

Middlesex Community College

Marketing Self- Study

Prepared By: Sue Lugli

5/6/2017

Program: Marketing

A. MISSION

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| <p>1. What are the program's goals and learning outcomes? (stated in the Catalog)</p> | <p>Marketing Program Self - Study Overview</p> <p>Our Mission: The Marketing Program is designed to build and foster skills in marketing, qualifying students for entry-level marketing and sales positions.</p> <p>Our Goal: Through comprehensive course work, internship opportunities and civic engagement our students will be able to apply concepts from core business disciplines (Accounting, Economics, Finance, Management and Marketing) along with oral and written communication skills, upon completion.</p> <p>Degrees & Certificates Currently the Marketing Program offers a two-year Associates degree curriculum that is designed for students to obtain entry-level marketing positions in retail, sales and digital media (see Appendix A). In addition, there are two certificates that fall under the Marketing program: Advertising & Promotion, and Customer Service. The Customer Service certificate is both a stand-alone certificate, and also acts as a feeder to both the Marketing and the Business Administration programs.</p> <p>Marketing Program Learning Outcomes: Upon successful completion of all program requirements, graduates will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of marketing and its contributions to the economic system and the global marketplace. 2. Demonstrate an understanding of marketing principles and methods as they apply to satisfying consumers and society as a whole. 3. Rationalize and present solutions to marketing problems using qualitative and quantitative analysis and knowledge from humanities, social sciences, mathematics and science disciplines. 4. Demonstrate an understanding of the marketing mix and its applications to product/service planning and society as a whole. 5. Demonstrate market research and promotional strategies 6. Demonstrate proficiencies in reading, writing, listening, presentation and analytical skills. |
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7. Prepare and interpret financial statements and use accounting for managerial decisions.
8. Understand and discuss financial issues dealing with the external environment and the market.
9. Understand the U.S. legal system and be able to apply the principles to the legal environment in which organizations conduct business.
10. Understand marketing principles and methods as they apply to satisfying consumers and society as a whole.
11. Demonstrate computer proficiency in word processing, electronic spreadsheet, database management, general ledger accounting systems and presentation software.
12. Demonstrate an understanding of how the American economic system is organized, how it functions and how it impacts the global economy.

B. ENROLLMENT/RECRUITMENT/RETENTION/COMPLETION/TRANSFER EFFORTS

1. What do enrollment trends for the past five years signify?

| MIDDLESEX COMMUNITY COLLEGE | | | | | | | | | |
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| Program Enrollments 2011-2016 | | | | | | | | | |
| | # ENROLLED STUDENTS | | | | | | | | |
| Program Major | Fall 2016 | Sp 2016 | Fall 2015 | Sp 2015 | Fall 2014 | Sp 2014 | Fall 2013 | Sp 2013 | Fall 2012 |
| MARKETING | 18 | 19 | 21 | 25 | 32 | 27 | 27 | 23 | |
| ADVERTISING/ SALES CERT | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | |
| CUSTOMER SERVICE MANAGEMENT CERT | 2 | 2 | 1 | | | | | | |
| Marketing Totals | 20 | 21 | 22 | 25 | 32 | 27 | 27 | 24 | |
| Marketing Program Completions 2011-2016 | | | | | | | | | |
| | # GRADUATES | | | | | | | | |
| | 2016 | 2015 | 2014 | 2013 | 2012 | | | | |
| | 3 | 6 | 2 | 1 | 0 | | | | |
| | 0 | 0 | 0 | 0 | 0 | | | | |
| | 1 | 0 | 0 | 0 | 0 | | | | |
| | 4 | 6 | 2 | 1 | 0 | | | | |

