

**PROGRAM NAME: MARKETING PROGRAM REVIEW**  
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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.

2. **Deadline Dates:**

January 15<sup>th</sup> – Program Review Document due to Department Dean for review  
February 1<sup>st</sup> – Program Review Document due to Program Review Steering Committee

3. **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 4 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.

**EVIDENCE GUIDELINES:** In the following sections, you will be asked to provide evidence for assertions made.

- a. **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.
- b. **Examples of Evidence Statements:**
  1. Poor example: Core values are integrated into coursework. (Not verifiable)
  2. Good example: Core values are integrated into coursework through written reflections. (Verifiable, but general)
  3. 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)
  - 4.

**FOR MORE INFORMATION:** Documentation can be found at [http://inside.Collin.edu/institutionaleffect/Program\\_Review\\_Process.html](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), 972.985.3714).

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

### 1. WHAT DOES YOUR WORKFORCE PROGRAM DO?

#### A. What is the Program, and what is 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.

#### PLEASE NOTE:

The **Marketing Program is districtwide**, with its dean, associate dean, and provost located at the Preston Ridge Campus. We, therefore strive not to have silo campuses, but, rather, class scheduling and communication flows throughout the District as one entity comprised of several campuses.

The purpose of the Marketing Program at Collin College is to deliver a curriculum in Marketing that will provide students with core principles that can be practically applied to their current workforce setting or a future career in Marketing. Classes in the Marketing Program address practical information needed by employers as well as employees, including ethics, critical thinking, and application of elements of that information, in the belief that simply knowing the information is not nearly as worthwhile as also understanding how to use it in work settings and in life-long learning.

- ***Brief explanation of the industry(s) the Program serves and Career paths and/or degree paths it prepares graduates to enter***

The Marketing Program incorporates professional education courses to prepare individuals for career paths with retail, wholesale, or research organizations; profit or non-profit organizations; governmental agencies, and academic institutions. New courses are created, and additions are made to existing courses, to prepare students for careers in new fields, as well as changes in existing career fields to include promotion, sales, advertising, eMarketing, small Business ownership, international Marketing, Marketing research, and economic development. Students who complete the Marketing Program are prepared to work in both consumer and commercial Marketing fields.

- ***What regulatory standards must the Program meet (THECB, Workforce, external accreditation)***

The Collin Marketing Program requires all instructors to have either graduate degrees in the subject areas in which they teach, at least 18 hours of graduate credit in those areas, or a combination of coursework and workforce experience that has given them the skills that they need in order to teach college-level courses in the Marketing area.

The AAS in the Program has the required 60 hours, and no more, while the Program certificates are Level One certificates that comprise 18 hours of credit courses.

All courses comply with State mandated Student Learning Outcomes (SLOs). Any SLOs added by Collin professors must be approved by the chair. (Chairs were in place during the time covered in this review.)

**NOTE:** As of Fall, 2016, such approval is given by the Discipline Lead and the Associate Dean if required.

Collin courses implement any change mandated by the State Workforce Education Course Manual (WECM) for the academic term after the change is requested.

### ***Program outcomes***

#### **Students Learn how to**

1. Analyze people, including generations, genders, and cultures in order to promote products or businesses.
2. Conduct market analyses of purchasers and users in order to produce, promote, and sell both business and consumer products and services.  
Example: Service Learning Project encompassing entire 2013-2014 academic year, and including 106 students—Promotion campaign and advertising materials for Heritage Museum of Frisco, Texas.
3. Create promotional campaigns appropriate for organizational purchasers and/or individual consumers as necessary.
4. Forecast changes four years in advance in order to align existing Marketing structures with future projections.

The research that students perform in order to learn how to forecast changes in technology, and their accompanying community expectations is often the most interesting to them. Such forecasting is, however, the most difficult because technological changes are evolving so rapidly. The Program itself continually researches such changes in order to create courses that will afford best practices in planning in the various areas of Marketing. Such research has resulted in Collin's offering an e-Marketing course, as well as updating both course content and the technology used to teach that content. Students are introduced to research methods, correct practices to avoid plagiarism, methods for presenting research points to others, the ability to work in teams, and an undergirding of skills and hands-on practice that will carry them forward whether they choose the academic pathway available from Collin to universities, or the skill sets of the workforce pathway as they work or operate their own business.

5. Conduct on-site evaluations of community Businesses and then prepare and send to managers of the Businesses visited, reports explaining their evaluations.

- **Analyze the evidence provided. What does this show about the Program?**

The Program remains current with what community members of various age, cultures, and backgrounds need from their Marketing courses. In addition, faculty of the Marketing classes stay abreast of best practices in helping learners to understand course information.

**Please see** examples in Section II.8

Because people do not fully *learn* information—actually make it their own—until they are able to use it for themselves, the Marketing Program offers two alternative capstones, both of which include hands-on experience in using information and skills to which students have been exposed during their coursework:

1. Cooperative Education, including both an actual work experience and a Reflection paper
2. Entrepreneurship Experience course, including actual work experience and preparation of documents and Business reviews for Marketing majors who own their own Businesses.

**B. Executive summary: briefly summarize the topics that are addressed in this self-study, including areas of Strengths and areas of concern.**

**NOTE:** Specific details about points given in this review are located either in the review proper, or in addenda at the end of the review.

This Program Review, completed at the beginning of 2018, is data driven, but faculty and leads in the Marketing Program strive to address the human concerns of those who go through the Program, or simply take courses specific to what they will need as they work and/or operate their own businesses in the communities that Collin College serves.

***The Mission Statement for the Marketing Program***

*By providing hands-on investigation of innovation and creative thinking in areas of Business development, as well as the practice of critical thinking and ethical methodologies, the Marketing Program strives to equip those who learn within it to be able to contribute to their societies while pursuing options in the wide variety of professions in the field of Marketing.*

As evidenced in differences in the AAS in Marketing from 2012 through 2017, one of the strengths of the Marketing Program is that it understands the needs of both students and employers in the area that Collin serves. The Program removes outdated courses, and creates new ones when appropriate to prepare students for careers in new and emerging career fields, as well as changes in existing career fields. Such changes also assist with controlling low enrollment situations. Another strength is that the Program also introduces timely additions into existing courses to remain current with what students are experiencing in their everyday lives and workplaces. One such example is receiving Advisory Committee approval and then replacing the Accounting course from the AAS in Marketing, and implementing instead an eMarketing course (2014-2015 academic year).

The Collin Marketing Program is a workforce Program, and as such, does not have a State mandate for faculty to have a graduate degree in Marketing. However, the Collin Marketing Program does require its faculty to have a Master's degree in either Marketing or a related field. They must also have completed either 18 graduate hours in Marketing, or work experience in the Marketing areas in which they will teach, and graduate hours to support that experience.

Faculty who teach classes in the Marketing Program are credentialed to do so, and in the latest survey of faculty in the Marketing Program, it shows that teaching innovation is being used to deliver effective instruction. There is a great effort to use a variety of methods to present information, keeping in mind that the Marketing Program involves students from several generations, differing skill and academic levels, representative of numerous countries and cultures, and with a wide variety of learning needs.

The Marketing Program has been part of the Business Management and Marketing Program from the time that the Program began until the 2017-2018 academic year. Because the two sides of the Program were heading in ever-different directions, however, and to tailor the Programs to student needs, in that year, it separated from the Management side of the Program except for the Courses in Common that the two Programs will continue to share. Students who complete the Marketing Program are prepared to work in both consumer and commercial Marketing fields.

Community awareness of the Program and promoting the Program has been a concern for several years. Currently, the Program is researching best practices for informing students and the community at large about what the Marketing Program is and what it offers. Being able to coordinate with Collin PR will help greatly in this endeavor.

One method of promoting the Program is the Entrepreneurs' Evening, an event that the Program has held each Spring since 2012-2013 (fifth annual to be held April 26, 2018). Not only does the event inform those in attendance about Entrepreneurship at Collin College, it is open to the community and encourages Entrepreneurs from throughout the community to network with one another. If they wish, they may also reserve tables at which they can display their products and/or discuss services that they offer.

In addition to making a Program web site available, the Marketing Program uses flyers and bulletins to promote specific events, as well as listing them in the Collin calendar. Because of the extreme changes that have taken place in the Marketing Program, the once-useful brochure is woefully out of date. One of the next projects for the Program, therefore, will be to request funding to produce a new brochure. Unfortunately for record keeping, almost all data pertinent to the Marketing Program is included in Management Program data, with very few availabilities of information separate and specific to Marketing alone. The Marketing Program is hopeful that the latest reorganization and delivery of Program information from Institutional Research (IRO), as well as readily available assistance from IRO personnel, will help in assessing the Marketing Program going forward.

The newly created Marketing Advisory Committee (see addendum C) held its first meeting in the spring 2017 semester, with 26 members present. It comprises Business managers, representatives from area ISDs, and employers and employees from the Collin College area, several of whom own and operate their own Businesses.

The Marketing Program, in its various forms, has experienced dramatic increases in the number of students registering for its classes from 1,481 in 2012-2013 to 1,871 in 2016-2017. This is an increase of 26%, a number that we are excited to expect to grow even more during the next Program Assessment.

### 2. WHY DO WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO THE COLLEGE MISSION, CORE VALUES & STRATEGIC PLAN.

- **Provide Program-specific evidence of actions that document how the Program supports the College's mission statement:**  
*"Collin County Community College District is a student and community-centered institution committed to developing skills, strengthening character, and challenging the intellect."*

The Marketing Program is different from other Programs at Collin in that until the 2017-18 academic year, it has been either one half of the Business Management and Marketing Program (M&M), or working in tandem with the Management side of the Program. The Marketing and Business Management Chairs knew that the students in the two sides of the Business Management and Marketing Program think very differently from one another. They also knew, however, that all Management and Marketing students would need both analytical and creative skills no matter in which side of the Program they majored. Thus, in the Fall, 2012 semester, they began to offer eight Courses in Common for students majoring in either Management or Marketing. Offering the Courses in Common has allowed students in both Management and Marketing to gain an understanding of areas about which they were unaware or in which they had low skill levels.

The Marketing Program, officially separated from the Business Management Program in 2017. Business Management and Marketing now have separate Advisory Committees, and are working to separate their Collin web site into two. The Courses in Common will remain in place, however, for the same reasons that they were implemented in the first place.

In keeping with the college's mission on developing skills, the Marketing Program recently placed an emphasis on the areas of Entrepreneurship and Technology by creating an Entrepreneur Center on the Spring Creek Campus in 2016. The Center hosts panel discussions, guest speakers and seminars open to both students and the community, featuring entrepreneurs who own and operate their own businesses. Recent presentations included "How Cybersecurity Affects Your World", and "Is Using Technology Decreasing Our Ability to Think Analytically"? All activities in the Entrepreneur Center are free and open to the public.

The Entrepreneur Center is currently housed in a very small room, which significantly limits activities. The Program has applied for an Innovation Grant in the hope of being able to have a more permanent location and schedule so as to help students from the Marketing Program and students from other programs and community members who want information on starting businesses, but do not know how.

- **Provide Program-specific evidence of actions that support the case that the Program and its faculty contribute to fulfillment of the College's core values:** *"We have a passion for Learning, Service, Involvement, Creativity, Innovation, Academic Excellence, Dignity, Respect and Integrity."*

**Learning:** Students in the Marketing Program practice critical thinking skills in courses throughout the Program. Marketing curriculum creators included an entire course, Critical Thinking and Problem Solving, beginning in the 2012/2013 academic year.

**Service and Involvement:** Marketing students who were in Marketing and Advertising courses spent an entire academic year visiting with staff, attending board meetings, and constructing a promotion campaign for the Heritage Museum in Frisco, Texas, complete with promotion pieces and brochures for the organization.

Students in Marketing courses go on field trips throughout the Business community that Collin College serves, observing, evaluating, and reporting on methods used in managing employees, customer service practices, and promotion techniques, later presenting their own concepts of how Business practices can be improved. Their reports are often forwarded to management of the Businesses that they have visited.

An example of one such field trip is that students who were Marketing majors joined students in the Students in Entrepreneurship and Economic Development (SEED) organization on a visit to NTEC, a Business incubator in Frisco, Texas, and then participated in the resulting advisory committee created to examine and forecast future economic development in Collin County.

Another example of Service and Involvement is that Business students, including Marketing majors, have participated in the student organization, Students in Entrepreneurship and Economic Development (SEED), for which the Discipline Lead of the Marketing Program is an advisor, since its inception. Students in SEED visit community businesses, and learn how to manage an organization, as well as participate in student activities and fund raisers.

### **Creativity**

Students in Marketing courses create their own versions of Marketing aspects such as audio and visual presentations, for which they actually present a story on television and illustrate it with visuals showing strategically chosen products in efficiently placed commercials.

### **Innovation**

Students in Marketing classes research and analyze products and services from various industries, especially as they relate to technological changes, then create presentations in which they support their own forecasts of what is likely to happen in those industries going forward.



### **Academic Excellence**

In addition to mastering the material of classes, students in Marketing courses must demonstrate being able to communicate, orally, in written form, and, in most instances, through visual presentations.

### **Dignity and Respect**

Students in Marketing courses work closely together with small group members, both to reflect current Business practices, and to learn from the differences of the persons within those groups. Even online students in the Marketing Program work in small groups. Whether in face-to-face or online classes, the students are able to practice interacting appropriately with persons from countries, genders, cultures, and differing levels of education and skills.

### **Integrity**

Most Marketing faculty include in their syllabi the Collin statements for Academic Ethics, but all Marketing faculty inform students about the policies. Students must conduct themselves in an ethical manner in class meetings, and follow correct procedures to prevent copyright infringements and/or use of the work of others (even other students) without express permission.

- **Provide Program-specific evidence that documents how the Program supports the College's strategic plan:**

#### ***Improve academic success by implementing strategies for completion.***

The Marketing Program developed a portfolio system for awarding credit to students who successfully demonstrate appropriate outcomes obtained through experience. A new Entrepreneurship Certificate includes a Local Need course, *Entrepreneur Experience*, as a capstone which is a better fit for students who own their own Businesses. The Marketing Program has initiated programs and marketing strategies that focus on re-careering the unemployed and underemployed. This includes focusing schedules that fit the needs of evening students, offering block scheduling as well as the new Entrepreneurship Certificate. The Marketing Program also welcomes CE students into Marketing classes.

#### ***Provide access to innovative higher education programs that prepare students for constantly changing academic, societal and career/workplace opportunities.***

The Marketing Program can take advantage of the growth in the college's emphasis on developing plans to increase the overall student access to workforce programs. The best evidence of this emphasis is the recent successful bond election and development of significant increase in learning spaces (classrooms, offices, labs, simulation, parking, fine arts facilities, and conferencing facilities).

In order to increase participation from the local high school student population, the Marketing Program has recruited local ISD representatives on the Marketing and Entrepreneurship Advisory Committee in addition to informing our ISD partners regarding the Entrepreneurs' Evening and programs in the Entrepreneur Center. This type of engagement will enhance the College's presence in

the community by increasing awareness, cultivating relationships, building partnerships and developing resources to respond to current and future needs. Developing a marketing and public relations plan using new options in advertising, media relations, social media, video, digital media and publications to reach targeted audiences will be important to communicate to the community at large about the existence and benefits of the Marketing Program.

***Think broadly-increasing completion, articulation agreements, pathways from high schools, etc***

The Marketing Program (in the past intermingled with the Business Management Program) has articulation agreements with numerous Texas universities through Collin College. The Bachelor of Applied Science (BAAS) and Bachelor of Applied Technology (BAT) degrees are now offered at almost all Texas universities. Examples are Texas Tech University, Texas A&M Commerce, University of North Texas. We specifically have ISD members on our Advisory Committee to remain current with needs and possible pathways for secondary school students.

**NOTE:** Because all faculty in the Marketing Program, except one, are associate faculty who are part of the workforce outside the College, they are positioned to translate the most up-to-date information from the workforce setting to the presentation of classroom information. We also boast of the variety of persons, businesses, and positions within the businesses that are represented in the Program’s Advisory Committee.

**3. WHY WE DO THE THINGS WE DO: PROGRAM RELATIONSHIP TO STUDENT DEMAND**

**Make a case with evidence to show that students want the Degree or Certificate, and are able to complete the Program.**

**PLEASE NOTE: *These charts are repeated in Section II #5, so as to support the discussion.***

**MRKG AAS COMPLETERS**

2012	2013	2014	2015	2016	2017	TOTAL
3	3	3	1	3	3	16

**MRKG CERTIFICATE \*COMPLETERS**

2012	2013	2014	2015	2016	2017	TOTAL
0	4	4	7	8	4	27

\*Most students who complete the six courses required to earn the Marketing certificate are not aware that they may receive a Marketing certificate as well as the AAS degree toward which they are working. Completers of certificates often are also not aware that *they must complete an application process* in order to receive the certificates, just as they do when they are ready to receive their degrees; they are not automatically included in the system as completers. Thus, students who complete all courses required for their certificates may continue on toward the AAS, transfer to different schools, or leave Collin to operate their own Businesses, and they are **not** included in the list of certificate completers.

The Marketing Program has changed dramatically during the time covered by this report, but we think that those changes are positive ones that will stand the Program in good stead going forward.

One example of a dramatic change is that, in keeping with needs of its students, in the 2016/2017 academic year, the Marketing Program initiated Block scheduling that allows students to complete the entire Marketing certificate in one academic year. This particular blocking has classes that are guaranteed by Collin College not to be cancelled. In addition, block scheduled classes are offered on the same nights, at the same time, and in the same order repeatedly, each class meeting five weeks, so that students can plan their family and work schedules far in advance. As an added advantage, students can complete the certificate while never having to take more than one class at a time—an advantage coveted by working students, especially those who have families.

As with most Programs in higher learning, the Marketing Program, in keeping with student needs, will offer all courses that are in the Marketing and Business Management portion of the degree and certificate online. Two new online courses will be offered in the Fall 2018 semester, and the final two in the Fall, 2019, semester. Offering online classes has not only increased the enrollment numbers for the Marketing Program, but it has also assisted in not having to sunset some courses from the degree/certificate.

1. For example, MRKG 2348, Marketing Research and Strategies, so often had lower enrollment than was allowed, that most semesters saw it being cancelled. Strategies for keeping the course included offering it only in one long term (as Fall only), and, finally, only once every other year, but, even though it is deemed an important course for the Marketing Program, nothing seemed to help. Then, the Marketing Program created an online version of Marketing Research and included it in the Spring, 2015, online options. The online class has filled and run each time it has been offered online since then. Thus, as hoped, results are beginning to show in numbers of students who actually complete the entire Program, partly because of being able to take this class online. Importantly, as well, students have had the advantage of learning the information that this course offers.

2. Continuing to be cognizant of the needs of the ever-changing population served by the Marketing Program, and the College as a whole, over a period of years, the Marketing Program studied the capstone course of the Marketing AAS (co-op), as it suited those who were being required to complete it. Over time, a higher and higher percentage of students needing to complete the co-op course in order to graduate were students who owned their own businesses. That meant that the co-op class, as it was structured, no longer fit a large number of students

who were at the end of their degree coursework. Consequently, many students simply left Collin College without finishing their AAS in Marketing, in order to continue operating their businesses. Of course, their leaving was injurious to the “completers” numbers of the Program.

3. So as to accommodate these students, who, after all, fit the description of the “Entrepreneur” that we were trying to send out into the workforce, the Program created a Local Need course: Entrepreneurship Experience. Created to be the capstone for the new certificate in the Program, Entrepreneurship, this course is customized to the individual student, as she/he acts as both employee and employer in a self-owned business. The course is also available as an alternative to the co-op course in the Marketing AAS, and is equally useful to \*intrapreneurs.

**\*Intrapreneur:** an employee of a large corporation, who is given freedom and financial support to create new products, services, systems, and such, and does not have to follow the corporation’s usual routines or protocols. *In other words*, intrapreneurs are able to act like entrepreneurs, only within firms that are not their own (usually very large organizations).

- *What are the implications for the next 5 years if the enrollment pattern for the past 4 years continues?*

We think that the enrollment pattern since 2012, is almost moot because the changes that we have implemented in the Program during that time, and continue to put into place and to enrich, will result in increased enrollments.

