. Student interest in marketing program mirrors the estimates that 135,303 marketing and sales jobs will need to be filled by 2031 (U.S. Commerce Department, 2022).  Note that marketing courses were offered on three campuses (Frisco, McKinney, Plano) in FY20 and FY21, two campuses (Frisco, Plano) in spring 22 and only one campus (Plano) in fall 22; thus, the enrollment in fall 22, shown above, represents the Plano campus only.  **ENROLLMENT IMPLICATIONS FOR THE NEXT FIVE YEARS**  If the growth in enrollment continues as it has in the recent past, Collin College’s marketing program will continue to see growth. This growth will demand that the college offer more sections and hire more instructors. The chart indicates the growth in three foundational courses. In two of three foundational courses, the average class size was 33, indicating that classes are full and additional sections may need to be added to the schedule to meet demand.  The marketing program leadership, along with the advisory committee, will need to stay focused on trends in the industry in order for the program to remain relevant and able to produce completers that hold the knowledge and skills required in the growing field of marketing. Adjunct faculty continue to be recruited in order to support the addition of sections.  **IDENTIFICATION OF AND SUPPORT FOR STUDENTS ENROLLED IN FOUNDATIONAL COURSES**  While there are courses designated to be foundational courses (see the chart above), there are no courses that students must successfully complete prior to continuing in the program. There are no courses with pre-requisites; thus, students may enroll in courses in the degree plan in any order. When a faculty member encounters a student in an “advanced” course who lacks basic knowledge because that student had not yet taken the foundational course, the faculty member works with the student to mediate the gap in knowledge.  The marketing program coach maintains a spreadsheet in which each student’s enrollment and progress toward completion is documented. This data is reviewed by the discipline lead and the associate dean on a regular basis. In reviewing this data, it is clear that students are not enrolling in marketing courses in any particular order; thus, it is impossible to identify a specific course or two that students take early on. Regardless of the course in which a student enrolls in their first semester or two, marketing faculty are motivated to be student centered and supportive, as academic success is the goal, not “weeding out” students from the program.  The program coach also assists students with degree planning and guidance as they matriculate through the program; specifically, he helps students ascertain which courses to take and prepares them for enrollment in the capstone courses. He also assists them with resume writing and interview preparation. Lastly, now that marketing students have the opportunity to transfer and complete a BAAS degree from one of two receiving universities, he can guide them in this transfer process.  **SUPPORTING DIVERSE POPULATIONS**  Collin College is an “open-access” institution; there is no competitive entrance policy. Any student who holds a high school diploma or GED may be accepted, including international students and students who are not academically prepared to meet the rigors of the collegiate classroom, based on their Texas Success Initiative (TSI) score. The college offers remedial courses for students who need academic support, and, once students either successfully complete all required remedial coursework and/or reach a minimum TSI score, they may enroll in any marketing class.  Marketing classes are offered in 16- and eight-week terms, on-site and online, during the day and in the evening. This scheduling accommodate most all students, including those who are working fulltime. The eight-week schedule allows students to move through the degree plan at a faster rate, and it enables students to earn a certificate in one semester. Students who are motivated to complete their academic goal in a timely manner have the opportunity to do so. |

**4. Why we do the things we do: Program relationship to market demand**

**Make a case with evidence to show that employers need and hire the program’s graduates. Some resources to utilize for information could be: JobsEQ** [**http://inside.collin.edu/iro/programreview/202021/ProgramLaborMarketInfo\_2020-21AY.pdf**](http://inside.collin.edu/iro/programreview/202021/ProgramLaborMarketInfo_2020-21AY.pdf)**, Burning Glass, O-Net** [**https://www.onetonline.org**](https://www.onetonline.org)**, Texas Labor Market Information** [**https://www.twc.texas.gov/businesses/labor-market-information**](https://www.twc.texas.gov/businesses/labor-market-information)**.**

*Suggested/possible points to consider:*

* *How many program-related jobs are available in the DFW Metroplex for program graduates? If the majority of related jobs in the DFW Metroplex require a baccalaureate degree, provide evidence that you have a current signed articulation agreement with one or more transfer institutions or that you plan to develop one.*
* *What proportion of the program’s graduates (seeking employment) found related employment within six months of graduation?*
* *What changes are anticipated in market demand in the next 5 years? Do program completers meet, exceed, or fall short of local employment demand? How will the program address under- or over-supply?*
* *Identify and discuss the program’s strengths and weaknesses related to market demand.*

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| **MARKET DEMAND FOR GRADUATES IN D/FW METROPLEX**  Market demand in the Dallas/Ft. Worth (D/FW) Metroplex is strong and continuing to grow. The chart below reports the status and projected need for marketing professionals in the D/FW Metroplex.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Marketing Occupational Snapshot in Dallas-Fort Worth-Arlington, TX MSA, 2022Q1**1 | | | | | |  |  |  |  |  | | **SOC** | **Occupation** | **Total Demand** | **Empl Growth** | **Ann % Growth** | | 11-2021 | Marketing Managers | 959 | 193 | 2.3% | | 13-1161 | Market Research Analysts and Marketing Specialists | 2,575 | 595 | 3.30% | | 11-2022 | Sales Managers | 1,558 | 282 | 2.00% | | 11-2020 | Marketing and Sales Managers | 2,518 | 475 | 2.10% | | 41-3091 | Sales Representatives of Services, Except Advertising, Insurance, Financial Services, and Travel | 5,099 | 757 | 2.10% | | 41-3011 | Advertising Sales Agents | 316 | 32 | 1.40% | | 95-0030 | Marketing, Sales & Service (CTE Cluster) | 67,189 | 6,854 | 1.50% | | 11-2000 | Advertising, Marketing, Promotions, Public Relations, and Sales Managers | 2,858 | 544 | 2.10% | |  | Total | 83,072 | 9,732 |  | | [Source: JobsEQ®](http://www.chmuraecon.com/jobseq) | |  |  |  |   According to the data provided by JobsEQ in the above chart, there are currently 83,072 marketing occupational jobs in the D/FW Metroplex (2022). Because of occupational growth in the range of 1.5-3.3% annually, retirements, and transfers, 9,732 new marketing professionals will be needed to fill the need for qualified candidates over the next ten years. Data from the Indeed website (October 2022) indicates that Collin College’s certificate programs correspond to the market need in the D/FW Metroplex, as 20% (807) of the D/FW region marketing job openings specifically call for digital marketing skills. [https://www.indeed.com/jobs?l=Dallas-Fort+Worth%2C+TX&vjk=286cdd97a32c6586)](https://www.indeed.com/jobs?l=Dallas-Fort+Worth%2C+TX&vjk=286cdd97a32c6586)%20%20Didn’t).  The Department of Labor predicts an above-average growth rate for marketing jobs and favorable economic projections in North Texas. The Perryman Group forecasts an overall 3.8% growth rate in jobs in Dallas in the next five years. Additionally, the U.S. Department of Labor forecasts a national 5% growth in jobs over the next ten years. Additionally, they have projected growth in the following marketing positions nationally:  Advertising, Promotion, and Marketing Managers +10%  Marketing Research Specialists +19%  Public Relations Specialists +8%  There are opportunities for students with a certificate or AAS degree to obtain a position in the field; however, the US Labor Department indicates that a bachelor’s degree as "typically" required for certain positions in advertising, promotion, marketing and for positions such as sales managers and market research analysts. Therefore, for those students who wish to continue their education and work toward a bachelor’s degree, the department is currently working on developing pathways between our AAS degree and the BAAS degrees offered at the University of North Texas and Texas A&M University-Commerce. Both of these universities are seeking articulation agreements with the promise of accepting our students and giving them full credit for all their coursework, including their marketing courses.  **ANTICIPATED CHANGES IN MARKET DEMAND**  The data suggest that marketing positions are in demand, and, unless there are unforeseen economic setbacks on a global level, these trends document a continued need for high-quality collegiate-level marketing education. The marketing program will need to continue its upward trend in graduates in order to meet this demand. See below for a description of the program’s strengths and weaknesses related to market demand.  **EMPLOYMENT-SEEKING GRADUATES**  Data on the number of program graduates, seeking employment, who found employment in the field within six months of graduation is unknown. There is currently no coordinated effort to collect this data, as this is not a process completed by the college’s Office of Institutional Research. In the future, the discipline lead, assisted by the program coach, can attempt to maintain communication with program completers in order to keep abreast of their academic and professional success. While this would only provide anecdotal data, it would be one way to have a partial glimpse of what completers are doing after leaving Collin College.  **STRENGTHS AND WEAKNESSES RELATED TO MARKET DEMAND**  Program leadership is confident that the marketing program will be able to meet the growing demand for graduates. Data from the Indeed website (October 2022) indicates that the specific certificates offered by Collin College offers are valuable in the D/FW Metroplex. Twenty-one percent of employers from the D/FW Metroplex with marketing job openings call for digital marketing skills. Of these, 20% seek a candidate with an associate degree. Data from the same source shows that of the 15,292 D/FW Metroplex job openings for sales positions, 31% of employers seek a candidate with an associate degree. (See <https://www.indeed.com/jobs?l=Dallas-Fort+Worth%2C+TX&vjk=286cdd97a32c6586>) Thus, marketing graduates are well prepared to meet the market demand for candidates with an academic background that includes sales and digital marketing.  Another strength of the program is the new leadership. In 2021, a new discipline lead was appointed, and he brought expansive experience both in industry and education. He set about reviewing all aspects of the program with the goal of seeking areas for improvement and growth. Alterations/additions made to the curriculum (see section 5), communication (see section 6), and other program improvements (see section 10) ensure that the program is relevant and effectively prepares students to enter the workforce. Additionally, one of the greatest strengths of the marketing program in relation to market demand is its faculty. Many of the faculty have come on board within the past year and were employed under a rigorous credentialing process. All the faculty have years of experience at high-level positions with national and international companies, and they are also members of professional organizations such the American Marketing Association (AMA) and the Marketing Educators Association (MEA). Faculty are actively involved in discipline-specific professional development, so they are able to present the most reliable and valid resources and share “real-world” experiences with the students in their classes. Several faculty also sit on the marketing advisory committee. Membership on the marketing advisory committee was heavily modified in FY22, making the committee more diverse and better representative of the wide variety of industry partners in the Plano area.  One weakness that Collin College graduates face is the demand for candidates with bachelor’s degrees. The Indeed job web site sample indicates that 78% of the 4,179 jobs included in that data base for marketing positions in the D/FW Metroplex require a bachelor’s degree, only 18% an associate’s degree. Fourteen percent of all social media jobs require less than a bachelor’s degree. There is a niche in the D/FW Metroplex for candidates with less than a four-year degree in marketing, particularly in areas such as sales and digital marketing, confirming that Collin College’s AAS graduates and certificate earners can find entry-level jobs in many organizations. |