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| | <p>Enrollment in the program is down from its peak in 2103. This follows well-documented trends in demographics and an improving economy (see https://www.insidehighered.com/news/2015/05/14/improved-economy-leads-enrollment-dips-among-two-year-and-profit-colleges). The unemployment rate in Middlesex County as of April 2017 was a relatively low 4.3%. A majority of our Marketing students are working full-time; a robust job market typically has a negative impact on enrollment.</p> <p>The Marketing program has many marketing specific courses required to achieve the program's stated mission. As a result of the expanded General Education requirements for transfer pathways, in the fall of 2015 the Marketing degree program became a career-oriented program. As a consequence, the Business Administration Associate Degree program offers a better pathway to CCSU's Marketing program, where 95% of our students transfer. Students who start in the Marketing program and then decide to transfer, often move to Business Administration. In addition, if the student finds that the math requirements are too challenging in both the Marketing and the Business Administration programs, they switch their major to Communications.</p> <p>There has been very limited enrollment in the Advertising and Sales Certificate and it should be discontinued as it is out dated. The Customer Service Certificate serves as a feeder program for both Marketing and Business Administration; the courses that are a part of the certificate are all a part of the Marketing program.</p> |
| 2. Describe recruitment efforts undertaken. | <p>Business faculty works with the MxCC Admissions Department to coordinate an annual recruiting event for local high schools. The Experience College Day event hosts over 225 students and counselors from 11 schools in the county that come to campus to experience a half-day of college life. Students attend several "classes" given by programs such as Marketing, New Media Production, Biotechnology, and Engineering.</p> <p>In addition, business faculty takes part in the new student orientation sessions. During these sessions, the focus is on advising and the importance of selecting a major. We have also participated in panel discussions in partnership with Career Development Services. In addition, Business faculty speak at Freshman Seminar courses held at local high schools.</p> <p>Over 900 students on campus are General Education majors. Each semester the department sends out a career letter to these students to recruit students into the Business Programs. While we have had some success from this effort, the program would benefit from additional efforts to increase program enrollment. Students often come to the program through our Principles of Marketing course. This course has group projects, which involve the campus, and several students have changed their majors from General Education to Marketing after taking this course.</p> |
| 3. Describe retention efforts undertaken. | <p>Advising Retaining students is a key function of our Advising Program, see Section C1.</p> <p>Communication Communication is an essential component of student retention. Every semester the Program Coordinator sends out updates on registration deadlines, career opportunities, and transfer advising meetings. These scheduled email and bulletin board announcements elicit considerable response from students. For Fall of 2017, the Marketing Program will introduce a Blackboard course that will provide the students with an "intranet" type of portal for all information pertaining to advising, internship/career development and job opportunities. In addition, the site will provide direct email/calendar access to faculty</p> |

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and staff to schedule appointments or communicate with students through email. This new tool will streamline and improve communication between the department and Marketing students. The site will allow the Program Coordinator to assess which students have signed up for classes, and follow up accordingly. Finally, it will serve as a repository of Marketing program information and knowledge throughout the academic year. All full-time and adjunct Business faculty will have access to the site and have the ability to communicate directly with students.

Scheduling

Course scheduling plays an important role in retention. A majority of our students are employed full-time or hold multiple jobs, and must schedule their courses around their work schedule. These factors not only play a role in student retention but also impact the number of years it takes students to complete their degree. Courses are scheduled to run online and on-ground both during the day and at night. When enrollment does not reach a specific number by a certain date, courses are cancelled. While advisors work very hard to encourage students to enroll early, they often wait until the last minute. In the Fall of 2015, overall enrollment in business courses increased by 12% during the last 10 days prior to the start of classes. This data should influence the current practice of course cancellation. The Marketing program has worked very hard to be strategic in course offerings, however, course enrollments in directed Marketing electives can fall short and the courses get canceled.

4. What do the completion/graduation rates for the program signify? What do the completion rates for the courses in the discipline (Students with a C- or higher) signify?

It is difficult to track true program graduation rates as we often have students who are not seeking a degree from us but are only taking a few courses to satisfy another schools' requirements or to save money. In addition, a large percentage of our students transfer out before earning an Associate's degree. Better tools are needed to record the number of students who transfer after one year. In an exit interview with students in my Principles of Marketing Spring 2017 class, 6 out of 24 students reported they are transferring to non-state Universities. These students are currently not recorded as completers and yet we serve a very important role in their educational journey. In addition, it is very common for Marketing students to get full-time work in sales and they leave before completing the degree. Most entry-level sales positions do not have a degree requirement. Students take classes in the program, improve their skills and gain confidence and then find full-time work either through the college career center or on their own.