- *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.*

Many of the students who complete the Marketing Program do not go on to other institutions of higher learning. Thus, the Discipline Lead of the Marketing Program instituted an in-class survey of students, for both face-to-face and online classes, to ascertain majors, personal contact information, and plans for after leaving Collin. Faculty who teach Marketing classes, or Courses in Common, submit completed surveys to the Discipline Lead, so that the Program will have information that is unavailable through Institutional Research.

By surveying early during the term of a class, faculty can ascertain how likely students are to remain in that class until its end. Unfortunately, some student still enroll in classes simply so that they can remain on their parents’ insurance, some enroll because they are failing and want to withdraw from an ongoing class and join an express class that starts later in a term, some have spotty attendance, and all these factors play a role in completion of specific classes.

Faculty take role and use attendance factors to help determine if students will complete a course. They also give personal help, sometimes in the form of conversations; sometimes by going over progress reports with students; sometimes simply by asking students who seem to be floundering in the class to schedule appointments, and meet with them outside class.

Faculty share their experiences in trying to ascertain which students may be headed toward the non-completion of classes. Some faculty inform their students about the excellent counseling services that Collin offers, and encourage them to use those services if they have concerns that they do not want to discuss in one-on-one meetings with their instructors.

- *Analyze the evidence you provide. What does it show about the Program?*

The Marketing Program is most definitely one in which the faculty care about our students as people, and try to address their personal, as well as academic, concerns.

#### 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: Texas Workforce Commission, JobsEQ, O-Net, Career Coach, Tracer2**

*Requested points to address, but not limited to:*

- *How many Program-related, entry-level jobs are available in the DFW Metroplex for people with an associate's degree or certificate?*  
Data specific to the Collin Marketing Program is not available, but please see table below, **2016 Annual Wages in Thousands.**
- *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.*  
*Collin itself has articulation agreements with numerous Texas universities. The Marketing Program does not have agreements separate from those of the College as a whole, but is included in those of Collin.*
- *What competing Programs are in the area, and how does Collin compare?*  
Dallas County Community College District (DCCCD) is the most direct competitor of Collin College.  
**Note: although the Dallas county community college district offers a variety of degrees and certificates, not one is available on all its campuses. Most are available on only one or two of the campuses in the district.**

The closest Dallas offering to the Collin AAS in Marketing is their Marketing Careers degree and certificate options:

**\*AAS in Business Marketing**

**WECM Courses in Common with the Collin AAS in Marketing**

MRKG 1301 Customer Relationship Management
MRKG 1311 Principles of Marketing
MRKG 2333 Principles of Selling
MRKG 2349 Advertising and Sales Promotion
BMGT 1327 Principles of Management

**DALLAS VARIATIONS FROM COLLIN IN WECM COURSES**

<b>DALLAS</b>	<b>COLLIN</b>
MRKG 1302 Retailing IN USE	MRKG 1302 Retailing Sunset because of continued low enrollment over a period of more than five years.
MRKG 1381 and MRKG 2381 Co-Op Education IN USE	MRKG 1381 and MRKG 2381 Co-Op Education ONLY USES MRKG 2381

**OTHER BUSINESS-RELATED COURSE VARIATIONS IN THE AAS DEGREE**

<b>DALLAS ONLY</b>	<b>COLLIN ONLY</b>
ACCT 2301 OR 1303	BMGT 2303 Problem Solving and Decision Making
BUSI 1301 Business Principles	BMGT 1305 Communications in Management
HRPO 2307 OR 2301	BMGT 1307 Team Building
	BUSG 2309 Small Business Management/Entrepreneurship
	BMGT 1341 Business Ethics
	IBUS 1354 International Marketing Management
	IBUS 2341 Intercultural Management
	MRKG 2312 eCommerce/Marketing
	MRKG 2333 Principles of Selling

	MRKG 2348 Marketing Research and Strategies
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### IMPORTANT VARIATIONS IN SCHEDULING

- \*While Collin offers all Marketing AAS degrees and Certificates district wide, at DCCCD, the **AAS in the Marketing Careers area** is offered only at the Brookhaven and Cedar Valley campuses.
- **The Customer Service Representative Certificate** is offered by DCCCD only at the Brookhaven and Cedar Valley campuses.
- And **the Call Center Specialist Certificate** is offered by DCCCD only at the Brookhaven campus.
- **Note: research into the DCCCD web site located only one area of block scheduling—the Visual Merchandising Certificate**, which is offered only on the El Centro campus.

**PLEASE NOTE:** Collin offers all courses in the Marketing Certificate in block scheduling as well, but the two districts make the offerings in very differing manners:

- 1) While DCCCD offers the block scheduling in a variety of venues—weekends, nights, and days—***the schedule changes from term to term***, so that students must wait until registration for a specific term in order to know when the classes will be offered.
- 2) Although Collin offers the block classes for the six classes comprising the Marketing Certificate on two nights each week only, ***a primary concern of the Marketing Program is that students will be able to plan their family/work schedules far in advance***. Thus, those classes are divided into three classes in the Fall semester and three in the Spring, always in the same order, and always with the same meeting days and times, always allowing students to complete the classes without having to take more than one class at a time, and still being able to complete the certificate in one academic year.
- 3) **As well, the Collin block classes are guaranteed by the college not to be canceled.**

**Information on the DCCCD web site states, “We are currently unable to compute job placement information for completers.”**

- *What proportion of the Program’s graduates found related employment within six months of graduation?*

**PLEASE NOTE:** Information about employment in fields specifically related to the Collin Marketing Program offerings is not available.

- **\*Percentage of Program Completers Employed in the fourth Quarter of the Fiscal Year after completion**

	2012	2013	2014	2015	2016
<b>AAS</b>	<b>33%</b>	<b>67%</b>	<b>67%</b>	<b>100%</b>	<b>67%</b>
<b>Certificate</b>		<b>25%</b>	<b>75%</b>	<b>57%</b>	<b>75%</b>

*\*Please note that some completers transferred to universities or other colleges, and continued their educations full time rather than working.*

- *How do salaries of Program completers compare to those for high school graduates and baccalaureate holders?*

**Reference Bureau of Labor Statistics**

AS OF 03/2017	ANNUAL WAGES	UNEMPLOYMENT RATE
no High School Diploma	\$25,636	8%
High School Diploma	\$35,256	5.4%
Some College	\$38,376	5%
Associate’s Degree	\$41,496	3.8%

**INTERESTING NOTE:** Highest annual wages are for a Professional Degree (\$89,960), which has 1.5% unemployment rate. Refer to universities such as SMU in Dallas for details of Professional Degrees (for workforce only, NOT for teaching).

- *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?*

*For under-supply, the Program will add both courses that are adapted to the needs of the economy at that time, as well as offer additional sections of said courses on all Collin campuses. For over-supply, the Program will attempt to advise students into the areas more likely to give them hiring advantages.*

**Reference Texas Workforce Commission**

2016 Annual Wages in thousands	MRKG Mgrs.	Sales Mgrs.	Adv. and Promo Mgrs.	Pub Relations and Fundraising Mgrs.	MRKG Entry Level	Sales Entry Level	Adv. and Promo Entry Level	Pub Relations and Fundraising Entry Level
Statewide	154,309	146,893	108,119	129,057	91,850	77,729	47,652	70,497
Dallas Area	147,598	147,041	119,705	139,188	93,001	79,900	17,105	79,283

2014-2024 Employment	MRKG Mgrs.	Sales Mgrs.	Advertising	Public



Projections and Openings			and Promotions Mgrs.	Relations and Fundraising Mgrs.
Statewide	8,810	21,980	1,070	3,720
Statewide Projected	10,940 +24.2% Change	26,390 +20.1% Change	1300 +21.5% Change	4,470 +20.2% Change
Dallas Area Annual Openings	425 +26% Change	960 +22.15 Change	60 +16.7% Change	200 +19.7% Change

Best practices going forward will continue with the push to inform students, faculty, administrators, and the community at large of exactly what the Marketing Program comprises and to promote the Marketing Program. With the positive membership of the Advisory Committee, and the newly-found enthusiasm for the courses in the Program in general (more Collin emphasis on Entrepreneurship and innovation), working with web design personnel and creating updated Program brochures that will be suited for the audience, should be easier to accomplish.

- Identify and discuss the Program's Strengths and weaknesses related to market demand.*

The Program strives to meet the needs of employers by providing courses of study that will equip those who complete them to compete successfully for available jobs and to work effectively once hired in the areas addressed by the Marketing Program. The Program strives to research and remain current with employers' needs, and to create courses that will make available the skills to address those needs. Using the resources of both the Advisory Committee members and the faculty itself, remaining in the van guard should be more easily accomplished going forward than in the years covered by this Program Review. Information addressing this topic is scattered throughout this report.
- Analyze the evidence you provide. What does it show about the Program?*

One recurring concern that continues to block effectiveness of the Program offerings is not the offerings themselves, but the *perception of people in general*—including both employers and prospective students—that people who have earned degrees and/or certificates in Marketing have studied only such subjects as advertising and sales, especially advertising.

Thus, one goal of the Program is to **inform the community both inside and outside Collin College of the wide array of subjects** that those who earn the AAS (or certificate) in Marketing actually do study.

**BUSINESS COURSES TAKEN BY ANYONE WHO HAS EARNED AN AAS IN MARKETING THROUGH COLLIN COLLEGE**

<b>COURSES TO COMPLETE THE AAS</b>	<b>COURSES TO COMPLETE CERTIFICATE</b>
^Problem Solving and Decision Making	Problem Solving and Decision Making
*Customer Relationship Management	*Customer Relationship Management
*Principles of Marketing	*Principles of Marketing
*Business Ethics	*Business Ethics
*Small Business Management/Entrepreneurship	*Small Business Management/Entrepreneurship (Capstone)
*International Marketing Management	*International Marketing Management
**Team Building	
eCommerce/Marketing	
**Principles of Management	
*Intercultural Management	
Advertising and Sales Promotion	
Principles of Selling	
*Communications in Management	
Marketing Research and Strategies	
Co-operative Education or Entrepreneurship Experience (Capstones)	

\* indicates Courses in Common that originated in the Marketing Program.

\*\* indicates Courses in Common that originated in the Management Program.

^ indicates Courses in Common that were adopted from WECM by both Marketing and Management.

## *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 completion. Review data related to course enrollments, course retention rates, course success rates, and the frequency with which courses are scheduled to identify barriers to Program completion.**

Classes in the Marketing Program are offered at night, during the day, on weekends, and online. They are also offered in Block scheduling, (one of the student-need changes in the Program during the five years reviewed), and in five-week venues. Each of these offerings is based on information gathered from students themselves by faculty.

The barrier in the short life of the Block scheduling (first offered in the Fall, 2016 term) has been that almost no one was aware that it existed. Both the Blocking itself, and the five-week venues are popular with those who learn about them, but as they are too new to have a track record, the Program will push to make sure that advisors on all campuses, as well as faculty, understand the advantages to students of this particular Block scheduling, and to impress upon them the importance of alerting students to this scheduling. The Program is of the strong opinion that once students know about the Block scheduling, it will become a pathway for completion that has not existed in several years.

The Block scheduling within the Marketing Program is currently for night time classes, but the Program has begun to research, and will strongly consider, using Block scheduling for eight-week, daytime classes as well.

In the meantime, as the Marketing Program is now a separate Program from the Business Management Program, we will make every effort to attend meetings of the Advisors, and to insure that they understand the changes that are occurring in the Program, and how best we can assist each other in informing students of new information.

*Requested points to address, but not limited to:*

- *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).*

**MRKG AAS COMPLETERS**

2012	2013	2014	2015	2016	2017	TOTAL
3	3	3	1	3	3	16

**MRKG CERTIFICATE \*COMPLETERS**

2012	2013	2014	2015	2016	2017	TOTAL
0	4	4	7	8	4	27

**BOTH AAS AND CERTIFICATE COMPLETERS**

2012	2013	2014	2015	2016	2017	TOTAL
3	7	7	8	11	7	43

\*Another barrier to completion is that, unbeknownst to most students, completers of certificates must complete an application process in order to receive them; *students are not automatically included in the system as completers*. Thus, students who complete all courses required for their certificates may continue on toward the AAS, transfer to different schools, or leave Collin to operate their own Businesses, and they are **not** included in the list of certificate completers.

- *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.*

The Program has addressed barriers of class scheduling and courses required by implementing weekend, five-week, online, and Block scheduling, and by replacing the accounting course with the more-needed eCommerce/Marketing and Entrepreneurship Experience courses.

### MRKG COURSES ACADEMIC YEAR 2016/2017

COURSE	ENROLLMENT	COMPLETION %	PASS RATE D AND UP	SUCCESS RATE C AND UP
BMGT 1305	131	93.1%	78.6%	74.8%
BMGT 1307	167	94.6%	87.4%	85.6%
BMGT 1327	368	96.2%	82.3%	77.4%
BMGT 1341	173	93.1%	77.5%	77.5%
BMGT 2303	199	95.5%	76.4%	73.4%
BUSG 2309	154	88.3%	68.2%	61.7%
IBUS 1354	22	95.5%	81.8%	81.8%
IBUS 2341	74	91.9	78.4%	78.4%
MRKG 1301	66	95.5%	66.7%	60.6%
MRKG 1311	288	92.4%	84.0%	80.6%
MRKG 2312	12	100.0%	83.3%	83.3%
MRKG 2333	31	100.0%	96.8%	93.5%
MRKG 2348	56	96.4%	78.6%	73.2%
MRKG 2349	71	93.0%	74.6%	70.4%

MRKG 2381	4	100.0%	100.0%	100.0%
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**NOTE:** Several courses in the Marketing Program are also required by other Programs. There is no way for the Marketing Program to control course presentation or methodology in other Programs. **(Please see chart at II.B.5, Retention Rates, for numbers of Programs sharing each course).**

- *Review course enrollment patterns, course retention rates, course success rates, and the frequency with which courses are scheduled to identify barriers to Program completion. Address problems in the CIP.*

Please refer to the discussion points given throughout this report about changes to aid in enrollment and retention.

As the Marketing Program does not have access to information about other Programs that offer Marketing courses, perhaps Institutional Research can survey faculty (in all Programs that require the Marketing courses) each semester to ascertain what, if any, general barriers seem to cause lack of completion.

- *Analyze the evidence you provide. What does it show about the Program?*

The Program continues to listen to its students, both to ascertain what barriers to retention may be caused by the Program itself, and to determine best practices for retaining students, whether their leaving the Program is because of personal, work-related, or Program elements. This close interaction of Marketing Program faculty with students is not only the rationale behind the changes in scheduling and course offerings; it is the absolute impetus for it.

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

**1. Credit Hour Standard: There are no more than 60 credit hours in the Program plan.**

- 1) The AAS in the Program has the required 60 hours, and no more.
- 2) In addition, the certificates are Level One certificates, and comprise 18 hours of credit courses each.
- 3) As well, all courses comply with State mandated Student Learning Outcomes (SLOs). Any SLOs added by Collin professors must be approved by the \*chair, and clearly noted as, "Collin-added SLOs."

**\*PLEASE NOTE:** As of Fall, 2016, such approval is given by the Associate Dean (new position responsibilities).

**2. Completers Standard: Average 25 completers over the last five years or an average of at least five completers per year.**

Number of completers in last five years: 35 completers 2012-2016 13 AAS earners 22 certificate earners

**PLEASE NOTE:** Even though the Marketing Program has met the required number of completers for the years covered by this

Review, the Program will be using the methods described earlier to increase awareness of what constitutes a Marketing major, the advantageous face-to-face scheduling offered by the Program, and the fact that almost all Marketing courses are offered online (all but two available for the Fall, 2018, semester, with the final two ready for the Fall, 2019, semester).

**3. Licensure Standard: 90% of test takers pass licensure exams.**

If applicable, include the licensure pass rate: NA

For any pass rate below 90%, describe a plan for raising the pass rate.

**4. 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).** Several courses in the Marketing Program are also required in one to six Programs outside the Marketing Program. There is no way for Marketing faculty and/or Discipline Leads to control how students in other Programs participate in those courses, the support that they receive for coursework, or if they complete the courses. (Please see explanations for removing barriers to completion, and suggestions for IRO involvement, throughout this review.)

**5.**

AAS retention rates: (COMPLETIONS)

COURSE	2012	2013	2014	2015	2016
BMGT 1305 (2)	89.6%	97.7%	96.5%	94.2%	97.2%
BMGT 1307 (5)	94.7%	93.3%	91.6%	96.6%	93.2%
BMGT 1327 (3)	91.7%	93.5%	95.9%	92.6%	94.9%
BMGT 1341 (4)	83.0%	97.5%	94.8%	97.9%	92.4%
BMGT 2303/ 2347 (4)	NA	92.0%	93.0%	95.3%	95.9%
BUSG 2309 (6)	89.1%	92.3%	94.7%	94.0%	91.0%
IBUS 1354 (2)	97.6%	93.3%	100.0%	100.0%	100.0%
IBUS 2341 (2)	NA	92.7%	97.8%	97.4%	98.5%
MRKG 1301 (4)	80.0%	96.6%	85.0%	96.6%	96.7%
MRKG 1311 (4)	85.3%	90.3%	93.5%	92.7%	94.9%

MRKG 2312 (4)	NA	NA	NA	100.0%	100.0%
MRKG 2333 (2)	88.9%	100.0%	NA	NA	89.7%
MRKG 2348 (1)	NA	94.1%	90.5%	*70.8%	84.4%
MRKG 2349 (1)	88.2%	97.7%	100.0%	95.2%	88.4%
MRKG 2381 (co-op) (1)	100.0%	100.0%	100.0%	100.0%	100.0%

**PLEASE NOTE:** Numbers in parentheses indicate how many Programs are using the same Marketing course in their requirements.

CERTIFICATE retention rates: (COMPLETIONS)

COURSE	2012	2013	2014	2015	2016
BMGT 1341 (2)	NA	NA	94.8%	97.9%	92.4%
BMGT 2303/ 2347 (4)	NA	NA	93.0%	95.3%	95.9%
BUSG 2309 (6)	NA	NA	94.7%	94.0%	91.0%
IBUS 1354 (2)	NA	NA	100.0%	100.0%	100.0%
MRKG 1301 (4)	80.0%	96.6%	85.0%	96.6%	96.7%
MRKG 1311 (4)	85.3%	90.3%	93.5%	92.7%	94.9%
MRKG 2333 (2)	88.9%	100.0%	NA	NA	NA
MRKG 2348 (1)	NA	94.1%	NA	NA	NA
MRKG 2349 (1)	88.2%	97.7%	NA	NA	NA
MRKG 1380 (co-op) (1)	NA	NA	NA	NA	NA

**PLEASE NOTE:** 1) Numbers in parentheses indicate how many Programs are using the same course in their requirements.

2) Seminars that require mandatory attendance by students in co-operative education (alternative capstone for Marketing AAS) should be up-dated to remain current with changes in the student population that Collin serves. Co-op is a Program independent of the Marketing Program and, therefore, outside either the responsibility or authority of the Marketing Program.

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

Requested points to address, but not limited to:

- *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.*

Please see information throughout this review that addresses curriculum, as well as in Section I.4, relative to DCCCD.

- *How does the Program curriculum align with any professional association standards or guidelines that may exist?*

**NA**

- *Is the curriculum subject to external accreditation? If so, list the accrediting body and the most recent accreditation for your Program.*

Southern Association of Colleges (SACS)

The Marketing Program was accredited during the most recent SACS visit to Collin campuses.

- *If the Program curriculum differs significantly from these benchmarks, explain how the Collin College curriculum benefits students and other college constituents.*

Please see comparison with Dallas County Community College (DCCCD) previously noted.

### **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.**

**Please open ADDENDUM C for committee meeting minutes that include names and titles of Advisory Committee members (2012 through Spring, 2017).**

1. How many employers does your advisory committee have? 16

2. How many employers attended the last two meetings? 13 each time

Although the number was the same, some of the employers were different because of schedule conflicts.

3. How has the advisory committee made an impact on the Program over the last four years (including latest trends, directions, and insights into latest technologies)?

During the years from 2012 until 2016, one combined advisory committee existed for Business Management and Marketing. These meetings were not under the control of the Marketing Program, and, for many reasons, became ineffective, with most members ceasing to attend. In addition, the Management and Marketing Programs themselves gradually moved in different directions, until the two parts



of the Program separated into two different advisory committees, with current members choosing with which Program they wanted to continue.