Section II. *Are We Doing Things Right?*

**5. How effective is our curriculum, and how do we know?**

**A. Make a case with evidence that there are no curricular barriers to program completion. Review data related to course enrollments, course completion rates, course success rates, and the frequency with which courses are scheduled to identify barriers to program completion.**

*Suggested/possible points to consider:*

* *Number of students who completed the program awards in each of the last 4 years? If the number of graduates does not average 5 or more per year, describe your plan to increase completions and address this issue in the Continuous Improvement Plan (CIP).*
* *At what point(s) are substantive percentages of students dropping out of the program? Use data in the “Program-Based Course Performance” tool to examine enrollment flow through the program curriculum. Does the data suggest any curricular barriers to completion? Address problems in the CIP.*
* *Analyze the course success rates and the course completion rates of each course in your program. Address problems in the CIP.*

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| **HOW EFFECTIVE IS OUR CURRICULUM?**  The following table documents the number of program completers from 2017 through 2022:   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | |  |  |  |  |  | |  |  |  |  |  |  |  | |  | **2017-18** | **2018-19** | **2019-20** | **2020-21** | **2021-22 YTD** | **5 -YR. Total** | | **AAS Marketing** | 3 | 4 | 8 | 3 | 7 | 25 | | **Certificate** | 4 | 9 | 8 | 12 | 12 | 45 | | **Total** | 7 | 13 | 16 | 15 | 19 | 70 |   The total award completion for the last five years (FY18-FY22) is 70, with 25 students earning an AAS degree in marketing and 45 students earning a certificate. The total number of completions surpass the minimum expectations and show a rising trend (except for the COVID-impacted year 2020-2021). However, the department continues to focus on increasing completion rates in as shown by its continuous improvement plan (CIP) goals. Department initiatives to increase completion rates are as follows:   * The development (2020) and implementation (2021) of two new Level 1 certificates in digital marketing and in sales and marketing (described in Section 1). All required courses in both certificates are stackable with the AAS in Marketing degree. * The development (2021) and implementation (2022) of eight-week express courses that support the completion of one-semester “fast-track” certificates in digital marketing and in sales and marketing * Scheduling evening classes back-to-back for eight-week hybrid classes that enable students to enroll in multiple evening courses in the same term. Classes are scheduled at 5:30 pm-6:45pm, 7:00 pm-8:15pm, and 8:30 pm-9:45 pm, and they meet twice a week on either Monday and Wednesday or Tuesday and Thursday. * The development and implementation (2021-2022) of proactive advising and mentoring by a program coach. The program coach also guides students in course selection and enrollment and guides them to staying on track to earning a credential. * Continued communication of the two Level 1 marketing certificates to marketing majors and others enrolled in marketing courses. This is completed via email, via Canvas announcements, via flyers placed on classroom bulletin boards and hallway bulletin boards in the K-wing on the Plano campus where marketing classes are held, and via announcements by faculty in the classroom.   **ENROLLMENT FLOW THROUGH THE PROGRAM**  The marketing program meets the completers standard, as indicated by the data below. The Program-Based Course Performance Tool from FY20 indicates that retention rates met the standard in all but one course (see highlight).   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | |  | | --- | |  | | **Program-based** | | |  |  | |  | **Course Performance Tool** | | |  |  | | **IRO** |  |  |  |  |  | | Program | Marketing |  |  |  |  | | Award Type | Degree |  |  |  |  | | Track | Marketing |  |  |  |  | | Academic Year | 2020 |  |  |  |  | | Y0,S0 indicates pre-requisites. S3 indicates Summer term. Y9,S9 indicates electives.  (#) following each course code represents the count of awards which share this course. Electives and Substitutes may not be included. Enrollment is the sum of duplicated enrollments per academic year. | | | | | | | **Term** | **Enrollment** | **Completion %** | **Pass % (D & up)** | **Success % (C & up)** |  | | **Y1** |  |  |  |  |  | | **S1** |  |  |  |  |  | | BMGT1307 (10) | 274 | 96% | 86% | 81% |  | | BMGT2303 (8) | 224 | 93% | 80% | 76% |  | | MATH1332 (15) | 1,014 | 89% | 71% | 63% |  | | MRKG1301 (11) | 74 | 82% | 69% | 66% |  | | MRKG1311 (6) | 223 | 92% | 77% | 75% |  | | **S2** |  |  |  |  |  | | BMGT1305 (4) | 210 | 94% | 84% | 80% |  | | BMGT1341 (9) | 277 | 94% | 83% | 79% |  | | BUSG2309 (7) | 263 | 92% | 71% | 66% |  | | ENGL1301 (57) | 12,707 | 93% | 78% | 74% |  | | IBUS1354 (3) | 52 | 81% | 65% | 60% |  | | MRKG2349 (2) | 48 | 88% | 77% | 73% |  | | **Y2** |  |  |  |  |  | | **S1** |  |  |  |  |  | | BMGT1327 (7) | 384 | 95% | 83% | 79% |  | | IBUS2341 (4) | 89 | 89% | 80% | 79% |  | | MRKG2312 (5) | 49 | 82% | 65% | 61% |  | | MRKG2333 (6) | 64 | 80% | 53% | 47% |  | | **S2** |  |  |  |  |  | | BUSG1307 (3) | 0 | 0% | 0% | 0% |  | | BUSG2371 (3) | 7 | 100% | 86% | 71% |  | | ECON1301 (21) | 756 | 92% | 73% | 67% |  | | ECON2301 (15) | 4,561 | 93% | 86% | 82% |  | | ECON2302 (17) | 3,034 | 96% | 90% | 85% |  | | MRKG2348 (1) | 23 | 91% | 61% | 57% |  | | MRKG2381 (2) | 2 | 50% | 50% | 50% |  | | PSYC2301 (18) | 5,169 | 93% | 82% | 76% |  | | SPCH1321 (31) | 1,171 | 90% | 80% | 76% |  |   MRKG2381 Co-Op Marketing. There were no co-op students during FY21 due to COVID restrictions. N=2 for this 2020; this is a very small sample size and may not be projectable or enable meaningful analysis. Considering the preceding five years from FY17 to FY21, the completion rate averaged 93%.  **BARRIERS TO COMPLETION**  There does not appear to be any barriers to program completion due to scheduling. Classes are offered on-site and online. Changes made to scheduling include the following:   * The development of eight-week express courses that support the completion of one-semester “fast-track” certificates in digital marketing and in sales and marketing * The scheduling of evening classes back-to-back for eight-week hybrid classes that enable students to enroll in multiple evening courses in the same term.   On-site courses are primarily offered in the evenings and are developed as hybrids so that a portion of the course is presented in person and a portion online. This enables the department to offer three courses each evening with staggered times, allowing a student to attend three courses and attend only two evenings a week. This greatly enhances the opportunity for non-traditional students to enroll in the class(es) they need to complete a credential at a time that does not conflict with their employment.  All marketing (and IBUS 1354) courses are offered each long semester in order that students may enroll in whichever course they need to fulfill their degree or certificate plan. There are currently no pre-requisites, so students can enroll in courses in any order, and they don’t often follow the suggested enrollment provided in the catalog. Thus, there is no barrier for students who need a particular course to complete their marketing course requirements. |