Marketing Course Completion Rates* 2011-2016

| Course | Fa11 | Sp12 | Fa12 | Sp13 | Fa13 | Sp14 | Fa14 | Sp15 | Fa15 | Sp16 | Fa16 | Average Rate** |
|---------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|----------------|
| BMK103 | n/a | 46.2% | n/a | n/a | n/a | n/a | 76.5% | n/a | 75.0% | n/a | 64.7% | 65.60% |
| BMK106 | n/a | n/a | n/a | 78.3% | n/a | 88.2% | n/a | 90.0% | 93.8% | n/a | n/a | 87.58% |
| BMK123 | n/a | 100% | n/a | 55.0% | n/a | 76.5% | n/a | 76.0% | n/a | 80.0% | n/a | 77.50% |
| BMK201 | 81.0% | 83.8% | 79.7% | 80.3% | 84.1% | 83.6% | 73.3% | 64.9% | 73.9% | 75.5% | 78.9% | 78.09% |
| BMK216 | n/a | n/a | 68.2% | n/a | 91.7% | n/a | n/a | 50% | n/a | n/a | n/a | 70.00% |
| BMK230 | n/a | n/a | n/a | n/a | n/a | n/a | n/a | n/a | 69.2% | n/a | n/a | 69.20% |

**Based on a grade of C- or better.*

***Average course completion rate for all semesters in which course was taught.*

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| | <p>The Marketing Program's course completion rates are good. All of the above courses have English 101 eligibility as a prerequisite. This requirement helps increase our completion rates as the students come in with higher skill levels. Courses at the 200-level typically have high completion rates as the students have often successfully completed at least one semester and are closer to completing their degrees. All of the 100-level Marketing electives are taught only online except for Principles of Selling (BMK106). Online courses have been very popular but completion rates tend to be lower and can cannibalize the enrollment in night courses. If a night course gets canceled, the only choice for a student is to take an online course that may not be their preferred way of learning, and may lead to a dropped course, lowering completion rates. More work needs to be done to fully engage online learners.</p> |
| <p>5. Does the program have any embedded certificate programs? If so, list them and describe their purpose and impact.</p> | <p>There are two certificates that fall under the Marketing program: Advertising and Promotion, and Customer Service. The Customer Service certificate acts as a feeder to both the Marketing and the Business Administration programs. There has been very limited enrollment in the Advertising and Sales Certificate and it should be discontinued as it is out dated. The Customer Service Certificate serves as a feeder program for both Marketing and Business Administration; the courses that are a part of the certificate are all a part of the Marketing program.</p> |

C. PROGRAM DESIGN: EXTERNAL PARTNERSHIPS

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| <p>1. Does your program utilize an advisory committee? Describe and evaluate the advisory committee's role in the program, and future action steps.</p> | <p>The Marketing program has a robust Advisory Board Committee that serves all the Business Disciplines. The Board is comprised of members from diverse business disciplines and industries across the region. Each of the members plays a role in mentoring students, and providing the students with internships and employment. Many have come into the classroom to supplement learning. In addition, the discussions we have focus on their current needs in the workforce. Many of our course curriculum and classroom improvements come from these discussions. In the future, it may be worthwhile to look into a separate advisory board for this discipline as the Marketing field has been rapidly changing.</p> |
| <p>2. Please include a list of advisory committee members and their affiliations.</p> | <p>See Appendix B</p> |
| <p>3. Attach advisory committee minutes for the last 2 years.</p> | <p>See Appendix C</p> |