The first meeting of the newly-formed Marketing and Entrepreneurship Advisory Committee was held in the Spring, 2017, semester, followed by a second in the Fall, 2017, semester. Thus, at the time that this Program review is being created, there has been time for only two meetings of the new advisory committee. The next advisory committee meeting is scheduled for the Spring, 2018, semester on March 06, 2018.

**Please Note** in Addendum C that what has been discussed thus far during the first two Marketing-only meetings has been primarily to insure that all committee members understand points about Collin College, and the important role that they themselves play.

Because most members are so recent to the newly-formed Marketing and Entrepreneurship Advisory Committee, the first two meetings have focused on two primary topics:

1. The make-up of the committee's membership, including explanations by members of how they relate to the Business community that Collin serves: as employers, as Business owners, as trainers for those going into the Business community.
2. Making sure that committee members know how Collin College operates: topics discussed thus far include state mandates, credit-hour limitations, level one and level two certificates, time frames for approvals, procedures for making changes in curriculum, local need and special topics courses, purpose and importance of advisory committees, implementation of career coaches (as of Fall, 2017) including a presentation by those coaches.
  
4. Briefly summarize the curriculum recommendations made by the advisory committee over the last four years.
  - 1) Approval of an eMarketing course
  - 2) Approval of creating an Entrepreneurship Certificate
  - 3) Approval of creating a Local Need course in Entrepreneurship
  - 4) Approval of Block scheduling for classes in the Marketing Certificate (three five-week classes each long-term semester), allowing students to complete the marketing certificate in one academic year, while never having to take more than one class at a time
  - 5) Changes in AAS to include eight Courses in Common with the Business Management Program (approved by the Committee) in order to expose students in both areas of study to courses with well-rounded thinking emphases:

Critical Thinking and Problem Solving

Business Ethics

\*Principles of Marketing

Principles of Management

\*Intercultural Management

- \*Communications in Management
- \*\*Team Building
- \*Small Business Management/Entrepreneurship
  - \*Courses that originally were Marketing only courses**
  - \*\*Courses that originally were Management only courses**

**E. For any 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.**

MRKG 2348 (Marketing Research) and MRKG 2349 (Advertising and Sales Promotion) suffered low enrollments. The Program moved them to every-other semester only, and later added online sections, both of which changes improved enrollment numbers. MRKG 2333 (Principles of Selling) is currently following the same pattern, both of enrollment numbers and changes in scheduling. Because of enrollment improvements made in the other two classes, and based on highly successful online registrations, MRKG 2333 will have an online section by Fall, 2018.

Block scheduling is projected to assist with low enrollment numbers in all classes included in the Marketing Certificate, once students are aware that it is available. Such scheduling is especially useful for adult members of the workforce, as they can now complete the entire Marketing certificate on one academic year without having to take more than one class at a time.

**F. Make the case with evidence that the required courses in the Program are offered in an appropriate sequence and at appropriate intervals to enable students to complete “on time” for students enrolled full-time and following the degree plan.**

Please refer to information throughout this report that addresses both changes made and their results (except for those that are too new to measure accurately).

**G. Make a case with evidence that the Program is well managed.**

Requested points to address, but not limited to: (Definitions of data elements can be found on CougarWeb under Workplace>Institutional Effectiveness>Program Review>Institutional Research Files for Program Review [in the right-hand column].)

- *Student/Faculty Ratios; Average Class Size; Unduplicated, actual, annual enrollment data; Contact Hours Taught by Full-Time and Part-Time Faculty Data not available for Marketing classes separately*
- *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 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.*

Please see this information in E. of this section.

*How well are general education requirements integrated with the technical coursework?*

The Marketing AAS contains the State-mandated 15 credit hours of general education requirements. These general education courses are included in the degree plan with one per semester in the first three semesters, and two in the final semester, which semester includes only three face-to-face classes, and the co-op class, which does not require classroom meetings.

*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?*

Although complaints seem to be the more scrutinized, compliments are equally as important to the Marketing Program as they.

Unfortunately, complaints tend to go to the dean/discipline lead/associate dean while compliments go to the individual instructors.

Complaints are generally aimed at instructors, not the Program itself. That being said, individual student evaluations of Program faculty are reviewed by Chairs and Deans (now Associate Deans), each academic year, and have been found to be positive. In the few instances since 2012, that students have taken complaints to the dean over the Program, in all cases, even though the Dean notified the instructors about the complaints, students declined to take the complaints forward to the Grievance Committee. In the main, once they were heard by the dean, complainants were satisfied.

In most instances, the complaints were because of receiving lower grades than students had wanted. In only a few cases did a complaint go far enough that an instructor needed to comply by submitting documentation to support proper grading, and, generally speaking, complaints have been few, and have been resolved with either the instructor or the chair/Discipline Lead.

For the Program itself, the largest amount of disharmony from students over the past five years came from two points, **a)** by far the more important, the extremely high cost of textbooks, and **b)** wanting/needing scheduling that fit with their busy family and work schedules.

Thus,

- 1)** The Program changed the weekend class schedule from offering only three to offering four classes each semester.
- 2)** The Program instituted Block scheduling that includes all courses necessary to complete the Marketing Certificate, which can be applied toward the Marketing AAS; which are offered with the guarantee that they will not be cancelled, and which are offered in the same order, on the same nights, and at the same times each semester.
- 3)** More instructors than ever began not using textbooks at all for classes.
- 4)** Instructors instituted use of more technology in their classes than before, including both in-class and outside-of-class Internet assignments, both for individual students and small groups.
- 5)** Evening class start time was adjusted to 30 minutes later in order better to accommodate night students who had to drive to a campus from work.

**6. HOW EFFECTIVELY DO WE COMMUNICATE, AND HOW DO WE KNOW?**

**A. Provide website URLs (for both the Program website and the catalog information posted by the Curriculum Office): If no Program website is available, describe plans for creation of website.**

With changes in computer services at Collin College, many departments restructured their websites. The Business Management and Marketing Programs were together, and made such changes in the Fall, 2016, semester. Now that the two programs have been officially separated, the Discipline Lead for the Marketing Program has as one of her 2017-2018 goals that of separating the Marketing Program web site from the Business Management web site, with links to facilitate movement between the two, especially for the courses in common.

**B. 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.**

- *Requested points to address, but not limited to:*
- *Demonstrate how the unit solicits student feedback regarding its website and literature and how it incorporates that feedback to make improvements.*
- *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.*

Until very recently, there was not web site for the Marketing Program. Then, in the Fall, 2016, semester, because the Business Management and Marketing Program still comprised both Programs, two faculty in the Program created a web site to represent both. There has been no feedback relative to that web site. As the two sides of the Program are now two separate Programs, the Marketing Program will create a separate web site exclusively for the Marketing Program, but linked to the Management side because of the Courses in Common.

**NOTE:** Community members and potential students tend to refer to the web sites, but rarely give feedback for their site visits. Current students tend not to refer to the web site, but tend instead to talk with their professors about courses and programs.

**C. Describe the process used to keep all Program literature (course descriptions, degree plans, catalog entries, etc.) and electronic sites updated and aligned with College literature and sites.**

Each academic year the Discipline Lead reviews catalog information, brochures, and syllabus templates to make sure that they are current. Because of changes in the AAS and the Marketing Certificate, as well as the addition of an Entrepreneurship Certificate, the most recent

brochure for the Marketing Program is out of date and thus under consideration for updating. Target date for completing the brochure is the 2018-2019 academic year.

The Program evaluates and updates all course descriptions each academic year, before the current catalog is confirmed. The Marketing Program uses flyers, posters, and announcements in the Collin calendar for events in which it participates or presents.

- D. In the Program Literature Review Table, below, 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.**

**Program Literature Review Table**

Title	Type (i.e. URLs, brochures, handouts, etc.)	Date of Last Review/Update		Responsible Party
Business Management and Marketing Program	*BROCHURE	2014	<input type="checkbox"/> Current <input type="checkbox"/> Accurate <input type="checkbox"/> Relevant <input checked="" type="checkbox"/> Available	Marketing Discipline Lead
Business Management and Marketing Program	**WEB SITE	FALL, 2016	<input checked="" type="checkbox"/> Current <input checked="" type="checkbox"/> Accurate <input checked="" type="checkbox"/> Relevant <input checked="" type="checkbox"/> Available	Marketing Discipline Lead (Along with one full-time management professor, created the current site.)
Course Syllabi	SYLLABI FOR ALL COURSES	ONGOING	<input checked="" type="checkbox"/> Current <input checked="" type="checkbox"/> Accurate <input checked="" type="checkbox"/> Relevant <input checked="" type="checkbox"/> Available	Discipline Lead and Associate Dean

Degree Plans and Certificate listings	Collin main web site— Syllabus Depot HB2504	Spring, 2017	x Current x Accurate X Relevant X Available	Marketing Discipline Lead
Collin College Catalog	Online and Print formats	Spring, 2017	x Current x Accurate X Relevant X Available	Discipline Lead and Curriculum Office
All information pertaining to academic calendars, tuition costs, additional fees, articulation agreements, and local jobs demand is ascertained by college entities outside the actual Marketing Program.				

\*Because of rapid changes in the Program and its courses, the Program brochure is currently out dated, and under review by the Marketing Discipline Lead.

\*\*Because of recent changes, *i.e.* separating of Business Management and Marketing into two, rather than one Program, the Marketing Discipline Lead is undertaking to create a web site dedicated solely to Marketing, with links to allow viewers to read about all Courses in Common between the two.

## 7. HOW WELL ARE WE LEVERAGING PARTNERSHIP RESOURCES AND BUILDING RELATIONSHIPS, AND HOW DO WE KNOW?

**A. Make a case that the Program enlists Business, industry, government, college, university, community, and/or consultant partnerships to advance the Program outcomes.**

*Requested points to address, but not limited to:*

- *Partnership types include: Co-op or internship sites; visiting class presenters; tours of facilities; facility use; equipment donors; dedicated Program scholarship donors; mentors, association affiliation, other.*

**1)** The co-op course is the capstone for the Marketing Program, and as such involves employers and businesses throughout the area served by Collin.

- 2) Program faculty utilize the skills of visiting class presenters in a wide variety of Marketing functions, as speakers, as demonstrators of who their businesses function, as those who reserve tables at the Entrepreneurs’ Evening, as those who sit on panels and discuss with their audiences . . .
- 3) During the time of this review, Program students toured a small business incubator. As well, they worked through Service Learning with the Heritage Museum in Frisco to create a promotion campaign for the facility, including sitting in on board meetings and discussions. During this time, board members from the Museum attended on-campus activities such as the Service Learning awards banquet.

**B. Complete the Partnership Resources Table, below.**

**Partnership Resources Table**

Partner	Description (See Points to Consider)	Briefly Describe Partnership Value to Program
NTEC	Small Business Incubator in Frisco, Texas	Students learn how the two-year incubator program operates, and can utilize that information as they start their own businesses. One student from the visiting SEED/Marketing Program actually launched his own business through the NTEC Incubator’s program.  NTEC personnel sat on the Entrepreneurship Advisory Committee.
EMPLOYERS OF CO-OP STUDENTS	Changes in the Co-op Department during the time of this review cause any attempt to retrieve the huge number of site names impractical, if not impossible.	*There is not enough space in this report to describe the variety of invaluable lessons that Marketing students have learned from working in fields in which they had completed Collin classes.  Many Marketing students continued to work for their co-op managers long after their course was completed.
OUTSIDE SPEAKERS OUTSIDE PRESENTERS PANELS OF OUTSIDE GUESTS	Speakers from <b>all</b> areas of Marketing, including small business owners, have spoken in Marketing classes every semester during the time covered in this review.	Because Marketing faculty include outside speakers in their classes, students are able to learn not only the information that those speakers bring, but also the most up-to-date information, as well as how that information is put to use in actual workforce settings.

**\*Example comments from students about their Co-Op experiences (no corrections made in students’ writing, only clarifications)**

1. "Since I was taking this [co-op] course, I was given more opportunities to lead our department . . . This actually came at the right time since my supervisor was out sick for a week, and my manager was on vacation during that times as well. I was pushed into leading my team and it was a success."
2. "I think that participating in this co-op towards the end of my degree plan allowed me to apply the maximum knowledge to all situations and projects I was given. I was able to participate in projects and experiences that I could have never done in the classroom and would have never received the chance to do at an entry level [I] marketing position in our corporate office."
3. "I'm currently working on increasing my leadership and managerial skills, along with learning the ins and outs of our Marketing Department . . . As a result of taking this course, my job responsibilities increased. I was more involved with other departments than normal. I learned different things from different departments such as Sales and Marketing. I learned how to launch a product internationally."
4. "After completing my co-op, I'm not sure if I will still pursue working in the corporate office in the marketing dept of this company. Through my co-op experience I realized the major disconnect and disorganization [here] that does not exist in most companies (the corporate marketing program is currently being jump started by a third party company to launch their national branding.) I'm not sure if it's [a] great to begin my journey in my new career with a company which is 'loosely organized'."
5. "I was able to complete all mu goals [set through co-op] with the help of the knowledge I've gained from all the [Collin] courses I've taken."
6. "I will forever be grateful for the things that I experienced, skills that I learned, and the relationships I've formed [through co-op]."
7. "During my co-op, I was able to continue to hold my title as a Senior Manager, but had the task of looking a[t] data and reports from a marketing perspective and us[ing] the statistical data to establish behaviors and or programs to impact the opportunities I'd observed through statistical and data analysis. Through this experience, I was able to see special reports not provided to most managers (which usually aren't provided due to the inability to breakdown (*sic*) the information and apply [it] immediately to my sales environment."

**NOTE:** We expect that the new Entrepreneurship Experience course, which students who own their own businesses may choose rather than the co-op class as their degree capstone, will no doubt yield comments such as those made by co-op students thus far.





**8. ARE WE HIRING QUALIFIED FACULTY AND ADJUNCTS, AND SUPPORTING THEM WELL WITH PROFESSIONAL DEVELOPMENT, AND HOW DO WE KNOW?**

**Make a case with evidence that faculty are qualified, keep current, and advance the Program and the College.**

Employee Name	Role in Program	Credentials	Professional Development since Last Program Review**
Gloria Cockerell	Professor/Discipline (the only full-time Professor in the marketing Program)	MA University of Texas at Dallas Interdisciplinary Studies with Marketing specialization  MA University of North Texas English  Work experience in Marketing and sales  Owner of small business	Most often, this professor presented or led rather than attended, and there is far too much to list in this report. Here are samples:  Presented Faculty Development workshops about online teaching.  Participated in panels for student orientation at Collin.  Participated in Customer Service workshop presented by Disney.  Constructed and hosted the Entrepreneurs' Evening, 2013 and forward.  Attended various workshops and seminars through the American Marketing Association.  Participated in statewide WEMC four-day workshops.  Worked with eLC to learn both Blackboard and Canvas (200 hours during the summer that Collin switched from Blackboard to Canvas).

			<p>Participated in various webinars about Marketing subject areas.</p> <p>Participated in Faculty Council Summer Institute, "Using External Tools (e.g. YouTube, TedEd, Turnitin)"</p> <p>Attended Departmental workshop of writing goals for Collin Vision (strategic goals,2016)</p> <p>Attended Quality Control workshop presented by Disney Corporation</p>
Harold Cole	Associate Faculty	<p>MBA University of Phoenix</p> <p>Work experience in Marketing and sales</p>	Please see NOTE after this chart.
Christine DeLaTorre	Full-Time Professor of Business Management	<p>PhD University of Texas at Dallas Public Affairs</p> <p>MS Amberton University HR and Business</p>	Unaware of the activities of full-time professors in other Programs.
Barry Driks	Associate Faculty	<p>MBA New York University</p> <p>18 graduate hours in Marketing</p>	Please see NOTE after this chart.
Jim Gilbert	<p>Associate Faculty</p> <p>(Became full-time Management Professor in Fall, 2017, but will continue to teach some Marketing classes.)</p>	<p>MBA Dallas Baptist University</p> <p>Work experience in Banking and Marketing</p>	Please see NOTE after this chart.
Richard Glew	Associate Faculty	<p>MBA University of Toronto</p> <p>18 graduate hours in Marketing and Management</p>	Please see NOTE after this chart.

Dave Lobo	Associate Faculty	MBA University of Texas at Dallas MS University of Central Missouri Aviation Safety Work experience in Marketing	Please see NOTE after this chart.
Pam Milacek	Associate Faculty	MBA Dallas Baptist University Work experience in Marketing	Please see NOTE after this chart.
Gregory Reid	Associate Faculty	MBA University of California 18 graduate hours in Marketing	Please see NOTE after this chart.
Kirk Rizman	Associate Faculty	MBA with Marketing concentration Southern Illinois University at Carbondale Work experience in Marketing	Please see NOTE after this chart.
Vic Sotny	Associate Faculty	MBA Cleveland State University Work experience in Marketing	Please see NOTE after this chart.
Joyce Mattinez	Associate Faculty	MS George Mason University International Commerce and Business Work experience in Business	Please see NOTE after this chart.
Carey McKinney	Associate Faculty	MBA University of Dallas Two graduate Marketing courses Business and Training background	Please see NOTE after this chart.

**Employee Resources Table**

PLEASE NOTE: All faculty for the Marketing Program are Associate Faculty except for one, who is the Discipline Lead for the Program. The Lead is unaware of precisely in what sorts of Professional Development Associate Faculty are engaged, other than activities required by Collin College.

The wide variety of specializations noted for their degrees denotes their various backgrounds. In addition, however, as they are actually working in the fields in which they are teaching, the Marketing Program is well satisfied that they are remaining up-to-date in their fields. The “Work Experience” noted for each Associate Faculty member actually gives a great deal of weight to her/his ability to understand and translate into the classroom a very wide variety of worldwide Marketing elements.

**Examples of positions in companies, types of Marketing practices employed by the Marketing Program Faculty, and how those practices translate into their classrooms:**

Professional experience for this group of faculty includes senior-level positions in companies varying in size from startup to Fortune 500, as well as both for-profit and not-for-profit organizations. Some AF own/owned their own companies, as did the Full-Time faculty member.

➤ **Examples of Actions performed by Associate and Full-Time Faculty outside the College**

Consulting clients in various Marketing research roles to guide Marketing and advertising strategies

Assessing product feasibility

Market sizing

Creating and managing successful product campaigns and launches

Identifying Marketing and distribution partners domestically and internationally

Setting up supply chains internationally in countries such as Brazil, Japan, S. Korea, China (mainland), Hong Kong, Europe, Scandinavia (primarily Denmark, but Sweden as well)

Participating in four-day Sales and Marketing workshop

Creating and implementing strategic Marketing plans

Executing webmaster responsibilities including content

Managing workforce teams

Creating and implementing public relations and advertising campaigns

Creating Marketing materials (displays, literature, in-store posters, counter cards, and the like)

Representing companies of various sizes in magazines, radio, television (including CNN interview), newspapers, and Internet

Recruiting personnel

Participating on Board of Directors

Participating in Executive Teams

Completing licensing agreements

Negotiating programs and contracts with key accounts

Participating in national sales conferences (Capitol One Bank)

Completing 13-week course in sales, finance, and relationship building

Working with commercial customers and providing them with direction to enhance their companies' growth goals

Holding management positions in sales, advertising, sales promotion, Marketing, and Product Development

Creating and operating own small businesses

Serving on the board of the American Marketing Association

➤ **Beneficial innovations brought to the classroom by Faculty using “real world” experience**

1. First and foremost, the everyday, current experiences of the Associate Faculty (AF) members, professionals in the business world, allows them to bring information to their classrooms that is relevant *RIGHT NOW* to what is happening in the workforce that students are entering. That bringing of information, combined with the innovations of the Full-Time Faculty member, allows students unique experiences completely outside what is offered in standard texts of classes.