**B. Show evidence that the institutional standards listed below have been met. For any standard not met, describe the plan for bringing the program into compliance.**

1. **Completers Standard: Average 25 completers over the last five years or an average of at least five completers per year.**  
   Number of completers: 70 in last five years.  
   If below the state standard, attach a plan for raising the number of completers by addressing barriers to completion and/or by increasing the number of students enrolled in the program. Definition of completer—Student has met the requirements for a degree or certificate (Level I or II)
2. **Licensure Standard: 93% of test takers pass licensure exams.**If applicable, include the licensure pass rate: Not applicable  
   For any pass rate below 93% (Collin College’s standard), describe a plan for raising the pass rate.
3. **Retention Standard: 78% of students enrolled in program courses on the census date should still be enrolled on the last class day (grades of A through F).**Include the retention rate: 82%  
   If the retention rate is below 78%, describe a plan for raising the course completion rate.

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**C. Make a case with evidence that the program curriculum is current.**

*Suggested/possible points to consider:*

* *How does the program curriculum compare to curricula at other schools? Review programs at two or more comparable colleges. Discuss what was learned and what new ideas for improvement were gained.*
* *How does the program curriculum align with any professional association standards or guidelines that may exist?*
* *Is the curriculum subject to external accreditation? If so, list the accrediting body and the most recent accreditation for your program.*

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| *If the program curriculum differs significantly from these benchmarks, explain how the Collin College curriculum benefits students and other college constituents.*  Comparable Two-Year College Curricula  Dallas College  ***2022 - 2023 Catalog* Program: Marketing Title: Business Marketing A.A.S.**  Brookhaven and Cedar Valley campus only  The Business Marketing program provides an opportunity for students to acquire knowledge and training for careers in sales and marketing. In addition to a broad program of study encompassing all phases of marketing. Students apply what is learned in the classroom to real-life situations in the business sector. Cooperative work experience provides students with the necessary skills to become competent in the industry.   | **Semester 1** | | | | --- | --- | --- | | **Course** | **Course Title** | **Credit Hours** | | [**MRKG 1302**](https://www1.dcccd.edu/catalog/courseDescriptions/detail.cfm?loc=econ&course=MRKG#1302) | Principles of Retailing | 3 | | [**BMGT 1327**](https://www1.dcccd.edu/catalog/courseDescriptions/detail.cfm?loc=econ&course=BMGT#1327) | Principles of Management | 3 | | [**BUSI 1301**](https://www1.dcccd.edu/catalog/courseDescriptions/detail.cfm?loc=econ&course=BUSI#1301) | Business Principles | 3 | | [**ENGL 1301**](https://www1.dcccd.edu/catalog/courseDescriptions/detail.cfm?loc=econ&course=ENGL#1301) | Composition 1I | 3 | | **+Elective** | Humanities/Fine Arts | 3 | | **Semester Total** | | 15 |  | **Semester 2** | | | | --- | --- | --- | | **Course** | **Course Title** | **Credit Hours** | | [**MRKG 2333**](https://www1.dcccd.edu/catalog/courseDescriptions/detail.cfm?loc=econ&course=MRKG#2333) | Principles of Selling | 3 | | [**ECON 2301**](https://www1.dcccd.edu/catalog/courseDescriptions/detail.cfm?loc=econ&course=ECON#2301) | Principles of Macroeconomics | 3 | | [**ENGL 1302**](https://www1.dcccd.edu/catalog/courseDescriptions/detail.cfm?loc=econ&course=ENGL#1302) | Composition 2II | 3 | | **++Elective** | MATH Elective | 3 | | [**SPCH 1311**](https://www1.dcccd.edu/catalog/courseDescriptions/detail.cfm?loc=econ&course=SPCH#1311) | Introduction to Speech Communication **OR** | 3 | | [**SPCH 1315**](https://www1.dcccd.edu/catalog/courseDescriptions/detail.cfm?loc=econ&course=SPCH#1315) | Public Speaking | (3) | | **Semester Total** | | 15 |  | **Semester 3** | | | | --- | --- | --- | | **Course** | **Course Title** | **Credit Hours** | | [**MRKG 1311**](https://www1.dcccd.edu/catalog/courseDescriptions/detail.cfm?loc=econ&course=MRKG#1311) | Principles of Marketing | 3 | | [**MRKG 1381**](https://www1.dcccd.edu/catalog/courseDescriptions/detail.cfm?loc=econ&course=MRKG#1381) | Cooperative Education - Marketing/Marketing Management, General | 3 | | [**ACCT 2301**](https://www1.dcccd.edu/catalog/courseDescriptions/detail.cfm?loc=econ&course=ACCT#2301) | Principles of Financial Accounting **OR** | 3 | | [**ACNT 1303**](https://www1.dcccd.edu/catalog/courseDescriptions/detail.cfm?loc=econ&course=ACNT#1303) | Introduction to Accounting 1I | (3) | | **+++Elective** |  | 3 | | [**PSYC 2301**](https://www1.dcccd.edu/catalog/courseDescriptions/detail.cfm?loc=econ&course=PSYC#2301) | General Psychology | 3 | | **Semester Total** | | 15 |  | **Semester 4** | | | | --- | --- | --- | | **Course** | **Course Title** | **Credit Hours** | | [**MRKG 2349**](https://www1.dcccd.edu/catalog/courseDescriptions/detail.cfm?loc=econ&course=MRKG#2349) | Advertising and Sales Promotion | 3 | | [**MRKG 1301**](https://www1.dcccd.edu/catalog/courseDescriptions/detail.cfm?loc=econ&course=MRKG#1301) | Customer Relationship Management | 3 | | [**MRKG 2381**](https://www1.dcccd.edu/catalog/courseDescriptions/detail.cfm?loc=econ&course=MRKG#2381) | Cooperative Education - Marketing/Marketing Management, General | 3 | | [**HRPO 2307**](https://www1.dcccd.edu/catalog/courseDescriptions/detail.cfm?loc=econ&course=HRPO#2307) | Organizational Behavior | 3 | | [**HRPO 2301**](https://www1.dcccd.edu/catalog/courseDescriptions/detail.cfm?loc=econ&course=HRPO#2301) | Human Resources Management | 3 | | **Semester Total** | | 15 |  |  |  | | --- | --- | | **Minimum Hours Required** | 60 |   [AAS Core Options for Humanities/Fine Arts](https://www1.dcccd.edu/catalog/ss/transfer/ct-core.cfm#humanities)  **Austin Community College District**  **Marketing**  **Associate of Applied Science Degree**  The Associate of Applied Science degree in Marketing is a two-year program that will provide detailed knowledge and skills in the various functions of marketing and marketing management that prepares students to directly enter the workforce. Course work includes both general marketing courses, to establish a foundation of study, and specialized courses that will allow the student to meet their individual career objectives. A graduate of this program has the option of transferring to a four-year institution to pursue a Bachelor of Applied Arts and Sciences (BAAS), offered by a number of state universities.    Semester I Credit Hours      EDUC 1300 Learning Framework: Effective Strategies for College Success1 3      MRKG 1311 Principles of Marketing 3      MRKG 1302 Principles of Retailing 3      COMM 2327 Principles of Advertising 3      MRKG 1313 Public Relations 3    \_\_\_    15    Semester II    #  MRKG 2348 Marketing Research and Strategies 3      MRKG 2333 Principles of Selling 3      ECON 2301 Principles of Macroeconomics 3      COSC 1301 Introduction to Computing 3    +  ENGL 1301 English Composition I 3    \_\_\_    15    Semester III      Mathematics2 3      ACCT 2301 Principles of Accounting I - Financial 3      BUSG 1304 Financial Literacy 3      ECON 2302 Principles of Microeconomics 3      MRKG 2371 Consumer Behavior 3    \_\_\_    15    Semester IV    +  ACCT 2302 Principles of Accounting II - Managerial 3  [Marketing Elective3](https://www6.austincc.edu/cms/site/www/awardplans/electives.php?datatelgroupid=121568&coursetitle=Marketing%20Elective&apscid=152693&reportingyear=2023&footnoteid=29430) 3      BUSG 1303 Principles of Finance 3    +#  MRKG 2388 Internship -- Marketing/Marketing Management, General OR 3      MRKG 2381 Cooperative Education - Marketing/Marketing Management, General  [Language, Philosophy, and Culture OR Creative Arts2](https://www6.austincc.edu/cms/site/www/awardplans/electives.php?datatelgroupid=121571&coursetitle=Language,%20Philosophy,%20and%20Culture%20OR%20Creative%20Arts&apscid=152688&reportingyear=2023&footnoteid=29423) 3    \_\_\_    15    \_\_\_  **TOTALS** **60**  +Prerequisite(s): See Course Descriptions  #Capstone course    **Discussion of Comparable College Curricula**  The curricula of the AAS degree in marketing for Dallas College, Austin Community College, and Collin College have strong similarities in their foundational coursework. All programs include classes that cover an introduction to marketing, selling, advertising and promotion, economics, and a co-operative education workforce capstone. The Dallas College AAS degree emphasizes finance and organization behavior/HR; the Austin Community College AAS degree stresses accounting, finance, and economics; while the Collin College AAS degree is focused on digital marketing education with four digital marketing courses not offered by the other two programs. The Collin College program also stresses entrepreneurship, with two classes not offered by Dallas or Austin. The focus on digital marketing and entrepreneurship is in response to local needs. The Learning People website lists Dallas as the number two city for digital marketing in the U.S. behind San Francisco and the number ten city for digital marketing in the world. (See [https://www.learningpeople.com/uk/blog/digital-marketing/10-of-the-best-cities-to-work-in-digital-marketing](https://www.learningpeople.com/uk/blog/digital-marketing/10-of-the-best-cities-to-work-in-digital-marketing/)) The need for digital marketing skills to supply the D/FW Metroplex industry needs has been noted by data but also by current faculty and the program advisory committee members who are employed by Fossil, Samsung, Intuit, and Baylor Scott and White. As noted previously, 20% of D/FW Metroplex job openings listed on Indeed.com mention digital marketing as a preferred skill. (See <https://www.indeed.com/>)  In reviewing these peer-level programs, an area of improvement for our program was reinforced – the opportunity to strengthen the college-to-career link by developing a list of partnering, high-quality co-op employers. This will be a point of emphasis for the program for 2023-2024. |