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| <p>4. Is there an Internship experience required?</p> | <p>Currently, there is no internship requirement for the program. Most four-year degree schools, including all four of the Connecticut State Universities, do not accept our Business Internship course (BBG294). Recently, the Co-op course (BBG295) has been accepted by CCSU as an open elective. Students still take these courses because they know the value of interning as early as possible in their academic career. The Marketing Program has excellent internship opportunities. The best example is Brown & Brown Insurance. They have been providing internship opportunities for our students since the Spring of 2015. There should be an internship requirement in the future, given this is a career-oriented program.</p> |
| <p>5. Describe other external partnerships.</p> <hr/> | <p>The Program Coordinator has been a part of the Middlesex Chamber of Commerce CT Innovations Grant process. This was a year-long project that reached out to a wide constituency of community partners and raised the profile of the entire Business Program. The Program Coordinator met with the Middletown Entrepreneurial stakeholders and discussed and promoted internship opportunities for our students.</p> <p>The Business Faculty at MxCC are very involved with the local business community. Professor Patty Raymond is a part of the Business & Education Partnership Advisory Council of the Middlesex Chamber of Commerce. The Middlesex County Chamber of Commerce's Business & Education Partnership Advisory Council continues to serve as a link between member businesses and educational leaders from Middlesex County Schools. Their mission is to facilitate and encourage the development of mutually supportive partnerships between schools and businesses.</p> <p>The Middlesex County Chamber of Commerce's Business & Education Partnership Advisory Council, in partnership with the Middlesex Consortium of Schools and Wesleyan University's Center for Community Partnerships, presents an annual Career Fair Expo for Middlesex County High School students. Business and career professionals from all over Connecticut come to meet with over 1300 students from Middlesex County and surrounding area high schools, to present and share their career experiences. The aim of the Career Fair Expo is to create awareness of the many career options available to them, prepare them for what occurs after school graduation, and motivate them to set goals, all resulting in improved preparation for their future in the "real world" of employment. This event is excellent exposure for the Business Administration and Marketing Programs.</p> <p>In addition, there is a group project in every Marketing class that requires the student group to raise money and/or awareness for local non-profits. Since the start of this program two years ago, the Marketing students have raised over \$8,000 for over 20 local charities. They also completed a comprehensive marketing plan for Habitat for Humanity, including tripling their Facebook likes.</p> |

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| | All of these activities not only promote the Marketing program, but Middlesex Community College as a whole. |
| 6. Have you created articulation agreements with four-year institutions? | Currently, the best way for a Marketing student to transfer to a Marketing degree at the four-year State Universities is through the Business Administration Transfer pathway, or the newly created TAP Business Studies Pathway. While the Marketing Program is a career-oriented program, it does have articulation agreements with non-state universities. We have articulation agreements with the University of Hartford, Albertus Magnus, Post University, Quinnipiac University Online and University of Bridgeport. We will be working closely in the next year to collaborate with Post University, as they are developing a Bachelor's Degree in Digital Marketing. |
| 7. Does your program have courses taught at local high schools with qualified instructors (CCP) and/or have an early college experience course. | We do not offer courses for high school students that are off-campus. All of the Marketing courses require the students to be eligible for English 101. The number of high school students that qualify or complete this course does not justify our offering courses in this program. The qualifying students could still take courses on our campus; a program to advertise this option may be appropriate to develop in the future. The Program Coordinator has been and will continue to go to Freshman Seminar classes held in high schools to discuss what educational and career opportunities are available by pursuing a business degree at MxCC. |

D. STUDENT ADVISING

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| 1. What strategies does your program utilize to ensure students receive appropriate information and advising on your program? | All Business faculty are assigned advisees, with whom they keep in contact. In addition, faculty advises on- and off-contract throughout the year during periods of peak enrollment. The Director of Advising is also a member of the Business adjunct faculty; his knowledge and commitment to the program aids in retention. |
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E. PROGRAM INSTRUCTION

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| | NAME/DEGREE/CERTIFICATE/ EXPERIENCE/SPECIALTY |
| 1. List all full and part- time faculty members who teach in the program: name, degree, and experience. | Full-time: Professor, Patty Raymond / M.S., Management, B.S., MIS & Marketing/Business App. Technology, Management, Marketing, Finance, iTeach certified |