2. Almost all the faculty, both AF and Full Time (FT) use YouTube presentations in their classes to give students the opportunity not only to learn from the presentations, but also to learn how to access such information for themselves. Several of us also use the excellent discussions on the Ted network in the same way.
3. In the Marketing Program, all faculty also take advantage of the excellent services afforded by the Collin resource librarians. We use videos and movies that can be streamed into our classrooms, and we also add those streaming videos into our syllabi through Canvas so that students have the ability to view information on their own as many times as they wish or need. This practice has been very helpful for students as they work in small groups to complete projects, and especially for students who are unable to comprehend the information when viewing only once, as is often the case with international students who have English as a second, third, or even fourth language.
4. Most of the Marketing faculty employ small group work in the classroom, with the knowledge that students who go into the workforce will need the skills necessary to work in teams with diverse people. Within these small groups, the Marketing faculty have students complete various sorts of research while in the classroom, using their electronic devices, and charged with clarifying information as they go. If new information is unearthed, or questions arise, students must investigate new information and ideas as they come to light during the exercises.
5. Understanding the importance of knowing how Marketing elements actually work outside the classroom, faculty invite guest speakers from the business community to spend time in their classrooms with the students, presenting and explaining how points that the students are learning will work once they are able to use them in their places of work, or even as consumers. We have enjoyed having small business owners, as well as project managers for large corporations, share with us; one of the most popular speakers was the one who spent almost an entire Saturday with a class, discussing his own business in cybersecurity.
6. In various semesters, faculties have invited small business owners (entrepreneurs) to their classrooms, but, in some instances, to sit on panels during class time, and to interact with students in informal settings. Since its inception, the Entrepreneur Center has served as the site for some of these panels, with other faculty bringing their students to the events, and community members attending.
7. Having been taught information about the real world workings of businesses and their personnel, students in many of the Marketing classes go on field trips and visit businesses that they later evaluate, and on which they submit written reports and in-class presentations.
8. Mindful of staying current, many faculty create their own case studies from news stories. Others assign students to do likewise, working in small groups.
9. A larger percentage of the faculty each year uses Canvas for both face-to-face and online classes, and several teach, using outside resources, their own experiences, and no texts.

**9. DO WE SUPPORT THE PROGRAM WELL WITH FACILITIES, EQUIPMENT, AND THEIR MAINTENANCE AND REPLACEMENT, AND HOW DO WE KNOW?**

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

- *The useful life of structures and equipment,*
- *Special structural requirements, and*
- *Anticipated technology changes impacting equipment sooner than usual.*
- *If you plan to include new or renovated facilities or replacement of equipment in your Program improvement plan in Sections 13 & 14, be sure to justify the need in this section with qualitative and/or quantitative data evidence of the need.*
- *Analyze the evidence provided. What does this show about the Program?*
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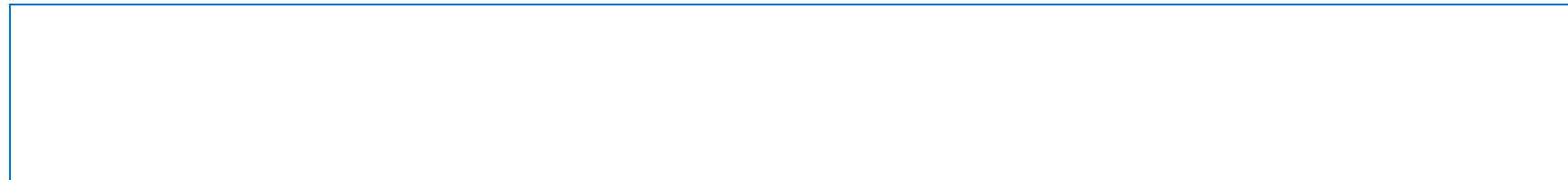
**Given that neither the faculty nor the Discipline Lead has any control over classroom allocation, equipment, or their availabilities, the two Tables below are simply listings of what we have in use, and a suggestion for innovation.**

**Classroom Utilization Table**

Classroom/Lab Location	Description (i.e. Special Characteristics)	Meets Needs (Y or N)		Analysis of Classroom Utilization
		Current	For Next 5 Years	
SCC, PRC, and CPC	general classrooms  SC classroom also has four computers, and a printer	Y (barely)	N	As technology use in face-to-face classes has increased, <i>i.e.</i> submitting most or all work through Canvas, presenting streaming videos in class, and advances in technology used by students for their own in-class presentations, the need to reserve computer lab time during classes has also increased. Thus, more advanced technology for in-classroom use is needed, as well as more time reserved in on-



			campus Computer Labs for student use during class time.
<p>The Marketing Program can offer many more opportunities to its students if we can receive support for a permanent Entrepreneur Center on the Spring Creek Campus. Because of crowding at SCC, the Center is currently one very small room at SCC that is available only one day a week for a few hours during the afternoon and night. Although grateful to have any room at all, the Marketing Program is changing its name to Marketing and Entrepreneurship for a reason—entrepreneurship is continuing to grow in importance in the business community that Collin College serves.</p> <p>More importantly to the Program, each year sees an increase in the percentage of students in the Program who either already operate their own businesses, or are taking classes specifically in order to start businesses. The increase in interest in both entrepreneurship and technology means that in order to stay in the vanguard of offerings to Collin students and the business community, the Marketing Program needs support.</p> <p>The Center began in the Fall, 2015, semester, and is continuing. During this time, we have hosted outside speakers, interacted with panels of small business owners, and held workshops on a variety of current subjects (noted elsewhere in this report), all free and open to both students and community members.</p> <p>As the Center is open to both students and community members, the more opportunities that the Program can afford people who come to the Center to practice being entrepreneurial and to interact with those who are already being innovative in the business community, the more positive ramifications there will be throughout the entire area that Collin College serves, and the more that Collin College will be known for its innovation and its interest in making a difference in its service area.</p> <p>Best for the Marketing Program, of course, is if we could be allocated a permanent location that is solely an Entrepreneur Center, but we do not mind sharing our current space with the Writing Center. Sharing is better than having no space at all. Sharing the space means that we also must share furnishings and equipment of the room, but we think that we the two Program areas can utilize the same technology and furnishings, that the Marketing Program can create more opportunities for any students who are interested in learning about operating businesses and being innovative—no matter what their Program areas, and that community members as well can visit the Center, learn with us, and also contribute.</p>			



Significant Pieces of Equipment	Description (i.e. Special Characteristics)	Meets Needs (Y or N):		Analysis of Equipment Utilization
		Current	For Next 5 Years	
Classroom podium and ceiling Projector	very much the usual for Collin general classrooms	Y barely	N	<p><b>1)</b> Students are used to working with equipment that is much more advanced than what the college has. Part of the reason for that is the funding in the field of education, of course. We are, nonetheless woefully behind when it comes to technology in the general classroom.</p> <p>For classes that need to make videos and give presentations, or other special functions, perhaps we can upgrade. Currently, we have identical equipment in every Program classroom, with any sort of specialty , or even computer, use, located only in specialty rooms such as labs or classrooms set aside for such as graphics design.</p> <p><b>2)</b> As far back as when SCC was built, the plan was for all classrooms to contain computers, or at least outlets, for student use, but that has not happened, and those students who cannot afford lap tops, iPods, or other devices, will be done a disservice if we try to have students using technology in our classrooms. Not making equipment, or at least outlets and charging stations for student-owned devices, is a barrier to</p>

				innovation, and, thus, types of learning activities in which students can participate.
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### Office Space Table

Office Location	Description	Meets Needs (Y or N):		Analysis of Office Utilization
		Current	For Next 5 Years	
CPC	Associate Faculty Offices	Y	Y	Associate Faculty complete work, receive help with clerical needs, and meet with students in accommodating facilities.
PRC	Associate Faculty Offices	Y	Y	
SCC	Associate Faculty Offices	Y	Y	
SCC	Workroom	N	N	<p>Although AF are well-covered, SCC has no clerical support for full-time faculty for the Division in which the Program exists, only one workroom/mailroom that contains mail slots for Division full-time faculty located at SCC, three computers, and two printers.</p> <p>Unfortunately, there is hardly ever any paper in the printers, and no one seems to know whom we should ask about providing paper for printer use. Teaching nights and weekends guarantees that there will be no one on campus from whom to borrow paper, and no one in any office to support requests.</p>
SCC	Full-Time Professor's Office	Y	Probably	<p>This office is one of the original, very small offices on the Spring Creek Campus, but such is not an actual problem because the professor has the option to move into one of the newer, larger offices if she wishes.</p> <p>There are, however, concerns with having one printer for the use of four professors in the suite, each representing a different division, because the professors must take turns requesting paper from their separate divisions for the one printer, apparently with the assumption that each professor uses the same amount of paper, and each will keep up with the paper-ordering schedule. No one seems to know from whom we will request new toner cartridges.</p>

### Financial Resources Table

Source of Funds (i.e. college budget, grant, etc.)	Meets Needs (Y or N):		For any no in columns 2 or 3, explain why	For any no in columns 2 or 3, identify expected source of additional funds
	Current	For Next 5 Years		
College Budget. The Program Chair or Discipline Lead has no control over or access to budgeting, or information about budgeting, for the Program.				

## *Section III. Continuous Improvement Plan (CIP)*

### **10. GIVEN OUR PRESENT STATUS, HOW DO WE INTEND TO CHANGE IN WAYS THAT HELP US ADVANCE?**

**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, and improve student success.**

#### **PROGRAM STRENGTHS**

- 1.** The Marketing Program has already begun to work separately from the Business Management Program to customize a Program that is uniquely *MARKETING*. We are **expanding our course inventory specific to Marketing**, both by choosing specific WECM courses and by creating Local Need courses.
- 2.** We are beginning to administer in all courses within the Marketing Program, including the Courses in Common, a survey to be completed in each class each term to help us to be best aware of just who our students actually are, and, consequently, helping us to make our degree and certificate offerings relevant, which, it is our hope, will in turn increase Program enrollment.

**Please see ADDENDUM F for current Survey.**

**PLEASE NOTE:** Acquiring such information on our own seems to be our only method of remaining in touch with students once they leave Collin, other than the IRO information about students who transfer to other institutions of higher learning. As a high percentage of the students in the Marketing Program go straight into the workforce as employees, employers, or small business owners, however, we will need our own tracking system to stay in touch.

**Please Note:** Requests for names, as well as personal email addresses and phone numbers were added to the survey beginning in the Fall, 2017 semester.

- 3.** The Marketing Program understands changes in the needs of both students and employers in the area that Collin serves, and thus removes outdated courses, and creates new ones when appropriate to prepare students for careers in new and emerging career fields, as well as changes in existing career fields. One such example is receiving Advisory Committee approval and then replacing the Accounting course from the AAS in Marketing, with the eCommerce/Marketing course (2014-2015). Such changes also assist with controlling low enrollment situations.

4. The Program also introduces timely additions into existing courses to remain current with what students are experiencing in their everyday lives and workplaces, most often evidenced in use of technology and presentations/discussions about changes in social and business ethics concepts.
5. The Collin Marketing Program requires its faculty to have Master's degrees in either Marketing or a related field. They must also have completed either 18 graduate hours in Marketing, or work experience in the Marketing areas in which they will teach, and graduate hours to support that experience.
6. Faculty who teach classes in the Marketing Program give much extra effort to staying abreast with latest methods of delivering information to their students, demonstrating innovation in using resources, and great effort to use a variety of methods to present information. Going forward, the Program plans to implement a system of resource sharing among its faculty.
7. As of Fall, 2017, the Program has the benefit of the services of newly-positioned Career Coaches who assist in advising students and working alongside the liaison faculty member with co-op students.
8. Students can rely on the Marketing Program at Collin College to implement any changes mandated by the State Workforce Education Course Manual (WECM) in time for the soonest possible academic term after a change is requested.
9. Students who complete the Marketing Program are prepared to work in both consumer and commercial Marketing fields.
10. The newly created Marketing Advisory Committee held its first meeting in the Spring, 2017, semester, with 26 members present. It comprises business managers, representatives from area ISDs, and employers and employees from the Collin College area, several of whom own and operate their own businesses.

### **PROGRAM WEAKNESSES**

1. Promoting the Program has been a concern for several years. Currently, the Program is researching best practices for informing students and the community at large about just what the Marketing Program is and what it offers. Being able to coordinate promotions with the Collin PR Department will help greatly in this endeavor. Promotion should extend to the community that Collin serves, but it should be employed to inform students about the extensive resources available to them through the College.
2. One method of promoting the Program is the Entrepreneurs' Evening, an event that the Program has held each Spring since 2012-2013 (fifth annual to be held April 26, 2018). Not only does the event inform those in attendance about Entrepreneurship at Collin College, but, as it is open to everyone, it also encourages Entrepreneurs from throughout the community to network with one another. If they wish, they may also reserve tables at which they can display their products and/or discuss services that they offer.

3. In addition to making a Program web site available, the Marketing Program uses flyers and bulletins to promote specific events, as well as listing them in the Collin calendar. Because of the extreme changes that have taken place in the Marketing Program, the once-useful brochure is woefully out of date. One of the next projects for the Program, therefore, will be to request funding to produce a new brochure.
4. Unfortunately for record keeping, almost all data pertinent to the Marketing Program is included in Management Program data, with very few availabilities of information separate and specific to Marketing alone. The Marketing Program is hopeful that the latest reorganization and delivery of Program information from Institutional Research (IRO), as well as readily available assistance from IRO personnel, will help in assessing the Marketing Program going forward.

### 11. HOW WILL WE EVALUATE OUR SUCCESS?

Program review at Collin College takes place within five-year cycles. During the last (fifth) year of each cycle, the Program completes this instrument and submits its completed review to the Program Review Steering Committee. There are two two-year CIP cycles within each five-year Program review cycle. 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 first two-year CIP cycle. At the conclusion of the first two-year CIP cycle, data collected from the first cycle, plus any other relevant data that was collected in the interim, should be used to build on the accomplishments of the first two-year CIP cycle by developing another two-year action plan for the second CIP cycle to help the Program accomplish the expected outcomes established in its CIP.

The Collin Marketing Program, albeit small, is very dynamic. Our enrollment has grown from 1481 in 2012/2013 to 1817 in 2016/2017, and we expect increase to continue. Part of that increase is the result of our hiring faculty who are passionate about both the Marketing subject area and (at least equally as important) the people who enroll in their classes. Part, as well is because we have always striven to stay abreast of trends that change what our students need as they participate in the workforce, and to exhibit our knowledge of those changes in the form of new and enhanced courses, certificates, and degrees. There is a workforce expansion expected throughout at least the next decade, and we are readying our Program for it by continuing to hire faculty who are highly qualified academically, but who also have many years of workforce experience both as employees and employers. In addition, we utilize the expertise and opinions of those faculty to evaluate resources and materials for use in our classes, including whether to continue as usual, to limit, or to eliminate the use of textbooks in classes at all.

The Program has begun to work with the eCommerce Program to find connections and possible new courses to share, other than the eMarketing course which is already in its degree. We are also evaluating pathways from Collin to universities by attending workshops such as the Seamless Transfer Pathways Design Workshop hosted by UNT. This sort of forward thinking, coupled with the Marketing Program's initiative in tracking its own students when they leave Collin, will help us immediately to access person-experience information from those students to use as we strategize for the future of the Program. We are excited to have on the Marketing Advisory Committee some of our graduates who are using what they learned from us in the business community, and will be hosting other Marketing graduates from the business community at the Spring meeting of that Committee.

We do think that we have resolved what might be called weakness in the Program by separating it from the Business Management Program, while leaving the critical Courses in Common in place. The reasons for keeping them are as valid today as it was when we first put them into place. Now, Articulation Agreements in place, we can go forward with expanding our course inventory and enriching our course content, all specifically tailored to Marketing students. Such tailoring includes our standardized Block scheduling for five-week classes at night, and we are thinking now not only of offering more classes in that venue, but also of evaluating offering Block scheduling for eight-week classes during the day.

We are enthusiastic about the opportunities that are before us, and we are eager to take advantage of them.

**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 student learning outcome, 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.

Collin’s Marketing Program is designed to give a thorough background in aspects of Marketing for students new to Marketing and to provide methods for improving skills for people already employed in Marketing careers.

**CIP Outcomes, Measures & Targets Table**

<b>A. Expected Outcome(s)</b> Results expected in this Program	<b>B. Measure(s)</b> Instrument(s)/process(es) used to measure results	<b>C. Target(s)</b> Level of success expected
Students will demonstrate effective communication skills through visual or audio/visual presentations and business writing.	Professor evaluation using rubric for In-class visual presentations and online audio/visual presentations.  Evaluation of written reports using rubric listed in syllabus.	80%
Students will demonstrate the ability to perform job-description duties in actual workforce setting.	On-site manager’s evaluation of work performance using evaluation rubric from co-op department.	80%
The Program will demonstrate increasing numbers of completers through use of innovative scheduling and other possible initiatives.	Use of IRO enrollment figures for changes in class scheduling outside the usual to evaluate their efficacy.	80%



The Program will demonstrate increasing promotion of its offerings.	Track types of promotion used and how their results compare to what was already in place.	80%

Implementation of the action plan laid out in the CIP Cycle 1 Table will begin during the next academic year.

**CIP Cycle 1 Table**

<b>Outcomes (From Outcomes, Measures &amp; Targets Table)</b>  Results expected in this Program/department	<b>Action Plan (Review Cycle Year 5)</b> Based on analysis, identify action(s) to be taken to accomplish outcome.	<b>Implement Action Plan (Review Cycle Year 1)</b>  Implement action plan and collect data.	<b>Results Summary (Review Cycle Year 2)</b>  Summarize collected data.	<b>Findings (Review Cycle Year 2)</b>  What does data say about outcome(s)?
Students will demonstrate effective communication skills through visual or audio/visual presentations and business writing.	Students in the Marketing Program create and deliver subject-related presentations in their classes; these presentations include visuals such as Power Point.  Students who are in online classes in the Marketing Program post online audio/visual presentations that complete major projects. Students complete final, written projects, evaluated using a posted rubric.	Evaluate presentation skills based on rubric explained in classes.  Evaluate writing skills using posted rubric(s) for assignments—such as the rubric for evaluating the construction of a business plan.		

<b>Outcomes (From Outcomes, Measures &amp; Targets Table)</b>	<b>Action Plan (Review Cycle Year 5)</b> Based on analysis, identify action(s) to be taken to accomplish outcome.	<b>Implement Action Plan (Review Cycle Year 1)</b> Implement action plan and collect data.	<b>Results Summary (Review Cycle Year 2)</b> Summarize collected data.	<b>Findings (Review Cycle Year 2)</b> What does data say about outcome(s)?
Results expected in this Program/department Students will demonstrate the ability to perform job-description duties in actual workforce setting.	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.	Professor reviews evaluation(s) submitted by on-site managers to make sure that Collin students are rated Above Average, Excellent, or Superior.		
The Program will demonstrate increasing numbers of completers through use of innovative scheduling.	The Program will continue to offer and to evaluate five-week scheduling for night classes. We may also offer eight-week scheduling for day classes. In both instances, we will use IRO information, as well as our own count by faculty, to ascertain how the innovative scheduling compares to the general scheduling. We will work with advising and Career Coaches to insure that students are aware of the innovative scheduling, and how using it can change the amount of time that they will be in classes before completing.	Enrollments and retention for all classes in the Program will be tabulated and compared to find trends in enrollment numbers. Enrollment numbers will be compared with numbers of completers, and numbers of completers compared to earlier years and types of scheduling.		

<b>Outcomes</b> <b>(From Outcomes, Measures &amp; Targets Table)</b>  Results expected in this Program/department	<b>Action Plan</b> <b>(Review Cycle Year 5)</b> Based on analysis, identify action(s) to be taken to accomplish outcome.	<b>Implement Action Plan</b> <b>(Review Cycle Year 1)</b>  Implement action plan and collect data.	<b>Results Summary</b> <b>(Review Cycle Year 2)</b>  Summarize collected data.	<b>Findings</b> <b>(Review Cycle Year 2)</b>  What does data say about outcome(s)?
The Program will demonstrate increasing promotion of its offerings.	The Marketing Program is aiming toward having its own web site. We will also create a new brochure if we are given funding to do so.	The Program will evaluate its web site by end-of-summer, 2018 to find if its promotional value has increased.  The Program will design a brochure, request funding to produce the brochure, and ascertain if such funding is forthcoming.		

Development of a CIP Cycle 2 action plan in the following table will occur at the end of the CIP Cycle 1 and implantation will begin during the third year of the Program review cycle.