**D. Present evidence from advisory committee minutes, attendance, and composition that the advisory committee includes employers who are actively engaged on the committee and who are representative of area employers.**

1. How many employers does your advisory committee have? There are 14 members

2. How many employers attended the last two meetings? There were 11 potential employers.

3. How has the advisory committee impacted the program over the last five years (including latest trends, directions, and insights into latest technologies)?

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| One of the most significant programmatic changes recommended by the advisory committee is the focus on digital marketing. The faculty, administration, and committee partnered to develop and refine the new digital marketing Level 1 certificate. Also, the committee has noted the need for strengthening the communications skills of the marketing students, including writing and presentation skills. Enhancing these skills will be discussed in planning the next CIP. Additionally, at the recommendation of the committee, the department developed, administered, and analyzed a student survey to gather the various reasons that Collin students enroll in marketing classes.  Below is a chart that lists the current marketing advisory committee members and their industry credentials.   |  |  |  |  | | --- | --- | --- | --- | | **Marketing Advisory Committee Members** |  | **Role** | **Industry Credentials** | | Chris | Boehm | Chair | Senior Manager - Fortress Solutions (Telecom) | | Shernay | Wormley | Vice-Chair | EVP - American Marketing Association; Marketing Consultant - Baylor, Scott & White; Faculty Member | | Fred | Frawley | Member | Attorney - Frawley Law Offices | | Randall | Huff | Member | Senior lifecycle marketing solutions partner - Intuit | | Stacy | Maynard | Member | Manager - AEC Solutions | | Dave | Lobo | Member | Manager of sales operations - Complex Solutions; faculty member | | Daishea | Obi | Member | Owner - Acclaimed CPR Training | | Carl | Rossini | Member | Full-time faculty and discipline lead; former brand planner on Pennzoil, and account executive, The Richards Group | | John | Shultz | Member | Owner – Advanced Data Center Consulting | | Karen | Power | Member | Digital marketing consultant; former assistant brand manager, General Mills; marketing manager, HBO; faculty member | | Chris | Hunt | Member | Digital marketing director - Fossil | | Roger | Tremblay | Member | Partner - PointClear, former sales representative for Time magazine | | Anjum | Hassan | Member | Senior director, head of product-Samsung Electronics; former marketing campaign manager, NVIDIA; former marketing director- Blackberry; faculty member | |

4. Briefly summarize the curriculum recommendations made by the advisory committee over the last five years.

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| --- |
| 1. Committee recommended that the program update the AAS degree to respond to the local market need for marketers with digital and social media skills. The result was the development and implementation of these classes into the AAS degree:  MRKG2371 Strategies in Social Media  MRKG2372 Digital Marketing  MRKG 2373 Digital Marketing Analytics  (See https://www.collin.edu/academics/programs/CoursDes\_MRKG.html  2. Committee recommended that the program provide local businesses with entry-level employees with a credential specific to digital and social media skills. The result was the development and implementation of a new Level 1 digital marketing certificate.  3. Committee recommended that the program provide local businesses with entry-level employees with a credential specific to sales and customer management. The result was the development and implementation of a new Level 1 marketing and sales certificate. |

**E**. **Make a case with evidence that the program is well managed.**

*Suggested/possible points to consider (Data can be found at* [**http://inside.collin.edu/institutionaleffect/Program\_Review\_Process.html**](http://inside.collin.edu/institutionaleffect/Program_Review_Process.html)**):**

* *Average class size*
* *Grade distributions*
* *Contact hours taught by full-time and part-time faculty*
* *Identify all courses that have a success rate below 75%. If any of these are core courses, visit with the discipline lead for the course(s) in question to determine whether or not the content of the course(s) is appropriate to the workforce program learning outcomes. Using assessment evidence and instructor observations, identify the student learning outcomes that are the greatest challenges for students in courses with low success rates. Explain what instructional and other intervention(s) might improve success rates for each identified course.*
* *How well are general education requirements integrated with the technical coursework?*
* *Student satisfaction: What evidence do you have that students are satisfied with the program? What kinds of complaints are made to the associate dean/director by program students?*