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| | <p>Professor, Ben Boutaugh/J.D, M.B.A, B.S. Management /Business Law, Legal Environment, Management, Finance,</p> <p>Assistant Professor, Susan A. Lugli/M.B.A./Marketing, Sales Management, Finance</p> <p>Adjunct Faculty:</p> <p>Dan Veins/M.S. Business Education, B.S. Marketing/Marketing (classroom and online, iTeach certified) MxCC Advisor</p> <p>Anita Vallee/B.S. Business Education/Business Applications Technology Only</p> <p>Carol Ann Meyers/M.B.A./Finance, Management, Organizational Behavior(classroom, online, iTeach certified),</p> <p>Shannon Dobratz/M.S. Management/Management, Marketing (classroom)</p> <p>Dawn Brandini/J.D./Business Law I & II, Legal Environment (classroom)</p> <p>In 2013 MxCC completed a thorough review of adjunct credentials. As a result, some instructors are assigned to teach only specified courses.</p> |
| 2. List courses offered hybrid or fully online. Describe and evaluate how online/hybrid modalities support the program. | <p>All classes except for Principles of Selling are online. Online courses have been very popular. They benefit both the student and program by providing a robust learning experience along with flexible scheduling options. The faculty has extensive training in online course development. Before teaching any online course, Adjunct faculty must complete iTeach, a comprehensive, system-wide training course that ensures online course instruction is consistent and rigorous. For many students the online environment provides a place where they can explore the materials in-depth, within very distinct parameters. The online environment allows instructors to elevate the content for students who excel. In addition, all full-time faculty teach a majority of the online courses, ensuring consistency and greater student outcomes.</p> |
| 3. What methods are used to ensure all faculty (full and part-time) who teach the same course are using the same outcomes and requirements? What action steps do you recommend for improving this? | <p>Syllabi and course outlines are shared documents among full-time and adjunct faculty. All adjunct syllabi are reviewed by the Program Coordinator to ensure requirements are met. The faculty are required to include the course description, outcomes, objectives, assessment mechanisms and grade determination in their syllabi. The syllabi must be posted at the start of classes in the course blackboard shell. Outcomes and requirements are also reviewed during the faculty evaluation process through pre- and post-classroom observation and meetings. The evaluations serve as an opportunity to ensure faculty members are aware of and focus on the learning outcomes for the course. This process will be enhanced by the new Marketing Blackboard site, noted above, as full and part-time Business Faculty will have business-specific resources available to them in one place.</p> |

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| <p>4. Is support for faculty professional development adequate for the program? Please describe and evaluate.</p> | <p>Professional development occurs through various avenues. The Marketing faculty attend several Center for Teaching events throughout the year. Faculty serve on several statewide initiatives, community engagement committees, and MxCC Governance. They also act as student club faculty advisors. Most often, profession development is self-initiated and pursued off-contract.</p> |
| <p>5. What new courses have been developed for the program?</p> | <p>The Marketing Program has not kept up with the rapidly changing field of Marketing. It is the hope of this review and the Peer review team to help bring the program in line with the new skills required to work in this field.</p> <p>No new courses have been developed in the past five years. The Internet Marketing course is in the process of having its learning outcomes updated. The course name needs to be changed from Internet Marketing to Digital Marketing. The course will contain a simulated online marketing challenge where students get hands on experience with online promotional campaigns as well as Google analytics, SEO, and SEM.</p> |
| <p>6. What curricular modifications need to be addressed in the next three years?</p> | <p>This is a very important area which needs to be addressed in this plan. Appendix D contains an excellent organizational chart that maps out the different areas of Marketing expertise needed in the various disciplines that now define Marketing. This document should help guide the overall program direction.</p> <p>The Center for New Media has finished a three-year plan outlining key areas of potential career opportunities in the Digital Marketing discipline. These include growth in the Public Relations, Social Media and Digital Marketing fields. Each of these areas are represented in the chart in Appendix C. These skill areas require cross-discipline synergy to create robust programs. The Center for New Media has realigned their programs (see Appendix E). There has been a discussion around whether there should be a Digital Media Marketing Specialist Certificate that would fall under the Digital Media Production Associates Degree.</p> <p>The underlying issue that needs to be resolved is whether students will require a four-year degree in order to find work. The data on this is mixed. For most large corporations, a four-year degree is required for digital marketing roles, but not necessary to land an entry-level sales position. However, increasingly we are seeing employers say that talent, passion and drive are more important than the degree. As the workforce tightens, I believe these key traits will play a significant role in hiring decisions for the next five years. Finally, an internship requirement is essential to any program changes.</p> |