**As the current Review is for year five for the Marketing Program, and as there are numerous changes occurring that will change the Program considerably, attempting to determine year one after this year is quite enough.**

**CIP Cycle 2 Table**

<b>Outcomes</b> <b>(May come from CIP Cycle 1 Table or from the Outcomes, Measures &amp; Targets Table if it includes any expected outcomes that were not address during CIP Cycle 1)</b>  Results expected in this Program/department	<b>Adapt Action Plan</b> <b>(Review Cycle Year 2)</b> Based on analysis, identify new action(s) or adapt prior actions to accomplish outcome.	<b>Implement Action Plan</b> <b>(Review Cycle Year 3)</b>  Implement new or adapted action plan and collect data	<b>Results Summary</b> <b>(Review cycle Year 4)</b>  Summarize collected data.	<b>Findings</b> <b>(Review Cycle Year 4)</b>  What does data say about outcome?

<b>Outcomes</b> (May come from CIP Cycle 1 Table or from the <b>Outcomes, Measures &amp; Targets Table if it includes any            expected outcomes that were not address during CIP            Cycle 1)</b> Results expected in this Program/department	<b>Adapt Action Plan            (Review Cycle Year 2)</b> Based on analysis, identify new action(s) or adapt prior actions to accomplish outcome.	<b>Implement Action Plan            (Review Cycle Year 3)</b> Implement new or adapted action plan and collect data	<b>Results Summary            (Review cycle Year 4)</b> Summarize collected data.	<b>Findings            (Review Cycle Year 4)</b> What does data say about outcome?

### 12. HOW DO OUR IMPROVEMENT PLANS IMPACT THE PROGRAM BUDGET?

#### A. What additional funding beyond the Program's base budget is needed to implement your Continuous Improvement Plan?

1. We have no idea at all what the "Program's base budget" is, but we will need funding in order to produce a brochure that will represent the Program adequate and accurately. We will apply to the dean for funding before creating the brochure to find if there is cause to think that we may receive the funding. If we are likely to receive funding, our next steps will be to meet with the PR department and request an estimate, based on our concept for the brochure. Once we have that estimate, we will return to the dean with our proposal.
2. As we noted earlier, having use of an Entrepreneur Center that is actually large enough to house the activities planned, and is also equipped with proper equipment for use by guest speakers, panelists, and leaders of workshops and seminars will add greatly to our ability to reach more students and community members. If funding becomes likely, we will request a Smart Board and wireless capability for speakers to walk around the room while still in charge of that Smart Board. We priced this equipment in 2015, but such pricing must be completed again in order for us to be current with our request.

Briefly describe steps your department will take to secure these funds.

As far as we are aware, the only way to secure funding for use in the Program is to submit a request/proposal to our dean, who will then work with our provost to evaluate allocations in our division's budget. Both our dean and our provost office on the Preston Ridge Campus.

#### B. With these additional funds, please explain how funds will be used to improve student learning or other Program outcomes.

The Program has no control over funding, but if such were available, we would want to make technology available to students in our general classrooms rather than having to reserve space in Computer Labs, and we would want to enhance the ability to operate the Entrepreneur Center on the Spring Creek Campus. Because even our students who are in their 40s and 50s are used to researching and creating using technology, having up-dated technology will allow them better to work in small groups and to analyze information as they find it. We want them to be able to use either what technology is in the room(s) or to use connections provided to use their own devices and experience enhanced research involvement, guided by our faculty.

Giving Program students such experiences will engender interest in materials they once found boring, as they work with their cohorts in class, and therefore, help to retain students throughout the terms of classes. Retaining students increases the likelihood that they will become completers, but it will also improve their performance levels as they stay with their coursework long enough to form deeper understandings than before.

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

- A. Following approval by the Steering Committee,**
  - Program Review Reports will be evaluated by the Leadership Team;
  - 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 department.
  
- B. Program responses to the Program Review Steering Committee recommendations received by August 1<sup>st</sup> will be posted with the Program Review Report.**
  
- C. Leadership Team members will work with Program supervisors to incorporate Program Review findings into planning and activity changes during the next five years.**

### **TABLE OF CONTENTS FOR ADDENDA FOR MARKETING PROGRAM REVIEW**

#### **ADDENDUM A .1**

AAS degree(s) and Marketing Program Certificate(s) 2012 through 2017

#### **ADDENDUM A.2**

Descriptions for Workforce Courses Required in the Program 2017-2018

#### **ADDENDUM B**

Descriptions for Workforce Courses Required in the Program 2011-2012, but not by 2017-2018

#### **ADDENDUM C**

Advisory Committee meeting minutes 2011-2017

#### **ADDENDUM D**

Concept of Entrepreneurship Certificate

#### **ADDENDUM E**

Example of Economic Development Report used in creating the Entrepreneurship Certificate

#### **ADDENDUM F**

Student Survey used 2012 through 2016

### ADDENDUM A.1

#### MARKETING AAS DEGREES AND CERTIFICATES 2011/12 through 2017/18

Please note that changes in offerings show the progression of addressing technological changes and Entrepreneurship in the community that Collin College serves.



## **2011-2012 Catalog**

### **Marketing**

**Department Chair:**

Paula Miller SCC - K229 972.881.5179

**Academic Advisors:**

Tom Bailey PRC - F131 972.377.1771

Debra Lamb SCC - G141 972.881.5165

**Program Options:**

**AAS - Marketing**

*Marketing Track*

*International Business Track*

**Certificate - Marketing**

**Certificate - International Business**

Marketing incorporates professional education courses to prepare individuals for career paths with retail or wholesale organizations, profit or non-profit organizations, governmental agencies, and academic institutions.

Collin's Marketing Program is designed to give a thorough background in aspects of marketing for students new to marketing and to provide methods for improving skills for people already employed in marketing careers. Marketing students who have questions should visit with the Discipline Lead.

Through a transfer agreement, students may earn their Associate of Applied Science (AAS) degree in Marketing from Collin and transfer to numerous universities in Texas where their Collin courses may be applied toward Bachelor of Applied Arts and Science (BAAS) and Bachelor of Applied Technology (BAT) degrees.

The International Business Track within the Marketing AAS degree is for people who wish to work in international environments. The international track emphasizes skill development in the areas of both marketing and management among various cultures.

Students planning to transfer to a college or university should check with the Collin academic advisors prior to beginning this Program to verify course transferability. Tech Prep students who took collegiate-level courses in marketing while in high school may elect to receive college credit by contacting the Global EDGE office. Students should complete a petition for Tech Prep credit as soon as possible upon admission to Collin.

*NOTE: Area universities that accept this degree include the University of Texas at Arlington, Texas A&M University-Commerce, Texas Christian University, Dallas Baptist University, Amberton University, LeTourneau University, Northwood University, University of North Texas (UNT), UT Brownsville, and Tarleton State University.*

### **AAS – Marketing**

61 credit hours

#### **FIRST YEAR**

##### **First Semester**

BMGT 1341 Business Ethics

ENGL 1301 Composition / Rhetoric I

MATH 1332 College Mathematics 1

MRKG 1311 Principles of Marketing

SPCH 1321 Business and Professional Speaking (See other Speech Core Options)

##### **Second Semester**

BMGT 1344 Negotiations and Conflict Management

HUMA 1301 Introduction to the Humanities

(See other Humanities/Fine Arts Core Options)

IBUS 2341 Intercultural Management

PHED/DANC Any activity course

(See PHED / DANC Core Options)

TECHNICAL COURSE 1

TECHNICAL COURSE 2

#### **SECOND YEAR**

##### **First Semester**

BCIS 1305 Business Computer Applications

BMGT 1305 Communications in Management

IBUS 1354 International Marketing Management

TECHNICAL COURSE 3

TECHNICAL COURSE 4

##### **Second Semester**

ECON 1301 Introduction to Economics 2

TECHNICAL COURSE 5

TECHNICAL COURSE 6

TECHNICAL COURSE 7

TECHNICAL COURSE 8

1. May substitute MATH-1324 or MATH-1314 (recommended for transfer students)

2. May substitute ECON-2301, ECON-2302, PSYC-2301, or PSYC-2302

This degree has two tracks. Students must select one of the following tracks and complete its technical courses listed below:

#### **AAS - Marketing - Marketing Track:**

Technical Course 1 MRKG-2333 Principles of Selling

Technical Course 2 MRKG-2349 Advertising and Sales Promotion

Technical Course 3 BMGT-1391 Special Topics in Business Administration and Management, General  
Technical Course 4 BUSG-2309 Small Business Management/Entrepreneurship Technical Course 5 MRKG-1301 Customer Relationship Management  
Technical Course 6 MRKG-1302 Principles of Retailing  
Technical Course 7 MRKG-2348 Marketing Research and Strategies  
Technical Course 8 MRKG-2381 Cooperative Education - Marketing/Marketing Management, Management General 3 (Capstone)

### **AAS - Marketing - International Business Track:**

Technical Course 1 IBUS-1391 Special Topics in International Business  
Technical Course 2 BMGT-1307 Team Building  
Technical Course 3 HRPO-2331 International Human Resources Management  
Technical Course 4 IBUS-1351 Multinational Enterprise and Partnerships  
Technical Course 5 BMGT-2309 Leadership  
Technical Course 6 IBUS-1305 Introduction to International Business and Trade  
Technical Course 7 BMGT-1327 Principles of Management  
Technical Course 8 IBUS-1380 Cooperative Education - International Business/Trade/Commerce 4 (Capstone)

3. May substitute MRKG-1380

4. May substitute IBUS-2381

*Note: Substitutions for WECM courses may be made only with written approval of the Department Chair.*

## **Certificate – Marketing**

18 credit hours

### **First Semester**

MRKG 1311 Principles of Marketing

MRKG 2333 Principles of Selling

MRKG 2349 Advertising and Sales Promotion

### **Second Semester**

MRKG 1301 Customer Relationship Management

MRKG 1380 Cooperative Education – Marketing/Marketing Management, General 1 (Capstone)

MRKG 2348 Marketing Research and Strategies

1. May substitute MRKG-2381

*Note: Substitutions for WECM courses may be made only with written approval of the Department Chair.*

### **Certificate - International Business** 18 credit hours

#### **First Semester**

IBUS 1391 Special Topics in International Business  
ELECTIVE \*

#### **Second Semester**

IBUS 2341 Intercultural Management  
ELECTIVE \*  
ELECTIVE \*

#### **Summer Semester**

IBUS 1380 Cooperative Education – International Business/Trade/Commerce I (Capstone)

*I. May substitute IBUS-2381*

*\* Electives (9 credit hours): HRPO-2331, IBUS-1305, IBUS-1351, or IBUS 1354*

*Note: Substitutions for WECM courses may be made only with written approval of the Department Chair.*

**2012-2013 Catalog**

## **Marketing**

**Department Chair:**

Christine DeLaTorre, Ph.D.  
PRC-J214 972.548.6637

**Faculty Contact:**

Gloria Cockerell SCC-J247 972.881.5736

**Academic Advisors:**

Lisa Gibbs PRC-F131 972.377.1771  
Debra Lamb SCC-G141 972.881.5165

**Program Options:**

**AAS – Marketing**

**Certificate – Marketing**

Marketing incorporates professional education courses to prepare individuals for career paths with retail or wholesale organizations, profit or non-profit organizations, governmental agencies, and academic institutions.

Collin’s Marketing Program is designed to give a thorough background in aspects of marketing for students new to marketing and to provide methods for improving skills for people already employed in marketing careers. Marketing students who have questions should visit with the Faculty Contact.

Through a transfer agreement, students may earn their Associate of Applied Science (AAS) degree in Marketing from Collin and transfer to numerous universities in Texas where their Collin courses may be applied toward Bachelor of Applied Arts and Science (BAAS) and Bachelor of Applied Technology (BAT) degrees.

Students planning to transfer to a college or university should check with the Collin academic advisors prior to beginning this Program to verify course transferability.

*NOTE: Area universities that accept this degree include The University of Texas at Arlington, Texas A&M University-Commerce, Texas Christian University, Dallas Baptist University, Amberton University, LeTourneau University, Northwood University, University of North Texas (UNT), The University of Texas at Brownsville, and Tarleton State University.*

## **AAS – Marketing**

61 – 63 credit hours

### **FIRST YEAR**

#### **First Semester**

BMGT 1307 Team Building

ENGL 1301 Composition I

MATH 1332 Math for Liberal Arts I 1

MRKG 1311 Principles of Marketing

SPCH 1321 Business and Professional Speaking

(See other Speech Core Options)

#### **Second Semester**

BMGT 1305 Communications in Management

BUSG 2309 Small Business Management /

Entrepreneurship

HUMA 1301 Introduction to the Humanities

(See other Humanities / Fine Arts Core

Options)

IBUS 1354 International Marketing Management 4

MRKG 2349 Advertising and Sales Promotion 4

PHED/DANC Any activity course

(See PHED / DANC Core Options)

### **SECOND YEAR**

#### **First Semester**

ACNT 1303 Introduction to Accounting I 2

BMGT 1327 Principles of Management

IBUS 2341 Intercultural Management

MRKG 1301 Customer Relationship Management 5

MRKG 2333 Principles of Selling 5

#### **Second Semester**

BMGT 1341 Business Ethics

BMGT 2347 Critical Thinking and Problem Solving

ECON 1301 Introduction to Economics 3

MRKG 2348 Marketing Research and Strategies 4

MRKG 2381 Cooperative Education – Marketing /

Marketing Management, General

(Capstone)

1. May substitute *MATH-1314* (recommended for transfer

students), *MATH-1316*, *MATH-1324*, *MATH-1325*,

*MATH-1342*, *MATH-1350*, *MATH-1351*, *MATH-2305*,

*MATH-2312*, *MATH-2318* or *MATH-2320*

2. May substitute *ACCT-2301*

3. May substitute ECON-2301, ECON-2302, PSYC-2301 or PSYC-2302
4. Offered Spring semester only
5. Offered Fall semester only

### **Certificate – Marketing**

18 credit hours

#### **First Semester**

- MRKG 1301 Customer Relationship Management 1
- MRKG 1311 Principles of Marketing
- MRKG 2333 Principles of Selling 1

#### **Second Semester**

- MRKG 1380 Cooperative Education – Marketing/Marketing Management, General (Capstone)
- MRKG 2348 Marketing Research and Strategies 2
- MRKG 2349 Advertising and Sales Promotion 2

1. Offered Fall semester only
2. Offered Spring semester only

**2013-2014 Catalog**

**Marketing**

**Department Chair:**

Christine DeLaTorre, Ph.D.  
PRC-J214 972.548.6637

**Faculty Contact:**

Gloria Cockerell SCC-J247 972.881.5736

**Academic Advisors:**

Debra Lamb SCC-G141 972.377.1771

**Program Options:**

**AAS – Marketing**

**Certificate – Marketing**

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Students planning to transfer to a college or university should check with the Collin academic advisors prior to beginning this Program to verify course transferability.

*NOTE: Area universities that accept this degree include The University of Texas at Arlington, Texas A&M University-Commerce, Texas Christian University, Dallas Baptist University, Amberton University, LeTourneau University, Northwood University, University of North Texas (UNT), The University of Texas at Brownsville, and Tarleton State University.*

**AAS – Marketing**

61 – 63 credit hours

**FIRST YEAR**

**First Semester**

BMGT 1341 Business Ethics

BMGT 2347 Critical Thinking and Problem Solving

HUMA 1301 Introduction to the Humanities



(See other Humanities / Fine Arts  
Core Options)  
IBUS 1354 International Marketing  
Management <sup>4</sup>  
MRKG 1311 Principles of Marketing

**Second Semester**

BMGT 1327 Principles of Management  
BUSG 2309 Small Business Management /  
Entrepreneurship  
ECON 1301 Introduction to Economics <sup>1</sup>  
ENGL 1301 Composition I  
MRKG 1301 Customer Relationship  
Management <sup>5</sup>  
SPCH 1321 Business and Professional  
Communication  
(See other Speech Core Options)

**SECOND YEAR**

**First Semester**

BMGT 1305 Communications in Management  
IBUS 2341 Intercultural Management  
MATH 1332 Math for Liberal Arts I <sup>2</sup>  
MRKG 2333 Principles of Selling <sup>5</sup>  
MRKG 2349 Advertising and Sales Promotion <sup>4</sup>

**Second Semester**

ACNT 1303 Introduction to Accounting I <sup>3</sup>  
BMGT 1307 Team Building  
MRKG 2348 Marketing Research and Strategies  
<sup>4</sup>  
MRKG 2381 Cooperative Education – Marketing  
/ Marketing Management, General  
(Capstone)  
PHED/DANC Any activity course  
(See PHED / DANC Core Options)

*1. May substitute ECON-2301, ECON-2302 or, PSYC-2301*

*2. May substitute MATH-1314 (recommended for transfer students), MATH-1316, MATH-1324, MATH-1325, MATH-1342, MATH-1350, MATH-1351, MATH-2305, MATH-2312, MATH-2318 or MATH-2320*

*3. May substitute ACCT-2301*

*4. Offered Spring semester only*

5. Offered Fall semester only

**Certificate – Marketing**

18 credit hours

**First Semester**

BMGT 2347 Critical Thinking and Problem Solving

IBUS 1354 International Marketing Management

MRKG 1311 Principles of Marketing

**Second Semester**

BMGT 1341 Business Ethics

BUSG 2309 Small Business Management / Entrepreneurship (Capstone)

MRKG 1301 Customer Relationship Management

### 2014-2015 Catalog

#### **Marketing**

**Department Chair:**

Christine DeLaTorre, Ph.D.  
PRC-J214 972.548.6637

**Faculty Contact:**

Gloria Cockerell SCC-J247 972.881.5736

**Academic Advisors:**

Yajaira Diaz PRC-F132 972.377.1513

**Program Options:**

**AAS – Marketing**

**Certificate – Marketing**

Marketing incorporates professional education courses to prepare individuals for career paths with retail or wholesale organizations, profit or non-profit organizations, governmental agencies, and academic institutions.

Collin's Marketing Program is designed to give a thorough background in aspects of marketing for students new to marketing and to provide methods for improving skills for people already employed in marketing careers. Marketing students who have questions should visit with the Faculty Contact.

Through a transfer agreement, students may earn their Associate of Applied Science (AAS) degree in Marketing from Collin and transfer to numerous universities in Texas where their Collin courses may be applied toward Bachelor of Applied Arts and Science (BAAS) and Bachelor of Applied Technology (BAT) degrees.

Students planning to transfer to a college or university should check with the Collin academic advisors prior to beginning this Program to verify course transferability.

#### **AAS – Marketing**

60 credit hours

**FIRST YEAR**

**First Semester**

BMGT 1307 Team Building  
BMGT 2347 Critical Thinking and Problem Solving

MATH 1332 Math for Liberal Arts I 1  
MRKG 1301 Customer Relationship  
Management 4  
MRKG 1311 Principles of Marketing

### **Second Semester**

BMGT 1305 Communications in  
Management  
BMGT 1341 Business Ethics  
BUSG 2309 Small Business Management /  
Entrepreneurship  
ENGL 1301 Composition I  
IBUS 1354 International Marketing  
Management 3  
MRKG 2349 Advertising and Sales  
Promotion 3

### **SECOND YEAR**

#### **First Semester**

BMGT 1327 Principles of Management  
HUMA 1301 Introduction to Humanities I  
(See Humanities / Fine Arts  
Options)  
IBUS 2341 Intercultural Management  
MRKG 2312 e-Commerce Marketing  
MRKG 2333 Principles of Selling 4

#### **Second Semester**

ECON 1301 Introduction to Economics 2  
MRKG 2348 Marketing Research and  
Strategies 3  
MRKG 2381 Cooperative Education –  
Marketing / Marketing  
Management, General  
(Capstone)  
SPCH 1321 Business and Professional  
Communication  
(See Speech Options)

1. May substitute MATH-1314 (recommended for  
transfer students), MATH-1316, MATH-1324,

*MATH-1325, MATH-1342, MATH-1350,  
MATH-1351, MATH-1414, MATH-2305,  
MATH-2312, MATH-2318, MATH-2320,  
MATH-2413, MATH-2414, MATH-2415,  
MATH-2417 or MATH-2419*

*2. May substitute ECON-2301, ECON-2302 or,  
PSYC-2301*

*3. Offered Spring semester only*

*4. Offered Fall semester only*

### **Certificate – Marketing**

18 credit hours

#### **First Semester**

BMGT 2347 Critical Thinking and Problem Solving

IBUS 1354 International Marketing Management

MRKG 1311 Principles of Marketing

#### **Second Semester**

BMGT 1341 Business Ethics

BUSG 2309 Small Business Management / Entrepreneurship (Capstone)

MRKG 1301 Customer Relationship Management

### 2015-2016 Catalog

## Marketing

### **Business and Computer Systems Division**

PRC-H245 972.377.1733

#### **Department Chair:**

[Paula Miller](#) SCC-K229 972.881.5179

#### **Faculty Contact:**

[Gloria Cockerell](#) SCC-J247 972.881.5736

#### **Academic Advisors:**

Preston Ridge Advising Office

PRC-F109 972.377.1779

[Matthew Gintonio](#)

SCC-G148 972.377.1771

#### **Program Options:**

**AAS – Marketing**

**Certificate – Marketing**

Marketing incorporates professional education courses to prepare individuals for career paths with retail or wholesale organizations, profit or non-profit organizations, governmental agencies, and academic institutions.