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| Overall, Collin College’s marketing program is well managed. Although the program has identified opportunities for improvement, a review of the average class size, grade distributions, faculty contact hours, course success rates, and student satisfaction will provide support for the assertion that the program is well managed.  **Average class size.** The average class size is 22.5 (average of spring and fall 2021 enrollment). This reflects a reasonably sized class that should facilitate engagement and the opportunity to build a sense of community in each class.  **Grade distributions.** The chart below shows the GPA for marketing courses.   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | | **Marketing - Grade Distribution Academic Years 2017-2021** | | |  |  |  |  |  | |  |  |  |  |  |  |  |  | | **Name** | **Number** | **A** | **B** | **C** | **D** | **F** | **W** | | Entrepreneurship Exp. | BUSG2371 | 56% | 17% | 11% | 6% | 11% | 0% | | International Marketing Mgmt. | IBUS1354 | 35% | 19% | 14% | 6% | 16% | 10% | | Customer Relationship Mgmt. | MRKG1301 | 38% | 21% | 12% | 4% | 17% | 9% | | Principles of Marketing | MRKG1311 | 38% | 29% | 11% | 4% | 11% | 8% | | e-Commerce Marketing | MRKG2312 | 28% | 28% | 13% | 5% | 15% | 11% | | Principles of Selling | MRKG2333 | 31% | 22% | 9% | 2% | 20% | 15% | | Marketing Research & Strategies | MRKG2348 | 26% | 29% | 17% | 6% | 18% | 4% | | Advertising & Sales Promotion | MRKG2349 | 32% | 26% | 12% | 4% | 15% | 11% | | Co-op Marketing | MRKG2381 | 80% | 0% | 0% | 0% | 13% | 7% | |  |  |  |  |  |  |  |  | | Average |  | 40% | 21% | 11% | 4% | 15% | 8% |   Overall, grade distributions appear to be normal; however, success rates may be positively impacted if pre-requisites were implemented. Students are not required to successfully complete foundational courses such as MRKG 1311 (Principles of Marketing) and BMGT 1327 (Principles of Management) before moving into courses that utilize the information learned in these courses.  **Contact hours**. In Fall 2021, the program had one full-time faculty member and four part-time faculty members. Below are the contact hours taught by each group of faculty in the fall 2021 semester.  *Marketing Contact Hours-Fall 2021 - 15,744 total*  >Full time - 33% (1)  >Part time 67% (4)    With the growth of the program, additional part-time faculty members will be added to meet the increasing demand. By fall 2022 there were a total of seven part-time faculty.  The average five-year success rate from FY18-FY22 is 74%; course success rates are as follows. Note that the figures below are supplied by the college’s Institutional Research office where success is determined by dividing the counts of students who earned a grade of A, B, or C, divided by the number of students enrolled at census.   * + - MRKG1311 (Principles of Marketing) – 81%     - MRKG1301 (Customer Rel. Management) – 73%     - BMGT1327 (Principles of Management) – 79%     - BMGT1341 (Business Ethics) – 78%     - BUSG1354 (International Marketing) – 63%     - MRKG2303 (Problem Solving) – 80%     - BUSG2309 (Sm. Bus. Management) – 69%     - MRKG2312 (e-Commerce) – 72%     - MRKG2333 (Principles of Selling) – 67%     - MRKG2348 (Marketing Research) – 71%     - MRKG2349 (Advertising) – 70%     - BUSG2371 (Entrepreneurship) – 85%   **Identify all courses that have a success rate below 75%**   * + - MRKG1301 (Customer Rel. Management) – 73%     - BUSG1354 (International Marketing) – 63%     - BUSG2309 (Sm. Bus. Management) – 69%     - MRKG2312 (e-Commerce) – 72%     - MRKG2333 (Principles of Selling) – 67%     - MRKG2348 (Marketing Research) – 71%     - MRKG2349 (Advertising) – 70%   One element that may explain lower-than-desired success rates is that there are no course pre-requisites in this program. This means that a student can enroll in BUSG1354 (International Marketing) prior to having successfully completed MRKG1311 (Principles of Marketing). MRKG1311 (Principles of Marketing) is a foundational course, so it is reasonable that students who have not taken the foundational course are not as prepared for and may not be as successful in BUSG1354. Likewise, BMGT 1327 (Principles of Management) is a foundational course for BUSG 2309 (Small Business Management), but without a pre-requisite in place, students may enroll in BUSG 2309 without having successfully completed BMGT1327. This may partially explain the lower success rates in BUSG1354 and BUSG2309. Adding prerequisites will be explored in the near future.  To support student success, in 2021, the department began a focused effort to upgrade course resources and move toward requiring textbooks from publishers that meet industry standards. Curricula in six courses has been updated or entirely re-written. In FY22, four new part-time faculty with outstanding credentials were hired, and the discipline lead, who took his position in 2021, has engaged the entire faculty to identify and implement best practices, especially in online and hybrid teaching. Faculty who are assigned to fully online courses must now complete at least one training course offered by the college’s eLearning Center (eLC). These courses ensure that the design and facilitation of online courses meet with academic and structural standards.  Lastly, changes were made to specific courses based on a course review by the discipline lead and feedback from students on the student evaluations. For example, BUSG 1354 (International Marketing) was reassigned to a new professor, resources were updated, and group projects for on-line classes were removed.  **How well are general education requirements integrated with technical coursework?**  The following courses are included in the AAS in Marketing degree:   * SPCH1321 Business and Professional Communication * ENGL1301 Composition and Rhetoric I * MATH1332 Contemporary Mathematics (Quantitative Reasoning) * GEN ED Humanities/Fine Arts (elective)   The practice of business, and especially marketing, requires clear, standard, and well-organized communication, so this AAS program requires courses in both speech and English composition. Employers on the Collin Marketing Advisory Committee have consistently noted a need for effective speaking and writing skills, and communication is at the top tier of skills required by those seeking to hire qualified candidates. <https://www.linkedin.com/pulse/5-skills-employers-look-entry-level-employees-parker-pell/>  Quantitative reasoning is needed for the general understanding of the business field and marketing research, pricing strategy, break-even analysis, media planning and evaluation, and logistics in particular. The general education requirement serves to broaden the cultural understanding and creative abilities of the marketing student.  **Student satisfaction**. The primary source of feedback from students are the student evaluations that are conducted each semester. Student evaluation results for Fall 2021 and Spring 2022 are shown in the tables below.   |  |  | | --- | --- | | **Fall 2021** N=313 | **Average out of 4** | | The course was well managed. | 3.75 | | The instructor communicated effectively. | 3.75 | | The instructor provided sufficient feedback regarding the quality of your work. | 3.72 | | The instructor treated students with respect. | 3.89 | | The instructor created an environment that facilitated learning. | 3.75 | | Fall 2021 Student Evaluations for Marketing Department |  | | Source: Institutional Research Office |  |  |  |  | | --- | --- | | **Spring 2022** N=152 | **Average out of 4** | | The course was well managed. | 3.68 | | The instructor communicated effectively. | 3.63 | | The instructor provided sufficient feedback regarding the quality of your work. | 3.52 | | The instructor treated students with respect. | 3.79 | | The instructor created an environment that facilitated learning. | 3.66 | | Spring 2022 Student Evaluations for Marketing Department |  | | Source: Institutional Research Office |  |   In the 2021 - 2022 academic year, students expressed high levels of satisfaction with marketing courses and faculty. Additionally, there were no student complaints reported to faculty or to the associate dean or dean. |

**6. How effectively do we communicate, and how do we know?**

**A. Make a case with evidence that the program literature and electronic sites are current, provide an accurate representation of the program, and support the program’s recruitment plan, retention plan and completion plan.**