F. LEARNING OUTCOMES

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| <p>1. What do student surveys reveal about how students perceive this program (a student survey tool will be provided and should be administered in program classes specific to program outcomes)</p> | <p>Graduate Survey Results</p> <p>Surveys were sent to graduates and students from a list compiled by Paul Carmichael, Director of Institutional Research. We had a 0% response rate for the graduates.</p> <p>For current students, we had a response rate of 5%. Overall, students were satisfied with their experience in the Marketing program. The aspect that had the least satisfaction was around scheduling. More online and night courses have been requested, which again plays a role in retention. Students requested that courses keep up with the latest industry trends especially around SEO, PPC, Google Analytics, SEM, Content and Keywords. More on B2B sales and negotiation was another suggestion. A majority of respondents were not planning to go on to a four-year institution.</p> |
| <p>2. How do you assess student-learning outcomes in individual courses and in the program as a whole? Several assessment measures have been deemed to provide rich evidence that can be analyzed for multiple and/or specific outcomes. They include: capstones, portfolios, research projects, embedded, key or signature assignments, internships, rubrics and scoring guides, licensure and certification examinations, comprehensive examinations, and student surveys.</p> | <p>Group work, quizzes, tests, projects, discussion boards, reports, journals/reflections and oral presentations are the primary ways we assess student-learning outcomes. Rubrics presented to students at the outset of each assignment provide a template for student success as well as a consistent means of measuring student-learning outcomes. Internships and Co-ops are similar to a capstone course, where students must demonstrate their ability to apply their knowledge and skills in real-world business situations. All Internships and Co-ops must provide student evaluations from the site supervisors at the end of the course.</p> |
| <p>3. Are your student's achievements shared more broadly in public by presentations, research, conferences, papers or civic engagement?</p> | <p>The Principles of Marketing course group project is the best example of experiential learning. Students work on semester-long group projects that allow them to apply the Marketing concepts to actually produce, price, and promote two products on campus. The results of the fundraising efforts often appear in news outlets and in campus media and announcements. Internships and Co-ops have also provided opportunities for our students to shine in working with local small business and community projects.</p> |
| <p>4. Share a story of a student achievement.</p> | <p>Hello, My name is Tim LaFleur, and before I get started on my experience as a marketing student at Middlesex Community College, I want to include a brief overview of my timeline from the time I was out of high school to the start of my college career.</p> <p>I was one of the minority in my graduating class who veered away from the traditional route of half-heartedly attending a University out of high school. The combination of not knowing what direction to take my life, and the overwhelming thought of student loans guiding most of my post-graduation life, I decided to just keep working at my \$15 an hour construction job. When the fall out of high school turned into winter, the construction business slowed down, forcing me to find another job to occupy my time and pay my bills. I started a job for a door-to-door sub-contractor that sold AT&T</p> |

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| | <p>Uverse (TV, home phone, internet packages). With outstanding mentors and a little bit of natural sales skills (which I didn't know I had) I almost immediately became a force to be reckoned with in the office. I should mention I was the youngest salesperson. I received a few company rewards for my performances, and after three months, I found myself at the team manager position as well as competing among the top tier of sales people in the state for AT&T. After my fifth month of making almost more money than my Mom going door to door, and acquiring a new set of skills (sales) and a new passion, I decided I wanted to drop it all and attend college full time instead. I figured marketing best fit the mold for the curriculum I was looking to learn.</p> <p>After a semester of having to attend a few English and Math prerequisite courses, I started taking my first set business classes. For the first time in my educational career, I was looking forward to going to class and learning more. I took Management and Principles of Marketing with Professor Sue Lugli first. Because I found it easy to connect with Sue, she gave me confidence and the motivation to stay in school and keep learning. After spending a couple hours together almost every day for one semester we developed a relationship that encouraged me, to not just stay in school, but to do well. After a year of perusing my Associates degree in marketing, I started a remodeling and construction business with my dad. While he possessed the 30+ years of experience in the construction field and with me having a year of marketing school already under my belt, we decided starting a business was something we can do. Using the skills I picked up from classes with Patty Raymond, Professor Hylton (MIS), and Professor Lugli, I was able to sit down with my Dad and create a business plan. Then I registered my business with the state, obtained insurance and a contractor's license. I was able to make business cards and my own website all with resources I learned about in my classes at Middlesex Community College.</p> <p>Now that I am graduating, I find myself facing a new set of life altering decisions. Do I continue with my schooling career and proceed to get my bachelor's degree? Do I invest all my time and energy into growing the business? Or, do I accept one of the job offers I've received for sales positions in Charleston and New York? Although I do not have the answer to any of those questions yet, I do know the skills and knowledge I learned at Middlesex Community College will help guide me in the right direction.</p> |
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G. COMPLIANCE WITH POLICY TO NORMALIZE CREDIT HOURS