Collin's Marketing Program is designed to give a thorough background in aspects of marketing for students new to marketing and to provide methods for improving skills for people already employed in marketing careers. Marketing students who have questions should visit with the Faculty Contact.

Through a transfer agreement, students may earn their Associate of Applied Science (AAS) degree in Marketing from Collin and transfer to numerous universities in Texas where their Collin courses may be applied toward Bachelor of Applied Arts and Science (BAAS) and Bachelor of Applied Technology (BAT) degrees.

Students planning to transfer to a college or university should check with the Collin academic advisors prior to beginning this Program to verify course transferability.

### AAS – Marketing

60 credit hours

#### FIRST YEAR

##### First Semester

BMGT 1307 Team Building

BMGT 2347 Critical Thinking and Problem Solving

MATH 1332 Math for Liberal Arts I 1

MRKG 1301 Customer Relationship Management 4

MRKG 1311 Principles of Marketing

##### Second Semester

BMGT 1305 Communications in Management

BMGT 1341 Business Ethics

BUSG 2309 Small Business Management / Entrepreneurship

ENGL 1301 Composition I

IBUS 1354 International Marketing Management 3

MRKG 2349 Advertising and Sales

Promotion 3

#### SECOND YEAR

##### First Semester

BMGT 1327 Principles of Management

GEN ED Select one [Humanities / Fine Arts](#) General Education course

IBUS 2341 Intercultural Management

MRKG 2312 e-Commerce Marketing

MRKG 2333 Principles of Selling 4

##### Second Semester

ECON 1301 Introduction to Economics 2

MRKG 2348 Marketing Research and Strategies 3

MRKG 2381 Cooperative Education – Marketing / Marketing Management, General (Capstone)

SPCH 1321 Business and Professional Communication

(See [Speech Options](#))

1. May substitute MATH-1314 (recommended for transfer students), MATH-1316, MATH-1324, MATH-1325, MATH-1342, MATH-1350, MATH-1351, MATH-1414, MATH-2305, MATH-2318, MATH-2320, MATH-2412,

MATH-2413, MATH-2414 or MATH-2415

2. May substitute ECON-2301, ECON-2302 or, PSYC-2301

3. Offered Spring semester only

*4. Offered Fall semester only Collin College 2015-2016*

**Certificate – Marketing**

18 credit hours

**First Semester**

BMGT 2347 Critical Thinking and Problem Solving

MRKG 1301 Customer Relationship Management

MRKG 1311 Principles of Marketing

**Second Semester**

BMGT 1341 Business Ethics

BUSG 2309 Small Business Management / Entrepreneurship (Capstone)

IBUS 1354 International Marketing Management



### 2016-2017 Catalog

## Marketing

### Program Options:

**AAS – Marketing**

**Certificate – Marketing**

**Certificate - Entrepreneurship**

Marketing incorporates professional education courses to prepare individuals for career paths with retail or wholesale organizations, profit or non-profit organizations, governmental agencies, and academic institutions.

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Through a transfer agreement, students may earn their Associate of Applied Science (AAS) degree in Marketing from Collin and transfer to numerous universities in Texas where their Collin courses may be applied toward Bachelor of Applied Arts and Science (BAAS) and Bachelor of Applied Technology (BAT) degrees.

Students planning to transfer to a college or university should check with the Collin academic advisors prior to beginning this Program to verify course transferability.

## AAS – Marketing

60 credit hours

### FIRST YEAR

#### First Semester

BMGT 1307 Team Building

BMGT 2303 Problem Solving and Decision Making

MATH 1332 Contemporary Mathematics (Quantitative Reasoning)<sup>1</sup>

MRKG 1301 Customer Relationship Management<sup>6</sup>

MRKG 1311 Principles of Marketing

### Second Semester

BMGT	1305	Communications in Management
BMGT	1341	Business Ethics
BUSG	2309	Small Business Management / Entrepreneurship
<u>ENGL</u>	<u>1301</u>	<u>Composition I</u>
IBUS	1354	International Marketing Management <sup>5</sup>
MRKG	2349	Advertising and Sales Promotion <sup>5</sup>

### SECOND YEAR

#### First Semester

BMGT	1327	Principles of Management
<u>GEN ED</u>		Select one <a href="#">Humanities / Fine Arts</a> General Education course
IBUS	2341	Intercultural Management
MRKG	2312	e-Commerce Marketing
MRKG	2333	Principles of Selling <sup>6</sup>

#### Second Semester

<u>ECON</u>	<u>1301</u>	<u>Introduction to Economics</u> <sup>2</sup>
MRKG	2348	Marketing Research and Strategies <sup>3,5</sup>
MRKG	2381	Cooperative Education – Marketing / Marketing Management, General (Capstone) <sup>4</sup>
<u>SPCH</u>	<u>1321</u>	<u>Business and Professional Communication</u>

(See [Speech Options](#))

1. *May substitute MATH-1314 (recommended for transfer students), MATH-1316, MATH-1324, MATH-1325, MATH-1342, MATH-1350, MATH-1351, MATH-1414, MATH-2305, MATH-2318, MATH-2320, MATH-2412, MATH-2413, MATH-2414 or MATH-2415*
2. *May substitute ECON-2301, ECON-2302 or, PSYC-2301*
3. *May substitute BUSG 1307*
4. *May substitute MRKG 2371, with consent of Associate Dean (prior to registering)*
5. *Offered Spring semester only*
6. *Offered Fall semester only*

### **Certificate – Marketing**

18 credit hours

#### **First Semester**

BMGT 2303 Problem Solving and Decision Making

MRKG 1301 Customer Relationship Management

MRKG 1311 Principles of Marketing

#### **Second Semester**

BMGT 1341 Business Ethics

BUSG 2309 Small Business Management / Entrepreneurship (Capstone)

IBUS 1354 International Marketing Management

## **Certificate – Entrepreneurship**

18 credit hours

### **First Semester**

BUSG 1307 Entrepreneurship and Economic Development

BUSG 2309 Small Business Management / Entrepreneurship

MRKG 1311 Principles of Marketing

MRKG 2333 Principles of Selling <sup>1</sup>

### **Second Semester**

MRKG 2312 e-Commerce Marketing

MRKG 2371 Entrepreneurship Experience (Capstone) <sup>2</sup>

*1. May substitute ACCT 2301, ACNT 1303 or ACNT 1311*

*2. For approval, students must meet with the Associate Dean to determine which Program packets are required for course completion.*

## **2017-2018 Catalog**

### **Marketing**

Department Website: <http://www.collin.edu/department/Business/>

#### **Program Options:**

**AAS – Marketing**

**Certificate Level 1 – Entrepreneurship**

**Certificate Level 1 – Marketing**

Marketing incorporates professional education courses to prepare individuals for career paths with retail or wholesale organizations, profit or non-profit organizations, governmental agencies, and academic institutions.

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Through a transfer agreement, students may earn their Associate of Applied Science (AAS) degree in Marketing from Collin and transfer to numerous universities in Texas where their Collin courses may be applied toward Bachelor of Applied Arts and Science (BAAS) and Bachelor of Applied Technology (BAT) degrees.

Students planning to transfer to a college or university should check with the Collin academic advisors. Also check the degree requirement of the intended transfer college prior to beginning this Program to verify course degree applicability.

### **AAS – Marketing**

60 credit hours

#### **FIRST YEAR**

##### **First Semester**

BMGT 1307 Team Building

BMGT 2303 Problem Solving and

Decision Making

MATH 1332 Contemporary Mathematics

(Quantitative Reasoning)

(See [Mathematics](#) options)

MRKG 1301 Customer Relationship

Management (*Fall semester only*)

MRKG 1311 Principles of Marketing

##### **Second Semester**

BMGT 1305 Communications in Management  
BMGT 1341 Business Ethics  
BUSG 2309 Small Business Management /  
Entrepreneurship  
ENGL 1301 Composition I  
IBUS 1354 International Marketing  
Management (*Offered Spring Semester only*)  
MRKG 2349 Advertising and Sales  
Promotion (*Offered Spring Semester only*)

### **SECOND YEAR**

#### **First Semester**

BMGT 1327 Principles of Management  
GEN ED [Humanities / Fine Arts](#) course  
IBUS2341 Intercultural Management  
MRKG 2312 e-Commerce Marketing  
MRKG 2333 Principles of Selling (*Offered  
Fall Semester only*)

#### **Second Semester**

ECON 1301 Introduction to Economics <sup>1</sup>  
MRKG 2348 Marketing Research and  
Strategies <sup>2</sup> (*Offered Spring Semester only*)  
MRKG 2381 Cooperative Education –  
Marketing / Marketing Management, General (Capstone) <sup>3</sup>  
SPCH 1321 Business and Professional Communication  
(See [Speech](#) options)  
*1. May substitute ECON-2301, ECON-2302 or PSYC-2301*  
*2. May substitute BUSG-1307*  
*3. May substitute BUSG-2371, with consent of Discipline Lead (prior to registering)*

## **Certificate Level 1 – Entrepreneurship**

18 credit hours

### **FIRST YEAR**

#### **First Semester**

BUSG 1307 Entrepreneurship and Economic Development  
BUSG 2309 Small Business Management /  
Entrepreneurship

MRKG 1311 Principles of Marketing  
MRKG 2333 Principles of Selling 1

### **Second Semester**

MRKG 2312 e-Commerce Marketing  
BUSG 2371 Entrepreneurship Experience (Capstone) 2  
1. *May substitute ACCT-2301, ACNT-1303 or ACNT-1311*

2. *For approval, students must meet with the Discipline Lead for the Marketing Program to determine which Program packets are required for course completion.*

## **Certificate Level 1 – Marketing**

18 credit hours

### **FIRST YEAR**

#### **First Semester**

BMGT 2303 Problem Solving and  
Decision Making  
MRKG 1301 Customer Relationship Management  
MRKG 1311 Principles of Marketing

#### **Second Semester**

BMGT 1341 Business Ethics  
BUSG 2309 Small Business Management /Entrepreneurship  
IBUS 1354 International Marketing Management  
BUSG 2371 Entrepreneurship (Capstone)

PLEASE NOTE: The Marketing Program changed the rubric of the capstone course through Advisory Committee approval and CAB approval, better to exemplify the scope of the course content.

**ADDENDUM A.2  
COURSE DESCRIPTIONS FOR THE MARKETING PROGRAM  
2011-2012 through 2017-2018**

**WORKFORCE COURSES REQUIRED FOR THE MARKETING AAS  
ACADEMIC YEAR 2017-2018**

**BMGT 1305 Communications in  
Management**

Basic theory and processes of communication skills necessary for the management of an organization's workforce. 3 credit hours. (W)

**BMGT 1307 Team Building**

Principles of building and sustaining teams in organizations. Includes team dynamics, process improvement, trust and collaboration, conflict resolution, and the role of the individual in the team.

3 credit hours. (W)

**BMGT 1327 Principles of Management**

Concepts, terminology, principles, theories, and issues in the field of management. 3 credit hours. (W)

**BMGT 1341 Business Ethics**

Discussion of ethical issues, the development of a moral frame of reference, and the need for an awareness of social responsibility in management practices and Business activities. Includes ethical corporate responsibility. 3 credit hours. (W)

**BMGT 2303 Problem Solving and Decision Making Formerly *BMGT 2347***

Decision-making and problem-solving processes in organizations utilizing logical and creative problem solving techniques. Application of theory is provided by experiential activities using managerial decision tools. 3 credit hours. (W)

**BUSG 1307 Entrepreneurship and Economic Development**

Overview of entrepreneurship as an economic development strategy. Includes community support systems for entrepreneurs. 3 credit hours. (W)

**BUSG 2309 Small Business Management /Entrepreneurship**

Starting, operating, and growing a small Business. Includes essential management skills, how to prepare a Business plan, accounting, financial needs, staffing, marketing strategies, and legal issues.

3 credit hours. (W)



**BUSG 2371 Entrepreneurship Experience**

Career related activities associated with the operation of one's own Business. This course will allow the student to identify and implement the necessary knowledge and skills required to be a successful Business owner. Prerequisite: Consent of Discipline Lead. 3 credit hours (W)

**IBUS 1354 International Marketing Management**

Analysis of international marketing strategies using market trends, costs, forecasting, pricing, sourcing, and distribution factors. Development of an international marketing plan. 3 credit hours. (W)

**IBUS 2341 Intercultural Management**

Cross-cultural comparisons of management and communications processes. Emphasizes cultural ethnic geographic distinctions and antecedents that affect individual, group, and organizational behavior. May include sociocultural demographics, economics, technology, legal issues, negotiations, and processes of decision making in the international cultural environment. 3 credit hours. (W)

**MRKG 1301 Customer Relationship Management**

General principles of customer relationship management including skills, knowledge, attitudes, and behaviors. 3 credit hours. (W)

**MRKG 1311 Principles of Marketing**

Introduction to the marketing mix functions and process. Includes identification of consumer and organizational needs and explanation of environmental issues. 3 credit hours. (W)

**MRKG 2312 e-Commerce Marketing**

Explore electronic tools utilized in marketing, focus on marketing communications in developing customer relationships. 3 credit hours. (W)

**MRKG 2333 Principles of Selling**

Overview of the selling process. Identification of the elements of the communication process between buyers and sellers. Examination of the legal and ethical issues of organizations which affect salespeople. 3 credit hours. (W)

**MRKG 2348 Marketing Research and Strategies**

Practical experiences in analyzing marketing studies using data-driven decision-making processes. Includes interrelationships among marketing mix. 3 credit hours. (W)

**MRKG 2349 Advertising and Sales Promotion**

Integrated marketing communications. Includes advertising principles and practices. Emphasizes multi-media of persuasive communication including buyer behavior, budgeting, and regulatory constraints. 3 credit hours. (W)

**MRKG 2371 Entrepreneurship Experience**

Career-related activities associated with the operations of one's own Business. This course will allow the student to identify and implement the necessary knowledge and skills required to be a successful Business owner. Prerequisite: Consent of Associate Dean. 3 credit hours. (W)

**MRKG 2381 Cooperative Education- Marketing/Marketing Management, General**

Career-related activities encountered in the student's area of specialization offered through an individualized agreement among the college, employer, and student. Under the supervision of the college and the employer, the student combines classroom learning with work experience. Includes a lecture component. Contact the Cooperative Work Experience Office. 3 credit hours. (W)

### ADDENDUM B

#### WORKFORCE COURSES REQUIRED FOR THE MARKETING AAS IN 2011-2012 BUT *NOT* BY 2017-2018

Please Note that the Marketing AAS comprised a Marketing Track and an International Business track in 2011-2012, constructed because of the emphasis on international interests that was present in the college from 2009 through 2012. In addition, the Program offered an International Business Certificate. After only one academic year (2011-2012), however, the emphasis had changed. The Marketing Program then not only removed the International Business Certificate, and the International degree track, but also discontinued the degree-track method of presenting courses in its entirety.

After evaluating what employers wanted, the Program sunset all IBUS courses except for International Marketing and Intercultural Management. These two courses were ones that were not only relevant to the Business community of Collin College but the ones that also exposed students to the analytical and the creative aspects of Marketing internationally—a concept that would be used when the Courses in Common were included in both the Business Management and Marketing degrees.

**WORKFORCE COURSES REQUIRED FOR THE MARKETING AAS  
ACADEMIC YEAR 2011-2012  
NOT REQUIRED FOR THE MARKETING AAS BY 2017-2018**

**BMGT1391 Special Topics in Business Administration and Management, General**

Topics address recently identified current events, skills, knowledge, and/or attitudes and behaviors pertinent to the technology or occupation and relevant to the professional development of the student. This course was designed to be repeated multiple times to improve student proficiency. 3 credit hours. (W)

**Sales Management**

Sales management has the primary goal of teaching people how to manage others in the workplace. In this course students practice determining the needs of subordinates, cohorts, and superiors; controlling the work environment so as to encourage personnel to achieve; understanding necessary practices for promoting personnel so that they can fit into their new positions well; and evaluating practices so as to make adjustments as needed. Students also perform activities that teach them how adult learning differs from non-adult learning.

**IBUS1305 Introduction to International Business and Trade**

The techniques for entering the international marketplace. Emphasis on the impact and dynamics of sociocultural, demographic, economic, technological, and political-legal factors in the foreign trade environment. Topics include patterns of world trade, internationalization of the firm, and operating procedures of the multinational enterprise. 3 credit hours. (W)

**IBUS1351 Multinational Enterprise and Partnerships**

The essential relationship between domestic and foreign Business and industries engaged in shared services and production. Includes economic development through international co-production agreements with governments, technology transfer, legal, financial, labor and management factors, and practical applications of agreements. 3 credit hours. (W)

**IBUS1380 Cooperative Education-International Business / Trade / Commerce**

Career-related activities encountered in the student's area of specialization offered through an individualized agreement among the college, employer, and student. Under the supervision of the college and the employer, the student combines classroom learning with work experience. Includes a lecture component. Contact the Cooperative Work Experience Office. 3 credit hours. (W)

**IBUS1391 Special Topics in International Business**

Topics address recently identified current events, skills, knowledge, and/or attitudes and behaviors pertinent to the technology or occupation and relevant to the professional development of the student. This course was designed to be repeated multiple times to improve student proficiency. Lab required. 3 credit hours. (W)

### **Conducting Business with the International Countries**

A case-based approach to the study of international countries and their long-term, international economic potential. Students will study aspects of global capitalism represented by premier international suppliers of goods, services, and raw materials, along with their interactions with global organizations from countries outside their own borders and strategies of multinational companies operating in the global Business environment

### **IBUS2381 Cooperative Education-International Business / Trade / Commerce**

Career-related activities encountered in the student's area of specialization offered through an individualized agreement among the college, employer, and student. Under the supervision of the college and the employer, the student combines classroom learning with work experience. Includes a lecture component. Contact the Cooperative Work Experience Office. 3 credit hours. (W)

### **MRKG1302 Principles of Retailing**

Introduction to the retailing environment, types of retailers, current trends, the employment of retailing techniques and factors that influence retailing. 3 credit hours. (W)

**ADDENDUM C  
ADVISORY COMMITTEE MEETING MINUTES  
2011 THROUGH SPRING, 2017**

**Please open the attachment to view all meeting minutes.**



**ADDENDUM C  
Advisory Committees**

## **ADDENDUM D**

### **CONCEPT OF ENTREPRENEURSHIP CERTIFICATE**

**(For existing or aspiring Entrepreneurs or Intrapreneurs)**

**Ideally, what is the pathway from concept to Business ownership/operation?**

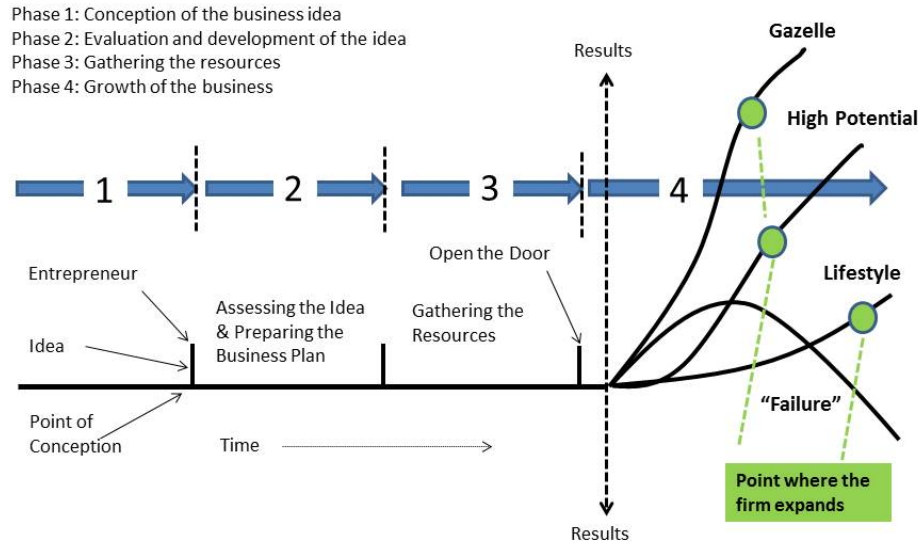
**Phase 1: Conception of the Business idea**

**Phase 2: Evaluation and development of the idea**

**Phase 3: Gathering the resources**

**Phase 4: Growth of the Business**

**Entrepreneurial and Economic Development Process**



**The process rests on a stable foundation of strong business-supportive communities, regions, states, and nations.** (Model adopted from the work of Summers, David, University of Houston – Victoria, Entrepreneurship and Economic Development within the School of Business.)