*Suggested/possible points to consider:*

* *Demonstrate how the unit solicits student feedback regarding its website and literature and how it incorporates that feedback to make improvements.*
* *How does the program ensure that students are informed/aware of program literature? Is program literature made accessible to all students (i.e. can they obtain the information they need)?*
* *Designate who is responsible for monitoring and maintaining the unit’s website, and describe processes in place to ensure that information is current, accurate, relevant, and available.*

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| The marketing program employs a strategy to communicate with prospective and current students and the community. The primary source of information is the department’s website. The website provides information on career options, available awards and degree plans, and contact information. The marketing program website can be found at <http://www.collin.edu/department/marketing/> . The figure below illustrates the landing page on the website.    The information on the website that contains the job opportunities and is maintained by the college’s Curriculum Office; thus, the site is updated to correspond with changes to the catalog. The Curriculum Office also maintains the course descriptions and the associated student learning outcomes. This information is established at the state level or (in the case of local needs courses) must be submitted to the Texas Higher Education Coordinating Board to be approved for formula funding.  In addition to the website, the program utilizes flyers as marketing tools to promote the program, particularly the two new certificates. The flyers are updated by the discipline lead and associate dean and approved by the college’s Communications Department, who also provides an approved template, each semester and contain a list of each courses offered for both certificates and the start and end dates of each session. The program coach emails the flyers directly to each student to has declared a marketing major, they are disseminated to faculty who are directed to post them in their course Canvas shells, they are placed in the classrooms where marketing courses are held, and they are posted on the departmental bulletin board. The figure below is an example of a program flyer.  In the spring 2022, the campus held a workforce fair to invite interested students to learn about the workforce careers available to them on the Plano campus. This event is being expanded in spring 2023 to include a virtual element. Each workforce program will have the opportunity to virtually share, via Zoom, information such as a description of the program, core component areas, program curriculum and awards, along with award pathways, job opportunities, and potential salaries. The Zoom session will be hosted by the associate dean and discipline lead, and contact information for the program coach will also be provided. Holding a virtual fair in the evening will hopefully attract students from the local school districts, as well as those who are employed but may be interested in advancing their skills. The virtual fair will enhance the on-site fair where students can move from table to table to learn of the workforce options on campus.  Student feedback is provided every semester in the form of student evaluations, in which students are given the opportunity to evaluate the course and the instructor. Additionally, other feedback was gathered in the fall 2022 semester via a questionnaire that asked students about their goals in enrolling in Colling College marketing courses, and their preferences about the mode of instruction and scheduling options (such as 16 and eight-week terms). One key finding was that more than half of the respondents enrolled in marketing courses intended to complete a bachelor’s degree. This information was discussed with the advisory board and confirmed the value of the BAAS pathway agreements with Texas A & M-Commerce and the University of North Texas.    A third method for communicating is facilitated by the program coach. The program coach maintains a robust spreadsheet in which he records data on all marketing majors, including each course they have completed and are currently enrolled. The program coach communicates regularly with students via email about courses offered in upcoming sessions, events, and opportunities. At times, he will individually contact students who are nearing the completion of a credential for the purpose of encouraging them and offering assistance in enrolling in the next session. Additionally, the program coach will begin an informational campaign where he will attend classes and present an informational talk about the career, supported by a PowerPoint presentation that includes information on workforce education, specific career opportunities, as well as, information on the degree and certificate plans. The coach always includes an invitation to contact him for questions or concerns and for general information.  The program’s website is edited and maintained by the lead instructor, who reviews and updates the website and ensures that the information is current, accurate, and relevant. The last major change to the website upgrade was completed by the lead instructor and approved by the associate dean in November 2021. The website is updated in a timely manner to reflect any changes.   |  |  |  |  | | --- | --- | --- | --- | |  |  |  |  | |

**B. In the following Program Literature Review Table, document that the elements of information listed on the website and in brochures (current academic calendars, grading policies, course syllabi, program handouts, program tuition costs and additional fees, description of articulation agreements, availability of courses and awards, and local job demand in related fields) were verified for currency, accuracy, relevance, and are readily available to students and the public. Please fill out the table only for this prompt (B.), no analysis is necessary here.**

**Program Literature Review Table**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Title | Type (i.e. URL, brochure, handout, etc.) | Date of Last Review/Update |  | Responsible Party |
| Program Splash Page | URL | 10/1/2022 | Current Accurate Relevant Available | Discipline Lead/Associate Dean |
| Marketable Skills Page | URL | 1/1/2022 | Current Accurate Relevant Available | Discipline Lead/Associate Dean |
| AAS Program Page | URL | 1/1/2022 | Current Accurate Relevant Available | Discipline Lead/Associate Dean |
| Digital Marketing Certificate Page | URL | 1/1/2022 | Current Accurate Relevant Available | Discipline Lead/Associate Dean |
| Sales & Marketiing Certificate Page | URL | 1/1/2022 | Current Accurate Relevant Available | Discipline Lead/Associate Dean |
| Maarketing Program Promotional Flyer | Handout | 10/1/2022 | Current Accurate Relevant Available | Associate Dean |
| Certificate Flyers & Posters (promoting eight-week classes) | Handout | 10/1/2022 | Current Accurate Relevant Available | Associate Dean |
| Tuition & Fee Schedule | URL | 4/1/2022 | Current Accurate Relevant Available | Business Services |
| Course Syllabi | Canvas Page | 8/1/2022 | Current Accurate Relevant Available | Assigned Faculty |

**7. How well are we leveraging partnership resources and building relationships, and how do we know?**

**Partnership Resources: On the table below, list any business, industry, government, college, university, community, and/or consultant partnerships, including internal Collin departments, to advance the program outcomes.**

|  |
| --- |
| The Collin College marketing program is developing partnerships with local universities. Developing and maintaining a working list of industry partners who are willing to offer jobs for both co-op students and graduates is essential to the continued growth of the program. A protocol for creating a list of partners has been developed and involves the faculty members, the discipline lead, and the career coach. |

**Partnership Resources Table\*\***

|  |  |  |  |
| --- | --- | --- | --- |
| Partner/Organization | Description | Formal Agreement Duration,  if any. | How is it Valuable to the Program? |
| Texas A & M Univeristy-Commerce | BAAS degree | Developing articulation agreement | Organization will accept all marketing coursework into their BAAS degree |
| University of North Texas | BAAS degree | Developing articulation agreement | Organization will accept all marketing coursework into their BAAS degree |
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**8. What professional developmental opportunities add value to your program?**

|  |
| --- |
| Collin College offers a variety of professional development opportunities for both full- and part-time faculty. Each semester, the college sets aside a Faculty Development Day that is dedicated to multiple academic workshops and presentations. Additionally, the college’s Center for Teaching and Learning (CTL) hosts webinars throughout the semester that cover topics from strategies for effective online learning to student engagement to developing performance-based assignments. The CTL also boasts a large, searchable inventory of articles and recorded presentations and webinars used by program faculty that support every aspect of instruction, curriculum, course management, and student success.  Marketing faculty also participate in industry-specific professional development. Below are some examples of the types of professional development in which the current faculty have participated. |

