**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.  *If this is an academic, workforce, or continuing education program, you must have at least one student learning outcome.*  You may also add short-term administrative, technological, assessment, resource or professional development goals, as needed.**

**Date:**        4/22/2020                      **Name of Program/Unit:**Marketing

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

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| **A. Expected Outcome(s)**  Results expected in this unit  (e.g. Authorization requests will be completed more quickly; Increase client satisfaction with our services) | **B. Measure(s)**  Instrument(s)/process(es) used to measure results  (e.g. survey results, exam questions, etc.) | **C. Target(s)**  Level of success expected  (e.g. 80% approval rating, 10 day faster request turn-around time, etc.) |
| The Program will demonstrate increasing numbers of completers. | Use of IRO enrollment figures for semesters after the Program puts new recruitment processes into place | Five Completers |
| Students will demonstrate the ability to perform job-description duties in actual workforce settings. | On-site managers’ evaluations of work performance using evaluation rubric from co-op department OR the evaluation rubric for the Entrepreneurship Experience course. | Grade of B |
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**Description of Fields in the Following CIP Tables:**

**A. Outcome(s)**-Results expected in this program (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)/process(es) used to measure results

(e.g. results of surveys, test item questions 6 & 7 from final exam, end of term retention rates, etc.)

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

**D. Action Plan**-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 improvements.

**Table 2. CIP Outcomes 1 & 2 (FOCUS ON AT LEAST 1)**

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| 1. **Outcome #1**   \*The Program will demonstrate increasing numbers of completers. | |
| 1. **Measure (Outcome #1)**   Use of IRO enrollment figures for semesters after the Program puts new recruitment processes into place | 1. **Target (Outcome #1)**   Five Completers |
| 1. **Action Plan (Outcome #1)**   The Program will implement social media accounts for former, current, and potential Marketing students, create a Program promotion piece, and organize visits to high schools by current and former Marketing students. In addition, the discipline lead will suggest to all Program faculty that they include in their Canvas classes the information for petitioning for degrees and certificates. | |
| 1. **Results Summary (Outcome #1)**   With one exception (academic year 2017-2018), enrollment has stayed strong, with an addition of students completing in summer terms ((2016-2017 and 2017-2018). Unduplicated:  2015-2016 = 11   2016-2017 = 10   2017-2018 = 7 (a bit lower, but with three completers in summer terms   1. 1 | |
| 1. **Findings (Outcome #1)**   Promotion pieces published in the Marketing Program’s Facebook account, as well as in that of Collin College resulted in inquiries by potential students. In addition, postings on the Marketing Program’s web site generated such inquiries that came directly to the discipline lead of the Marketing Program. | |
| 1. **Implementation of Findings**   The Marketing Program launched all parts of the Action Plan with one exception: there is a prohibition against programs’ visiting high schools, so, even though scheduled, such visits never took place.  Although faculty have not followed through on sharing information about petitioning for degrees and certificates, the Program Discipline Lead worked with Career Coaches to set up such information sharing with students; such has since become part of the responsibilities of Career Coaches. As a result of this better communication between Collin College and students, more students and potential students stay in regular contact with both the discipline lead and Career Coaches. | |

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| 1. **Outcome #2**   Students will demonstrate the ability to perform job-description duties in actual workforce settings. | |
| 1. **Measure (Outcome #2)**   On-site managers’ evaluations of work performance using evaluation rubric from co-op department OR the evaluation rubric for the Entrepreneurship Experience course. | 1. **Target (Outcome #2)**   Grade of B or higher |
| 1. **Action Plan (Outcome #2)**   Students who earn the AAS in Marketing have as their capstone class, co-op, for which they are evaluated by their managers in the workforce, using an evaluative instrument provided by the co-op department.  Students may substitute for the co-op class, the Entrepreneurship Experience course, which has its own evaluation instrument. | |
| 1. **Results Summary (Outcome #2)**   Some students are not able to take the co-op course:  those whose visas will not allow their working in the united states, those who own their own businesses and therefor have no managers above them.  The Entrepreneurship Experience course, a Local Need course, allows them to complete their degrees. | |
| 1. **Findings (Outcome #1)**   Students who are not able to take the co-op course now do not, as in the past, simply discontinue their work toward the Marketing AAS, but take instead the Entrepreneurship Experience course, allowing them not only to be completers, but also to learn about operating their businesses what would take them years in the workplace.  Students who take the Entrepreneurship experience course have consistently earned excellent grades in the class, with two exceptions, one failure caused by personal problems, and one B simply because of quality of work.  The Entrepreneurship Experience is an individual, independent study class, not a regular class with a minimum of 15 students, and there are two-to-five students each term.  The numbers are steady throughout the academic year, with summer terms averaging two students and long terms boasting four or five.   Out of 9 students enrolled in BUSG 2371 in 2019, 6 received a grade of B or higher. | |
| 1. **Implementation of Findings**   The actions of Career Coaches is especially valuable in informing students about the Entrepreneurship Experience course and letting them know that they have the option of choosing either that or the co-op course. The Discipline Lead works closely with Career Coaches to interview and approve student participation in either course.  The Marketing Program is richer for having available both the co-op course which allows students to work in businesses that they most likely would not have been able to do, under the guidance of managers and faculty members, and the Entrepreneurship Experience course which allows students who operate their own businesses to act as both manager and employee and then evaluate how well or poorly managerial decisions contributed to the success of the business.  The experience of students who take this Entrepreneurship class is highly useful for them, and without exception they note how much better they understand how to operate their businesses after completing the various projects of the class.  Perhaps most useful is the fact that they take first the role of the owner/entrepreneur as they devise best practices for their businesses, then the role of the employee as they actually use the strategies put into place by the employer role.  Finally, they return to the role of owner and evaluate how well the strategies that they devised are contributing to their businesses. | |