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**Minimum certificate hours – 18 hrs**

- (3) BUSG 1307 Entrepreneurship and Economic Development  
 (Originally created as a Local Need course, but during the process of organizing this new certificate, so many other colleges throughout Texas realized the same need as had the Collin Marketing Program and applied to WECM for just such a course, that the State included this course in the WECM inventory of courses.)
- (3) MRKG 1311 Principles of Marketing
- (3) BUSG 2309 Small Business Management / Entrepreneurship
- (3) BUSG 2371 Entrepreneurship/Entrepreneurial Studies (Local Need course)
- (3) MRKG 2312 eCommerce/Marketing
- (3) MRKG 2333 Principles of Selling

Please see Addendum A.2 for descriptions of courses included in the Entrepreneurship Certificate.



ADDENDUM E

COLLIN COUNTY ECONOMIC DEVELOPMENT REPORT  
(EXAMPLE OF INFORMATION USED IN THE CREATION OF  
THE ENTREPRENEURSHIP CERTIFICATE)

(Updated December 2014)

**NOTE:** Some data is included in more than one part of the report because this is the actual *draft* of information being used.

**SECOND NOTE:** Some information may seem a bit dated now, but that is because of the dates during which the Marketing Program researched and evaluated in order to support creating the Entrepreneurship Certificate; some information overlapped earlier years, as well as the five years of this Program Review.

The Certificate completed the approval process through the Advisory Committee and CAB in time to be offered in the 2016-2017 catalog.

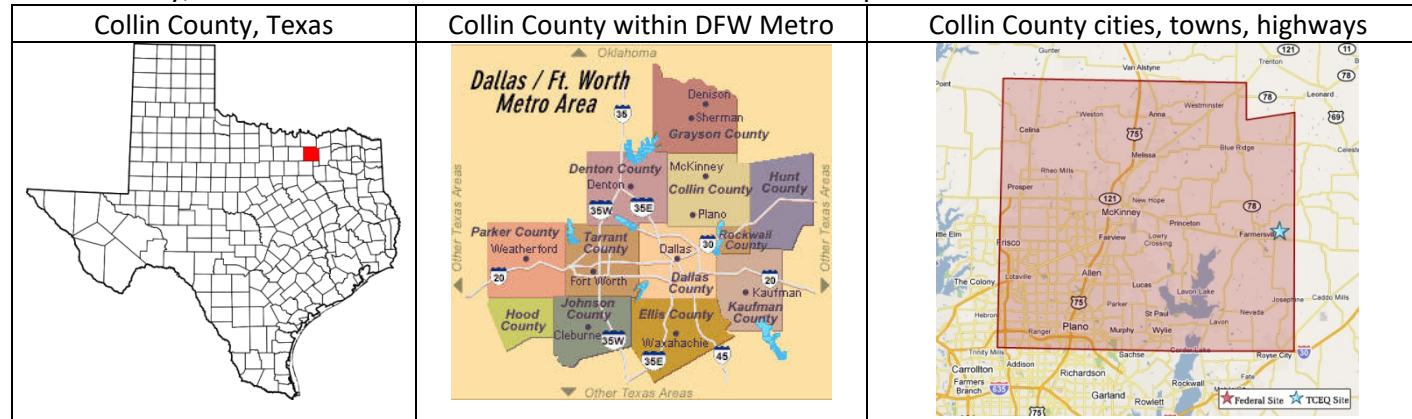
Collin County Economic Development Report (December 2014 Updated data)

DRAFT (Some report information is duplicated.)

*The following represents studies that can be used in the proposed “Entrepreneurship and Economic Development” course (beginning in Fall, 2016). Students will be exposed to the idea that not all Businesses are the same in terms of a region’s economic development impact – primary industries bring wealth into the community while secondary or consumptive industries “feed off” primary industries.*

**1.1. LOCATION**

Collin County, located in northeast Texas has a land area of 841 square miles which is 0.3% the size of the state of Texas.<sup>i</sup>



**1.2 DEMOGRAPHICS**

Collin County has 1,016 people per square mile compared to the state of Texas which has 101 people per square mile. Collin County’s population has grown recently and is expected to continue to grow. The median age is 36 years old which ranks Collin County 87<sup>th</sup> out of 254 counties in terms of youthfulness.<sup>ii</sup> Overall, Collin County has an educated population with almost half of persons over 25 years old possessing a bachelor’s degree, or higher, which is twice the state average. Females account for 50.8% of Collin County’s population compared to a state average of 50.3%.

<b>Table 1 – Demographics Summarized</b>	Collin County	Texas
Population	854,758	26,448,193
Persons 65 years and over, percent, 2013	9.3%	11.2%

*Primary self-study questions were adapted from Academic Program Review “Structuring the Six Self Study Questions”, Michigan State University, 2008.*

Median age	36.0	
White alone, not Hispanic or Latino, percent, 2013	61.2%	44.0%
Hispanic or Latino, percent, 2013	15.0%	38.4%
Asian alone, percent, 2013	12.3%	4.3%
Black or African American alone, percent, 2013	9.4%	12.4%
Two or More Races, percent, 2013	2.4%	1.8%
High school graduate or higher, percent of persons age 25+, 2008-2012	93.1%	80.8%
Bachelor's degree or higher, percent of persons age 25+, 2008-2012	49.0%	26.3%
Mean travel time to work (minutes), workers age 16+, 2008-2012	27.4	24.9

<sup>i</sup> <http://quickfacts.census.gov/qfd/states/48/48085.html>

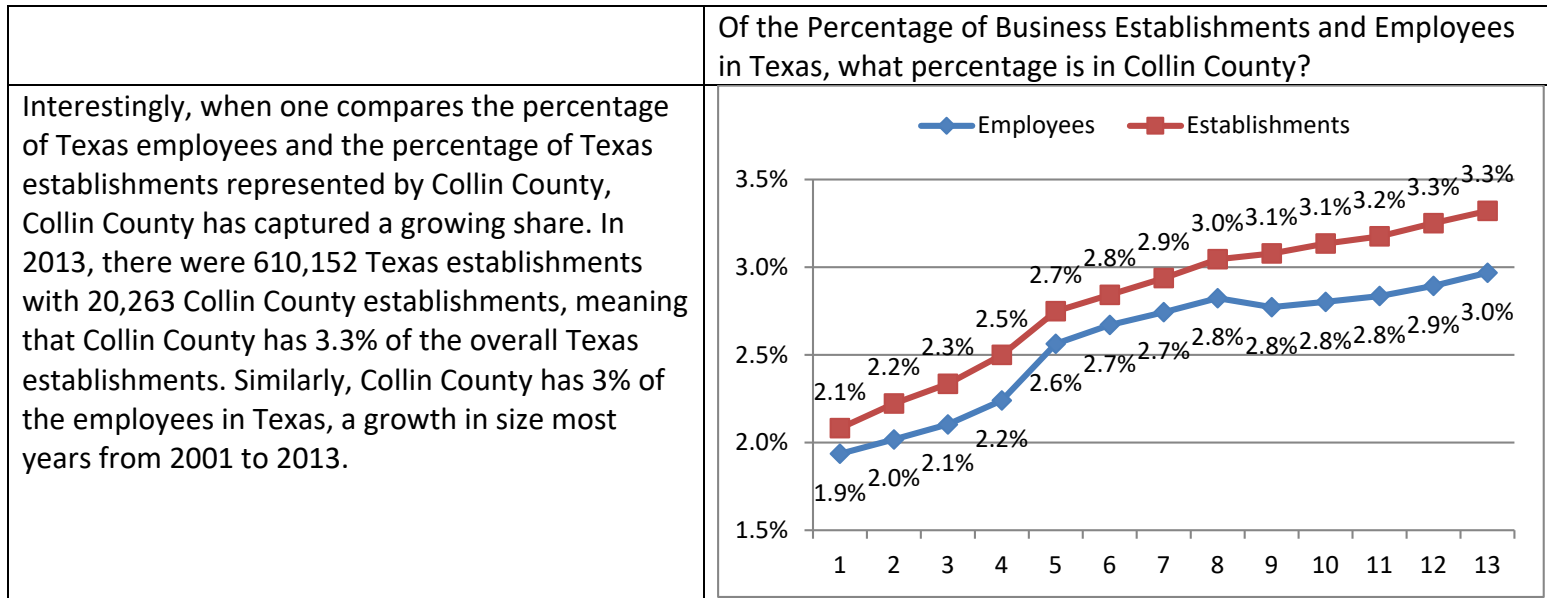
<sup>ii</sup> <http://www.txcip.org/tac/census/morecountyinfo.php?MORE=1004>

### 1.3 CURRENT ECONOMIC SITUATION

Regarding housing value and median household income, Collin County ranks toward the top in Texas in these economic variables while the percentage of people below poverty is about 10 percentage points below the state of Texas.

<b>Table 2 – Housing Value, Median Household Income, Poverty</b>	Collin County	Texas
Median value of owner-occupied housing units, 2008-2012	\$204,900	\$128,000
Median household income, 2008-2012	\$83,238	\$51,563
Persons below poverty level, percent, 2008-2012	7.5%	17.4%

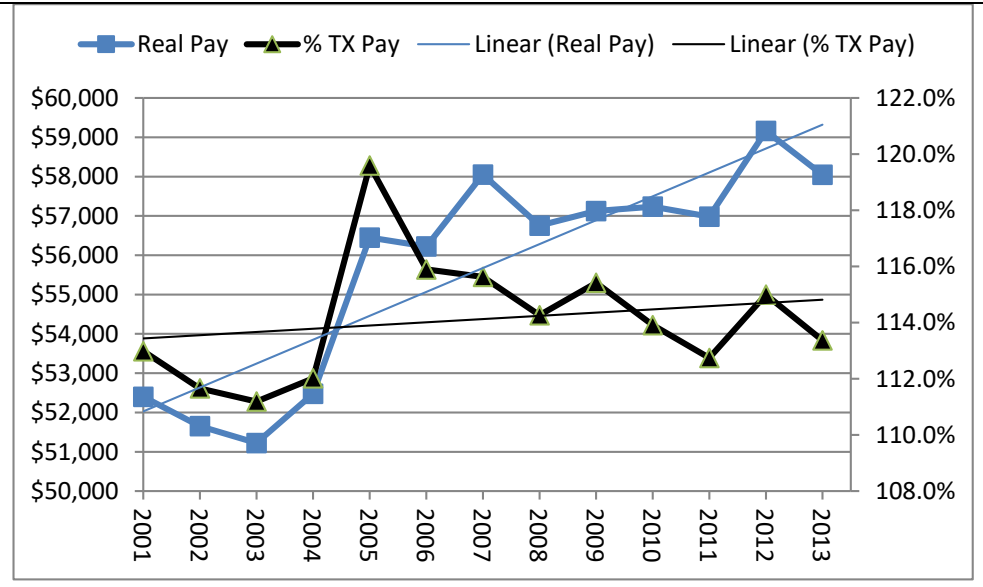
The historical and current state of the economy in Collin County is strong in terms of both quantity and quality. From a quantity standpoint, the number of Business establishments in 2001 was 10,284 and in 2013 had increased to 20,263 while the number of employees in 2001 was 181,007, but increased by to 2013 to 327,418. <sup>ii</sup>



Regarding economic quality, Collin County seems to be growing over time as well. One way to measure quality is through *real income* in the County compared to the state of Texas. Collin County’s annual pay for employees trends at about 114% of the state of Texas.

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Average annual pay in Collin County, when adjusted for inflation, is higher and has trended higher since 2001. The unemployment rate since 2001 in Collin County, in addition, has been lower compared to Texas, and also the entire United States as a whole. The average 2013 unemployment rate was 5.7%, 6.3%, and 7.4%, respectively.



**1.4 ECONOMIC OUTLOOK**

A favorable economic outlook is likely for Collin County. For example, population is expected to reach 964,940 and 1,344,774 by 2020 and 2035 respectively. Employment is expected to reach 400,102 and 630,129 by 2020 and 2035 respectively.<sup>ii</sup>

**2. ECONOMIC-BASE ANALYSIS of Collin County**

According to Avrom Bendavid-Val in Regional and Local Economic Analysis for Practitioners, “economic base theory views all regional economic activity as either basic or nonbasic . . . In the parlance of economic base theory, export industries constitute the economic base, or basic sector, of the region (Bendavid-Val, 1991, pp. 77-78).” One formula in calculating the Base Multiplier is: (Total Employment / Basic Employment). The latest Location Quotients for Collin County are for 2013 and are calculated at [http://data.bls.gov/location\\_quotient/ControllerServlet](http://data.bls.gov/location_quotient/ControllerServlet).

Four industry sectors by NAICS codes that are greater than 1.25 are: Professional and Technical Services LQ = 1.40 and 28,766 employment; Management of Companies and Enterprises LQ = 1.36 and 7,166 employment; Information LQ = 2.15 and 14,635 employment; and, Finance and Insurance LQ = 1.81 and 25,711. Total employment in Collin County was 284,927. Therefore, 284,927/76278 = 3.74. When basic employment increases by one job, it multiplies by a total of 3.74 new jobs which includes new employment in both basic and non-basic industries. Note that the Program did not include the Real Estate and Rental and Leasing  
*Primary self-study questions were adapted from Academic Program Review “Structuring the Six Self Study Questions”, Michigan State University, 2008.*

industry sector as an exporting industry even though the LQ was 1.30. “When interpreting the data, a location quotient greater than 1.0 indicates that the economy is self-sufficient, and may even be exporting the good or service of that particular industry. (As a rule of thumb, a location quotient greater than 1.25 almost certainly identifies exporting industries.)”<sup>ii</sup>

The table below summarizes the 2013 results with basic employment (4/20 industries) in bold and non-basic employment jobs in regular font (16/20 industries):

<b>Industry</b>	<b>U.S. TOTAL</b>	<b>% Employ</b>	<b>Collin County, Texas</b>	<b>% Employ</b>	<b>LQ</b>
Base Industry: Total, all industries	112,958,334	100.0%	284,927	100.0%	1.00
NAICS 11 Agriculture, forestry, fishing and hunting	1,210,474	1.1%	332	0.1%	0.11
NAICS 21 Mining, quarrying, and oil and gas extraction	813,258	0.7%	1,444	0.5%	0.70
NAICS 22 Utilities	547,807	0.5%	771	0.3%	0.56
NAICS 23 Construction	5,819,950	5.2%	13,314	4.7%	0.91
NAICS 31-33 Manufacturing	11,994,922	10.6%	22,816	8.0%	0.75
NAICS 42 Wholesale trade	5,739,082	5.1%	12,333	4.3%	0.85
NAICS 44-45 Retail trade	15,073,504	13.3%	41,672	14.6%	1.10
<b>NAICS 54 Professional and technical services</b>	<b>8,122,350</b>	<b>7.2%</b>	<b>28,766</b>	<b>10.1%</b>	<b>1.40</b>
<b>NAICS 55 Management of companies and enterprises</b>	<b>2,087,081</b>	<b>1.8%</b>	<b>7,166</b>	<b>2.5%</b>	<b>1.36</b>
NAICS 56 Administrative and waste services	8,268,733	7.3%	22,307	7.8%	1.07
NAICS 61 Educational services	2,629,459	2.3%	3,553	1.2%	0.54
NAICS 62 Health care and social assistance	17,574,893	15.6%	35,308	12.4%	0.80
NAICS 48-49 Transportation and warehousing	4,246,329	3.8%	2,301	0.8%	0.21
<b>NAICS 51 Information</b>	<b>2,703,250</b>	<b>2.4%</b>	<b>14,635</b>	<b>5.1%</b>	<b>2.15</b>
<b>NAICS 52 Finance and insurance</b>	<b>5,625,736</b>	<b>5.0%</b>	<b>25,711</b>	<b>9.0%</b>	<b>1.81</b>
NAICS 53 Real estate and rental and leasing	1,991,186	1.8%	6,515	2.3%	1.30
NAICS 71 Arts, entertainment, and recreation	2,029,671	1.8%	5,091	1.8%	0.99
NAICS 72 Accommodation and food services	12,165,508	10.8%	32,411	11.4%	1.06
NAICS 81 Other services, except public administration	4,149,819	3.7%	8,385	2.9%	0.80
NAICS 99 Unclassified	165,321	0.1%	96	0.0%	0.23

**3. GROWING and DECLINING SECTORS; INDUSTRIES PROMOTED/TARGETED/WHY? HOW?**

When analyzing the LQs of the basic industries, trending higher since 2008 is Professional and Technical services, while Management and Information is trending below the 2008-2013 average. Finance and insurance has maintained its share relative to national employment from 2008 to 2013. NAICS 54 and NAICS 55 will be helped when 4,000 Toyota workers from California and New York relocate to Plano in the next two years.

	LQ2008	LQ2009	LQ2010	LQ2011	LQ2012	LQ2013	LQ AVG
NAICS 54 Professional and technical services	1.21	1.25	1.30	1.38	1.37	1.40	1.32
NAICS 55 Management of companies and enterprises	1.92	1.96	2.04	2.01	1.63	1.36	1.82
NAICS 51 Information	2.81	2.79	2.57	2.49	2.33	2.15	2.52
NAICS 52 Finance and insurance	1.87	1.63	1.68	1.62	1.65	1.81	1.71

Regarding Collin County employment numbers from 2008 compared to 2012, six industry sectors experienced negative growth of an average of -17.9% (for the US economy, 13 industry sectors experienced negative growth). Thirteen industry sectors experienced, on average, a 17.6% growth in employment. While the U.S. was about 5 million jobs less in 2012 compared to 2008 or -4.1%, Collin County had a net increase of 25,229 jobs or an 8.7% increase from 2008 to 2012. Through the shift-share analysis of the same time period, it is clear that most Collin County industries outperformed their national industry counterparts. Available upon request - please see the Excel file and the worksheet titled "ShiftShare08&12" for results.

At this time, we think that decision makers within Collin County should promote the four industry sectors above, as these firms typically pay a relatively high wage compared to other industry sectors. In general, if the LQ of that industry is above 1.0 this can reveal that the region has a comparative advantage in that industry. It's important that economic development leaders do not forget what encouraged and brought firms to the area in order to create such a strong Business foundation that currently plays out in the numbers. There are 18 Economic Development Corporations (EDC) within Collin County's 31 cities and towns so it is recommended that the EDCs not only continue with plans to attract new firms such as providing financial incentives for primary industry job creation, but also develop a Business retaining or expansion strategy such as training at least one EDC staff member in an ED Program such as \*economic gardening.



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***\*Note for Reviewers***

“Economic Gardening” refers to an entrepreneurial approach to economic development that seeks to grow the economy from within. Its premise is that local entrepreneurs create the companies that bring new wealth and economic growth to a region in the form of jobs, increased revenue, and a vibrant local Business sector.

The concept is that Entrepreneurs drive economies.