**Provide a List of professional development activities employees have participated in since the last program review.**

**Employee Resources Table\*\***

|  |  |  |  |
| --- | --- | --- | --- |
| Employee Name | Role in Unit | Professional Development Summary | How is it Valuable to the Unit? |
| Dr. Carl Rossini Jr, | Full-time faculty & discipline lead | * *Applying the (Online) QM Rubric*, Quality Matters, October 22, 2021 * Earned Online Certified Marketing Associate Credential, (OMCA), OMCP, March 4, 2021 * *OMCA Certification for Digital Marketers Test Prep Course*, LinkedIn Learning Course, February 19, 2021 * *Using Neuroscience for More Effective Learning and Development*, LinkedIn Learning Course, July 1, 2021 * *Managing Brand Reputation*, LinkedIn Learning Course, March 5, 2021 * *Strategies for Emerging Markets*, LinkedIn Learning Course, June 8, 2021 * *Meta-analysis for Data Science and Business Analytics*, LinkedIn Learning Course, June 23, 2021   *Google Ads Essential Training*, LinkedIn Learning Course, April 26, 2021 | Digital marketing certification prepared faculty for effective teaching of e-Commerce, digital marketing, social media and social media analytics, and the coaching of other professors.  Social media and international marketing courses keep knowledge up to date  Neuroscience course prepares professor to develop and teach in harmony with, and using the insights of, neuroscience discoveries.  Google Ads course increases ability to teach digital marketing, social media, and master the Google platform. |
| Karen Power | Adjunct faculty | * Digital Summit Conference (Dallas, TX, December 2019) * Google Ads Search Advertising Certification, online Google.com, August 2017 | Digital and Google training prepared faculty for effective teaching of e-commerce, digital marketing, social media and social media analytics, and the coaching of less experienced professors. |
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| Barry Driks | Adjunct faculty | * Completed KnowB4 Cybersecurity Training – 3/22/22 * Completed KnowB4 Cybersecurity Training – 4/9/22 | Industry security training provides industry standard and safe practices to curricula |
| Annie Hall | Adjunct faculty | * Certification: The Association of College and University Educators and the American Council on Education, Certificate in Effective College Instruction * Marketing Educator’s Conference, April 21-23, 2022 * Management and Organizational Behavior Teaching Society Conference June 6-11, 2022   National Institute for Staff and Organizational Development, Fall 2022 Virtual Conference, October 19-21, 2022 | Development for national certification in effective college instruction adds skill to classroom learning  Consistent conference attendance and workshop sessions keep skills and sharp and curriculum content updates, these are shared with others during faculty meetings |
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\*\*For convenience, if providing a listing of professional development activities, this list may be included in this document as an appendix.

**9. Are facilities, equipment, and funding sufficient to support the program? If not, please explain.**

**[OPTIONAL—Only respond to prompt 9 if you are requesting improved resources for your program. If current facilities and budget are adequate, please proceed to prompt 10.]**

**Make a case with evidence that current deficiencies or potential deficiencies related to facilities, equipment, maintenance, replacement, plans, or budgets pose important barriers to the program or student success.** As part of your response, complete the resource tables, below, to supportyour narrative.

*Possible points to consider:*

* *The useful life of structure, technologies and equipment*
* *Special structural requirements*
* *Anticipated technology changes impacting equipment sooner than usual*

|  |
| --- |
| The current facilities, technology, equipment, and educational facilities are sufficient to support the program. |

**Facilities Resources Table\*\***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Significant Pieces of Equipment | Description  (i.e. Special Characteristics) | Meets Needs (Y or N):  Current For Next 5 Years | | Analysis of Equipment Utilization |
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**Equipment/Technology Table ($5,000 or more) \*\***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Current Equipment Item or Budget Amount | Description | Meets Needs (Y or N):  Current For Next 5 Years | | For any “N”, justify needed equipment or budget change |
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**Financial Resources Table\*\***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of Funds (i.e. college budget, grant, etc.) | Meets Needs (Y or N):  Current For Next 5 Years | | For any “N”, explain why | For any “N”, identify expected source of additional funds if needed |
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Section III.Continuous Improvement Plan (CIP)

**10. How have past Continuous Improvement Plans contributed to success?**

Program Review at Collin College takes place for each unit or program every five years. During the last (fifth) year, the program evaluates the data collected during the CIP process.

**Please describe how you have used your Continuous Improvement Plan (CIP) to make the following improvements to your program over the past 4 years (your last program review can be found on the Program Review Portal):**

* 1. **Program Learning Outcomes/Program Competencies**
  2. **Overall improvements to your program**

|  |
| --- |
| The previous CIP goals was to to increase the number of program completers to at least five and to demonstrate competencies needed in entry-level marketing positions. The program has grown in the last five years: there was a 63% increase in completers from the five-year period of 2012-2017 to 2017-2022. The results are shown in the graph below.  The following is a summary of program improvements:   * The development and implementation of the three new courses, in response to local industry demand, along with advisory committee and faculty recommendation. * MRKG2371 Strategies in Social Media * MRKG2372 Digital Marketing * MRKG2373 Digital Marketing Analytics * The development and implementation of two new Level 1 marketing certificates in response to local industry demand, along with advisory committee and faculty recommendation.   + Digital Marketing   + Sales and Marketing * Development and implementation of intrusive advising by the career coach to proactively recommend classes and facilitate the registration process in order to increase program retention and completion. * The survey of students to determine their goals for enrolling in marketing classes. Options include transfer and attain a bachelor’s degree, earn an associate’s degree, earn a certificate, to start a business of their own, or to strengthen their skill set to support advancement in their current employment position. * Development and implementation of eight-week parts of term with a wide selection of courses in order to facilitate a fast track to graduation with an associate’s degree or a Level 1 certificate, which can now be completed in one semester.   The second goal of the previous CIP was focused on student achievement in the workforce setting, measured by a grade of B (3.0) or higher in MRKG 2381 Co-Op Education-Marketing course. The arithmetic average of the grade point of completers of MRKG 2381 was 3.4 (N=14), which met the expectation. |

**\*Please attach previous CIP Tables in the appendix**

**11. How will we evaluate our success?**

**NOTE: Please contact the institutional effectiveness office if you need assistance filling out the CIP tables.**

As part of the fifth year Program Review, the program should use the observations and data generated by this process along with data from other relevant assessment activities to develop the program’s CIP and an action plan for the next two years. At the conclusion of the first two years, data collected from the first year, plus any other relevant data that was collected in the interim, should be used to build on the accomplishments of those first two years by developing another two-year action plan for the CIP to help the program accomplish the expected outcomes established in its CIP or by implementing one of your other plans.

**Based on the information, analysis, and discussion that have been presented up to this point, summarize the strengths and weaknesses of this program. There should be no surprise issues here! This response should be based on information from prior sections of this document. Describe specific actions the faculty intends to take to capitalize on the strengths, mitigate the weaknesses, improve student success and program learning outcomes.** **Provide the rationale for the expected outcomes chosen for the CIP(s).**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Throughout this review, the strengths and weakness of the marketing program have been discussed. The following outlines the strengths of the program:  **Mission**. The program’s mission is to provide students with the opportunity to earn a credential in the highly sought-after field of marketing. A credential from the marketing program will enhance that student’s changes of obtaining employment in the marketing field.  **Curriculum**. The curriculum for the marketing program is dynamic and adapts to the needs of the industry. The curriculum was recently reviewed and modified. New courses were added to the associate’s degree plan, and two Level 1 certificates was added in digital marketing and sales and marketing to meet local industry demands. Resources for every course have been updated to reflect current expectations and standards.  **Program Growth**. Current growth in the program coincides with the improvements made to the program in the last two years and the growth in the marketing industry. Completion rates have risen significantly over the past five years, and the program is expected to continue its current growth trajectory.  **Marketable Skills**. The marketing program has seven marketable skills:   |  | | --- | | * Research Primary Target Market characteristics for advancements in promotion and customer service; analyze marketing data critically to reach sound conclusions. | | * Create data reports to increase productivity of employer or personal businesses. | | * Construct and develop business plans for small business owners; create company handbooks and other professional resources for use by company personnel. | | * Create group goals and work productively with others to achieve these goals. | | * Demonstrate understanding digital marketing strategies and how to use them to meet key marketing objectives; use measurement tactics and performance indicators to analyze campaign performance. | | * Communicate effectively and professionally with peers, managers, and potential and current customers. | | * Create customer service goals using specifics of personality types; interact appropriately with customers from many cultures and perspectives. |   These skills ensure that students are well-rounded and can express their skillset gained through the coursework in the program.  **Faculty**. The program has an engaged, effective faculty. There is currently one temporary full-time and seven adjunct faculty. The faculty include a mix of veteran and novice teachers; there are adjuncts who bring years of valuable experience and one full-time lead instructor who has a DBA (marketing emphasis), 20 years of teaching and academic leadership achievement, and 20 years of marketing industry experience. Faculty participate in and contribute to departmental faculty meetings, and several serve on the advisory committee. The faculty continue to participate in professional development opportunities and remain involved in industry organizations.  **Technology**. Collin College provides a high level of technology-based resources and support. The college employs Canvas as its learning management system, and a Canvas shell is created for every course that is offered. Students can access the Canvas shell to review the course syllabus, assignments, resources, and grades. The eLearning Center (eLC) provides training and support to students and faculty through workshops and webinars, along with dedicated course designers to assist faculty with designing their Canvas shells and with trouble shooting. Along with the eLC, the college has a robust IT department that provides support to students and faculty and may be contacted via email or telephone. Lastly, classrooms are outfitted with a computer station that includes a computer, projector, document camera, and screen. The technology resources fully support teaching and learning in this technological age.  **Student Satisfaction**. Engaged and highly credentialed faculty lead to high levels of satisfaction, as gauged by students in the student evaluations. In the fall 2021 and spring 2022 semesters, students rated their courses as being “well managed” with an average of 3.69 and 3.70 out of 4, respectively, and they reported that their instructors provided sufficient feedback and communicated effectively, rating these with an average of 3.67 and 3.65 out of 4, respectively.  **Advisory Committee**. From 2000 to the present, program leadership has made the strengthening of the faculty a top-tier focus. As a result, the advisory committee now has an engaged, effective group of 14 members (the associate dean and dean are ex office members). The combination of engaged members with many years of diverse employment as marketing representatives, directors, and executives lead to insightful and sound recommendations.  ***The marketing program sees these areas for growth:***  **Intrusive Advising.** An area that the department has recognized as an area in need of improvement is advising students when they are registering. Using results from an internal review of persistence revealed a need for closer student guidance during registration to help them understand the most effective and expedient pathway that leads to the credential they are seeking. Improvement has already begun in this area, as the career coach has begun implementation of a protocol for monitoring students’ enrollments and contacting them to provide guidance.  **Pathway to Bachelor’s Degree.** To better serve our students and provide qualified marketing professionals to the Texas industry, the department is continuing to exploring 2+2 arrangements with Texas colleges that offer BAAS degrees. This will create increased demand for, and a smoother pathway from, Collin’s AAS to a bachelor’s degree, the industry’s most common educational entry requirement. |