**4. STRENGTHS/WEAKNESSES**

**STRENGTHS**

- 1) Most likely the number one Strength of Collin County is the strong foundation of creating a climate of Business supportive communities as evidenced by the 18 EDCs in such a small area and the cities and towns that emphasize economic development initiatives in their respective strategic plan.
- 2) This planning and engagement has resulted in a comprehensive highway system which has funds devoted for additional expansion to north Collin County which is more rural.
- 3) A third Strength is the education and training support system. In 2007, Forbes ranked Collin County second in the nation in terms of giving tax payers the best financial value. One industry that is growing the fastest is the health related industry, to meet a growing, aging, yet wealthier population. From 2008 to 2012, employment has increased 32% in health care.

**WEAKNESSES**

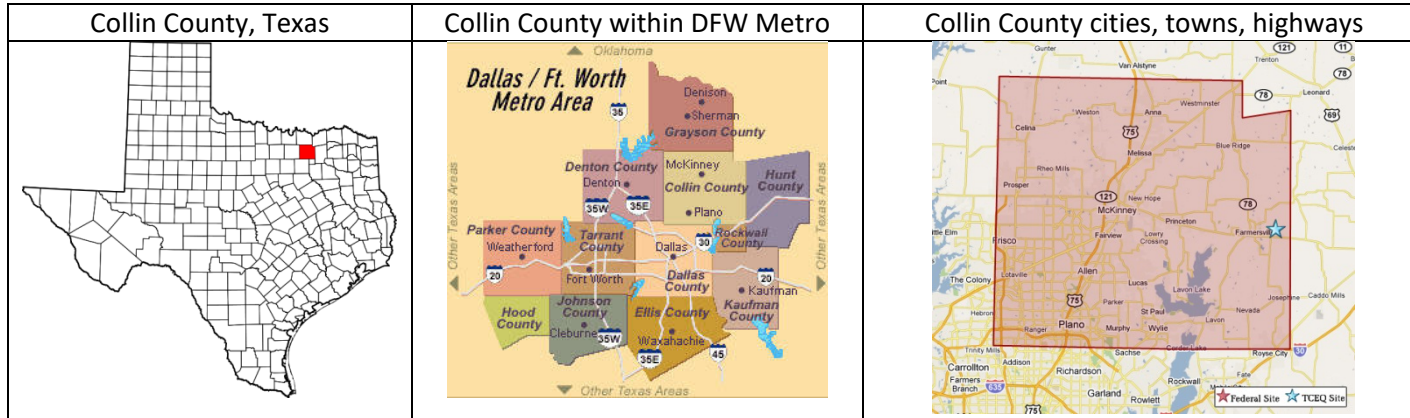
- 1) There is a definite need for more health care workers. To help deal with this need for trained nurses, Collin College is currently petitioning the state legislature to allow Collin College to offer a bachelor’s in nursing at the soon-to-be build state of the art Health Services building in McKinney.
- 2) Another weakness is the limited water supply (most of Collin County is supplied by Lake Lavon which you can see on the map) which affects the county through rationing. In the last three years, local Collin County leaders have created the Collin County Business Alliance (CCBA) and water advocacy is a high priority with Florence Shapiro, former Texas senator now serving as CCBA’s executive director. “Water advocacy” as with the State Water Plan are on the radar screen.<sup>ii</sup>

More on **Collin County, Texas Location Quotient (LQ) and Shift Share Analysis – 2002 and 2012 Analysis**

**1. Sources of Data and Unit of Analysis:**

US Census Bureau County Business Patterns – <http://www.census.gov/econ/cbp/> - Raw data includes downloads for: US and Collin County, TX for 2002 and 2012 Paid Employees. Most information contained in the tables is the number of paid employees while

growth rates are indicated with the “%” mark. Collin County, located in northeast Texas has a land area of 841 square miles which is 0.3% the size of the state of Texas.



**2. Location Quotients (LQs), Basic Employment, and Non-basic Employment: Discussion of Results**

The following discussion is a summary of Tables 2.1, 2.2, and 2.3 which appear on the next three pages. Data was gathered from the US Census Bureau’s *County Business Patterns* for the sector category which includes 19 codes of the North American Industry Classification System (NAICS).

**Please Note:** For consistency purposes, the Program did not include NAICS 95 Auxiliaries and NAICS 99 Industries not classified, as these were not present in 2012 and appear to be insignificant in terms of employment numbers.

“When interpreting the data, a location quotient greater than 1.0 indicates that the economy is self-sufficient, and may even be exporting the good or service of that particular industry. (As a rule of thumb, a location quotient greater than 1.25 almost certainly identifies exporting industries.)”<sup>ii</sup>

In 2012, Collin County seems to have four primary industries with LQs greater than 1.25, and those are highlighted in bold in Table 2.2 (The Program did not include the Real Estate industry which has an LQ of 1.31 as primary, assuming that real estate agents and management agencies, for example, likely depend on primary industries).

NAICS 51 **Information** has an LQ = 1.96 with 16,623 paid employees (interestingly, this industry in Collin County over the last 10 years has declined by 12.2% paid employees and has declined faster than the US average of -11.3% paid employees).

*Primary self-study questions were adapted from Academic Program Review “Structuring the Six Self Study Questions”, Michigan State University, 2008.*

NAICS 52 **Finance and Insurance** has LQ = 2.08 with 33,705 paid employees, which represents about a doubling of employment in this industry in Collin County since 2002 (in the U.S., employment in this industry declined by about 4% from 2002 to 2012).

NAICS 54 **Professional, Scientific, and Technical** industry the LQ = 1.48 and 32,079 employment has increased significantly in both indicators since 2002;

NAICS 55 **Management of Companies and Enterprises** LQ = 2.13 and 17,544 employment – the LQ has dropped by 23.5% since 2002 but employment has increased by 16.2%. Total employment in Collin County was 314,129 in 2012 and basic employment accounted for 99,951. Therefore, the base multiplier is 3.14 which is 314,129/99,951.

When basic employment increases by one job, it multiplies by a total of 3.14 new jobs which includes new employment in both basic and non-basic industries.

**PLEASE NOTE:** Two examples of industries with low LQs and also declining in importance in Collin County from 2002 to 2012 are agriculture and mining NAICS codes with 0.09 and 0.21, respectively.

*Table 2.1 – United States (US) and Collin County (CC) Employment Raw Data and Employment Growth Rates; 2002, 2012*

NAICS	NAICS code description	US 02	% of Total 02	US 12	% of Total 12	02-12 Emp Growth	CC 02	% of Total 02	CC 12	% of Total 12	02-12 Emp Growth	CC - US Emp Variance (%-age points)
	Total for all sectors	112,400,654	100.0%	115,938,468	100.0%	3.1%	217,088	100.0%	314,129	100.0%	44.7%	41.6%
11	Agriculture, Forestry, Fishing & Hunting	181,162	0.2%	161,077	0.1%	-11.1%	99	0.0%	38	0.0%	-61.6%	-50.5%
21	Mining, Quarrying, and Oil & Gas Extraction	465,775	0.4%	727,626	0.6%	56.2%	352	0.2%	412	0.1%	17.0%	-39.2%
22	Utilities	648,254	0.6%	641,063	0.6%	-1.1%	297	0.1%	570	0.2%	91.9%	93.0%
23	Construction	6,307,370	5.6%	5,260,942	4.5%	-16.6%	10,870	5.0%	12,002	3.8%	10.4%	27.0%
31	Manufacturing	14,393,609	12.8%	11,192,043	9.7%	-22.2%	23,819	11.0%	17,207	5.5%	-27.8%	-5.5%
42	Wholesale Trade	5,860,256	5.2%	5,776,243	5.0%	-1.4%	8,417	3.9%	15,897	5.1%	88.9%	90.3%
44	Retail Trade	14,819,904	13.2%	14,807,958	12.8%	-0.1%	33,312	15.3%	43,736	13.9%	31.3%	31.4%
48	Transportation and Warehousing	3,581,013	3.2%	4,233,381	3.7%	18.2%	1,255	0.6%	1,885	0.6%	50.2%	32.0%

51	Information	3,536,120	3.1%	3,136,025	2.7%	-11.3%	18,936	8.7%	16,623	5.3%	-12.2%	-0.9%
52	Finance and Insurance	6,414,583	5.7%	5,979,661	5.2%	-6.8%	16,301	7.5%	33,705	10.7%	106.8%	113.5%
53	Real Estate & Rental & Leasing	2,017,347	1.8%	1,940,681	1.7%	-3.8%	3,337	1.5%	6,902	2.2%	106.8%	110.6%
54	Professional, Scientific, & Technical Services	7,046,205	6.3%	8,016,181	6.9%	13.8%	15,936	7.3%	32,079	10.2%	101.3%	87.5%
55	Management of Companies & Enterprises	2,913,798	2.6%	3,037,299	2.6%	4.2%	15,096	7.0%	17,544	5.6%	16.2%	12.0%
56	Administrative & Support and Waste Management & Remediation Services	8,299,217	7.4%	9,866,296	8.5%	18.9%	15,382	7.1%	23,781	7.6%	54.6%	35.7%
61	Educational Services	2,701,675	2.4%	3,477,047	3.0%	28.7%	1,562	0.7%	3,354	1.1%	114.7%	86.0%
62	Health Care & Social Assistance	14,900,148	13.3%	18,378,342	15.9%	23.3%	17,120	7.9%	34,187	10.9%	99.7%	76.3%
71	Arts, Entertainment, & Recreation	1,800,991	1.6%	2,057,290	1.8%	14.2%	2,244	1.0%	3,809	1.2%	69.7%	55.5%
72	Accommodation and Food Services	10,048,875	8.9%	11,985,274	10.3%	19.3%	21,597	9.9%	35,617	11.3%	64.9%	45.6%
81	Other Services (except Public Admin)	5,420,087	4.8%	5,256,250	4.5%	-3.0%	9,361	4.3%	14,778	4.7%	57.9%	60.9%

Table 2.2 – Collin County (CC) Location Quotients and Growth; 2002-2012

Primary self-study questions were adapted from Academic Program Review “Structuring the Six Self Study Questions”, Michigan State University, 2008.

NAICS	NAICS code description	CC LQ 02	CC LQ 12	02-12 LG Growth	02-12 LQ % Growth
	Total for all sectors	1.00	1.00	0.00	0.0%
11	Agriculture, Forestry, Fishing & Hunting	0.28	0.09	-0.20	-69.2%
21	Mining, Quarrying, and Oil & Gas Extraction	0.39	0.21	-0.18	-46.6%
22	Utilities	0.24	0.33	0.09	38.3%
23	Construction	0.89	0.84	-0.05	-5.6%
31	Manufacturing	0.86	0.57	-0.29	-33.8%
42	Wholesale Trade	0.74	1.02	0.27	36.6%
44	Retail Trade	1.16	1.09	-0.07	-6.3%
48	Transportation & Warehousing	0.18	0.16	-0.02	-9.4%
<b>51</b>	<b>Information</b>	<b>2.77</b>	<b>1.96</b>	<b>-0.82</b>	<b>-29.4%</b>
<b>52</b>	<b>Finance &amp; Insurance</b>	<b>1.32</b>	<b>2.08</b>	<b>0.76</b>	<b>58.1%</b>
53	Real Estate and Rental and Leasing	0.86	1.31	0.46	53.3%
<b>54</b>	<b>Professional, Scientific, and Technical Services</b>	<b>1.17</b>	<b>1.48</b>	<b>0.31</b>	<b>26.1%</b>
<b>55</b>	<b>Management of Companies and Enterprises</b>	<b>2.68</b>	<b>2.13</b>	<b>-0.55</b>	<b>-20.5%</b>
56	Administrative and Support and Waste Management and Remediation Services	0.96	0.89	-0.07	-7.3%
61	Educational Services	0.30	0.36	0.06	18.9%
62	Health Care & Social Assistance	0.59	0.69	0.09	15.4%
71	Arts, Entertainment, & Recreation	0.65	0.68	0.04	5.9%
72	Accommodation & Food Services	1.11	1.10	-0.02	-1.4%
81	Other Services (except Public Administration)	0.89	1.04	0.14	16.0%

Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions", Michigan State University, 2008.

*Table 2.3 – Collin County (CC) Basic, Non-basic Employment Levels, and Base Multiplier; 2002 & 2012*

<b>NAICS</b>	<b>NAICS code description</b>	<b>CC 02</b>	<b>CC 12</b>
	Total for all sectors	217,088	314,129
51	Information	18,936	16,623
52	Finance and Insurance	16,301	33,705
54	Professional, Scientific, & Technical Services	15,936	32,079
55	Management of Companies & Enterprises	15,096	17,544
Basic employment (NAICS 51+52+53+54+55)		66,269	99,951
Non-basic employment (Total - Basic)		150,819	214,178
Base Multiplier (Total/Basic)		3.28	3.14

### **3. Shift Share Analysis Discussion of Results: Discussion of Results**

Regarding Collin County employment numbers from 2002 to 2012, three industry sectors experienced negative growth (for the US economy, 10 industry sectors experienced negative growth).

**In Collin County, sixteen industry sectors experienced positive employment growth and the net employment growth in Collin County from 2002 to 2012 was 44.7% compared to a national average of 3.7%. While the U.S. gained employment of 3,537,814 or 3.1%, Collin County had an increase of 97,041 jobs or a 44.7% increase from 2002 to 2012. Therefore, Collin County had 2.7% of the nation’s job growth from 2002 to 2012 (see Table 2.1 for more information). Through the shift-share analysis of the same time period (see Table 3.1 on the next page), it is clear that most Collin County industries outperformed their national industry counterparts.**

### **COLLIN COUNTY INDUSTRIES THAT UNDERPERFORMED NATIONALLY**

The four NAIC industries that underperformed the nation were Agriculture, Mining, Manufacturing, and interestingly an industry which has a high LO but is declining in LO from 2002 to 2012 – Information.

Primary self-study questions were adapted from Academic Program Review “Structuring the Six Self Study Questions”, Michigan State University, 2008.

**COLLIN COUNTY INDUSTRIES THAT OUTPERFORMED NATIONAL COUNTERPARTS**

The other fifteen NAICS industry codes outperformed the national industry counterparts. Indeed, it appears through both the LQ and the SSA, there are four significant primary industries in Collin County (these were identified in the LQ analysis in #2).

*It is recommended that decision makers within Collin County promote the 4 industry sectors above as these firms typically pay a relatively high wage compared to other industry sectors.*

In general, an industry that has an LQ that is above 1.0 is most probably in a region that has a comparative advantage in that industry. **It is important that economic development leaders do not forget what encouraged and brought firms to the area in the first place, in order to create a strong Business foundation that currently plays out in the numbers.**

The fact that there are 18 Economic Development Corporations (EDCs) within Collin County’s 31 cities and towns, indicates that the EDCs should not only continue with plans to attract new firms (such as providing financial incentives for primary industry job creation), but also develop Business retention or expansion strategies, such as training at least one EDC staff member in an ED Program such as “trade and industry.”

EDCs can most likely benefit by directly addressing firms within the NAICS **Information** industry – why have jobs moved out of the area, or, are these jobs and workers finding employment in other industries?

*Table 3.1 – Collin County Shift Share Analysis, 2002-2012*

NAICS	NAICS description	National	Industry	National + Industry	Regional	Total
-----	<i>Total for all sectors</i>	6,833	0	6,833	90,208	97,041
11----	Agriculture, Forestry, Fishing and Hunting	3	-14	-11	-50	-61
21----	Mining, Quarrying, and Oil and Gas Extraction	11	187	198	-138	60
22----	Utilities	9	-13	-3	276	273
23----	Construction	342	-2,146	-1,803	2,935	1,132
31----	Manufacturing	750	-6,048	-5,298	-1,314	-6,612
42----	Wholesale Trade	265	-386	-121	7,601	7,480

*Primary self-study questions were adapted from Academic Program Review “Structuring the Six Self Study Questions”, Michigan State University, 2008.*

44----	Retail Trade	1,048	-1,075	-27	10,451	10,424
48----	Transportation and Warehousing	40	189	229	401	630
51----	Information	596	-2,739	-2,143	-170	-2,313
52----	Finance and Insurance	513	-1,618	-1,105	18,509	17,404
53----	Real Estate and Rental and Leasing	105	-232	-127	3,692	3,565
54----	Professional, Scientific, and Technical Services	502	1,692	2,194	13,949	16,143
55----	Management of Companies and Enterprises	475	165	640	1,808	2,448
56----	Administrative and Support and Waste Management and Remediation Services	484	2,420	2,904	5,495	8,399
61----	Educational Services	49	399	448	1,344	1,792
62----	Health Care and Social Assistance	539	3,458	3,996	13,071	17,067
71----	Arts, Entertainment, and Recreation	71	249	319	1,246	1,565
72----	Accommodation and Food Services	680	3,482	4,162	9,858	14,020
81----	Other Services (except Public Administration)	295	-578	-283	5,700	5,417

<sup>1</sup><http://quickfacts.census.gov/qfd/states/48/48085.html>

<sup>2</sup><http://www.txcip.org/tac/census/morecountyinfo.php?MORE=1004>

<sup>3</sup><http://data.bls.gov/pdq/querytool.jsp?survey=en>

<sup>4</sup>[http://www.co.collin.tx.us/mobility/Documents/mobility\\_plan/04102014MobilityPlanDraft.pdf](http://www.co.collin.tx.us/mobility/Documents/mobility_plan/04102014MobilityPlanDraft.pdf) (page 36)

<sup>5</sup>[http://economictoolbox.mit.edu/location\\_quotients.php?region\\_id=1&sfips=48&cfips=48085&rurality\\_flag=0&sfips1=39&cfips1=39105&return\\_page=snapshot.php](http://economictoolbox.mit.edu/location_quotients.php?region_id=1&sfips=48&cfips=48085&rurality_flag=0&sfips1=39&cfips1=39105&return_page=snapshot.php)

<sup>6</sup><http://collincountyBusinessalliance.com/water/>

Bendavid-Val, Avrom. (1991). *Regional and Economic Analysis for Practitioners*, 4<sup>th</sup> edition. Praeger Publishers. Westport, CT.



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**ADDENDUM F**

Student Survey used 2012 through 2016

Name (optional) \_\_\_\_\_

Age \_\_\_\_\_ Sex: M F Major \_\_\_\_\_

Country of origin \_\_\_\_\_ Parents Self

Course \_\_\_\_\_

How many courses or hours have you taken

\_\_\_\_\_ at Collin? \_\_\_\_\_ in your major? \_\_\_\_\_ at other colleges or universities?

When did you begin your studies at Collin? \_\_\_\_\_

When do you plan to complete your degree/certificate (or other)? \_\_\_\_\_

What do you expect from your coursework at Collin? (If you choose more than one expectation, please number your choices with one (1) being the most important.)

\_\_\_\_\_ to earn a degree \_\_\_\_\_ to earn a certificate \_\_\_\_\_ to earn a license

\_\_\_\_\_ to help myself to operate my own business

\_\_\_\_\_ to learn enough to continue to work in the career of my choice

\_\_\_\_\_ to take courses so that I can continue to learn, just for myself

\_\_\_\_\_ to take courses so that I can be promoted in my current job

\_\_\_\_\_ to take courses so that I can be hired

Please rank in order when you usually take classes.

Please write,

"Usually" for most often,

"Sometimes" for class times that you take, but not very often, and

"Never" for time slots when you do not ever take classes

Day \_\_\_\_\_ Night \_\_\_\_\_ Weekends \_\_\_\_\_ Online \_\_\_\_\_

What is your reason for taking classes in the time slot(s) that you do?

*Primary self-study questions were adapted from Academic Program Review "Structuring the Six Self Study Questions", Michigan State University, 2008.*

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What do you plan to do in the three to five years after you leave Collin? (If you choose more than one from the list, please number your choices with one (1) being the most important.)

- Open my own business
- Continue to run my own business
- Work for a company in the industry of my degree/certificate
- Return to my country of origin
- Complete a degree at a university

If you plan to transfer to a university, which one will it be, and where is it located?

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**PLEASE TURN THIS SHEET OVER AND COMPLETE THE FINAL QUESTION.**

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In-Class Survey P. 2

What has been most helpful and least helpful for you as you take classes at Collin?

**MOST HELPFUL**

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**LEAST HELPFUL**

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