**12. Complete the Continuous Improvement Plan (CIP) tables that follow.**

Within the context of the information gleaned in this review process and any other relevant data, identify program priorities for the next two years, **including at least one program learning outcome (or program competency)**, and focus on these priorities to formulate your CIP. You may also add short-term administrative, technological, assessment, resource or professional development outcomes as needed.

|  |
| --- |
| The overall goal for the next two years is to have a marketing program that graduates students with the preferred skills for entry-level positions in the D/FW Metroplex. After extensive discussions with the faculty, the advisory board, and a selective literature review, the areas selected for emphasis were three: the ability to develop a social media plan; the ability to communicate well, orally and in writing, in a marketing setting; and increase success rates in a required course-BUSG1353 International Marketing Management. In order to strengthen the classroom experience that will lead to better preparation for early career success, these areas of internal focus, which incorporated faculty leadership, will continue to completion over the next two to three years. Additionally, to strengthen marketing students’ employability and opportunity for advancement, marketing program leadership is developing 2+2 agreements with receiving universities where the marketing AAS degree plan strategically aligns with the university’s BAAS degree plan.  These outcomes were selected as the continuous improvement plan (CIP) outcomes (see below). |

**Table 1. CIP Outcomes, Measures & Targets Table (focus on at least one for the next two years)**

|  |  |  |
| --- | --- | --- |
| **A. Expected Outcomes**  Results expected in this unit  (e.g. Authorization requests will be completed more quickly; Increase client satisfaction with our services) | **B. Measures**  Instrument(s)/process(es) used to measure results  (e.g. sign-in sheets, surveys, focus groups, etc.) | **C. Targets**  Level of success expected  (e.g. 80% approval rating, 10 day faster request turn-around time, etc.) |
| Raise the student success measure of BUSG1353 (Interational Marketing Management). | Percent of A, B, & C grades divided by total final grades (including W & F) | Average of 75% success rate for the academic year 2023 from 63% in 2021 |
| Students will write and orally present a sales proposal. | A five-point faculty-developed rubric will be employed to evaluate elements such as proposal writing and oral presentation. This project will be incorporated into MRKG 2333 (Principles of Selling) | An instructor-scored average rubric score of 3.0 out of 5.0 |
| Students will develop and write a social media marketing plan. | A five-point faculty-developed rubric will be employed to evaluate a capstone project in MRKG 2312 (e-Commerce Marketing) that includes elements such as brand analysis, platform selection and use, and key metric goals and analytics. | An instructor-scored average rubric score of 3.0 out of 5.0 |
| Transfer pathway established for Collin AAS to Texas college BAAS program(s). | Pathway established and published | Pathway established by spring 2022, published to relevant audiences fall 2023 |

**Continuous Improvement Plan**

**Outcomes might not change from year to year. For example, if you have not met previous targets, you may wish to retain the same outcomes. *You must have at least one program learning outcome.* You may also add short-term administrative, technological, assessment, resource or professional development goals, as needed. Choose 1 to 2 outcomes from Table 1 above to focus on over the next two years.**

**A. Outcome(s)** -Results expected in this program (from column A on Table 1 above--e.g. Students will learn how to compare/contrast Conflict and Structural Functional theories; increase student retention in Nursing Program).

**B. Measure(s)** –Instrument(s)s/process(es) used to measure results (e.g. results of essay assignment, test item questions 6 & 7 from final exam, end of term retention rates, etc.).

**C. Target(s)** -Degree of success expected (e.g. 80% success rate, 25 graduates per year, increase retention by 2% etc.).

**D. Action Plan** -Implementation of the action plan will begin during the next academic year. Based on analysis, identify actions to be taken to accomplish outcome. What will you do?  
**E. Results Summary** - Summarize the information and data collected in year 1.  
**F. Findings** - Explain how the information and data has impacted the expected outcome and program success.   
**G. Implementation of Findings** – Describe how you have used or will use your findings and analysis of the data to make program improvements.

**Table 2. CIP Outcomes 1 & 2**

|  |  |
| --- | --- |
| 1. **Outcome #1** Students will develop and write a social media marketing plan | |
| 1. **Measure (Outcome #1)**   A five-point faculty-developed rubric will be employed to evlaute elements such as brand analysis, platform selection, and key metric goals. | 1. **Target (Outcome #1)**   An average rubric score of 3.0 out of 5.0, scored by a credentialed marketing faculty instructor |
| 1. **Action Plan (Outcome #1)**   This assignment will be incorporated as a capstone project in MRKG 2371 (Strategies of Social Media Marketing). | |
| 1. **Results Summary (Outcome #1) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Implementation of Findings (Outcome #1) TO BE FILLED OUT IN YEAR 2** | |

**Table 2. CIP Outcomes 1 & 2 (continued)**

|  |  |
| --- | --- |
| 1. **Outcome #2** Raise the student success measure of BUSG1353 (Interational Marketing Management). | |
| 1. **Measure (Outcome #2)**   Percent of A, B, & C grades divided by total final grades (including W & F) | 1. **Target (Outcome #2)**   Average of 75% success rate for the academic year 2023 from 63% in 2021 |
| 1. **Action Plan (Outcome #2)**   Review will include analysis of possible new pre-requisistes for the course, texts, and teaching methods. | |
| 1. **Results Summary (Outcome #2) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2** | |
| 1. **Implementation of Findings (Outcome #2) TO BE FILLED OUT IN YEAR 2** | |

**What happens next? The Program Review Report Pathway**

1. **Following approval by the Steering Committee,**

* Program Review Reports will be evaluated by the Leadership Team;
* After Leadership Team review, the reports will be posted on the Intranet prior to fall semester;
* At any point prior to Intranet posting, reports may be sent back for additional development by the unit.

1. **Unit responses to the Program Review Steering Committee recommendations received before July 31st will be posted with the Program Review Report.**
2. **Leadership Team members will work with program supervisors to incorporate Program Review findings into planning and activity changes during the next five years.**

**Please make sure to go back and complete your Executive Summary at the start of the Review.**