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| 1. If your program exceeds 60-61 credits, what strategies do you plan to bring the program into compliance? | The program will be in compliance as of Fall 2017. |
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H. BUDGET

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| 1. Is the budget adequate to support the program? Please describe and evaluate. | Yes. |
| 2. Identify program resources (space, equipment, funds for development) that have enhanced your program | In the Fall of 2015, the Business Department was the featured program at MxCC's annual Red Moon Festival fundraiser. To date we have used the funds to offer cash awards for a year-long Stock Market Game Challenge and awarded scholarships. |
| 3. What additional resources are needed to support the future of the program? | At the very least, the program should have the funds to market itself. Whether we seek co-sponsorship at events or apply for grants, all marketing materials should be covered by a small budget focused on marketing materials to drive enrollment and retention. |
| 4. What efforts have you made to seek external partnerships for resource development? (grants, shared services, volunteer) | The Program Coordinator has been researching Google Education for potential co-education sponsorship. |

I. LEARNING COMMONS AND STUDENT SERVICES

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| 1. Describe your program's involvement with the Learning Commons Services (Library, Ed Tech, Academic Success) | Many of our students come directly to the faculty for tutoring. There is also an Ed Tech that provides technical support for online courses and textbook LM systems. The Library offers business manuals and online journals for students to reference. They also have copies of textbooks for students to use at the start of the semester. Faculty advises and encourages students to go to the library and the Academic Success center for research paper help. Faculty provide one-on-one tutoring at the student's request. The Program Coordinator worked with the Library to create Library guides for Marketing courses. Each semester the Marketing classes have a segment on marketing research led by Librarian Wei Cen, our information literacy librarian. |
| 2. Describe your program's involvement with the Student Services (Administration, Advising, counseling, disability) | <p>The Marketing faculty directs students to the Disability Services Office and Counseling Administrative Services when students need specific guidance. The Marketing Program has an excellent working relationship with the Career Development and Counseling Center. Emily Canto has presented career development mini-seminars in the Marketing courses. Emily has been instrumental in helping the students with their resumes and cover letters for internships. Dan Viens is the Dean of Advising and an instructor in the Marketing discipline.</p> <p>The Marketing Program faculty partners with many areas of Student Services. Professor Raymond is the MxCC representative on the Board of Regents FIRC committee, and the school liaison to the Business & Education Partnership Advisory Council of the Middlesex Chamber of Commerce. Sue Lugli is the Chair of the Academic Review Committee, a member of the Civic Engagement task</p> |

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| | force, co-advisor of S.P.E.A.K. (Students Promoting Equality, Acceptance, and Knowledge) and runs the MxCC Stock Market Game Challenge. |
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J. STRENGTHS/CHALLENGES

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| 1. Note three strengths of the program. | <p>1. The Marketing Program provides students with a strong curriculum, internship opportunities, and the sound ethical, philosophical and moral skill-set necessary to succeed in business. In addition, students who graduate from the Marketing program are able to work independently and with others of diverse backgrounds, make decisions based on critical thinking and are thoroughly skilled in the Microsoft suite of business applications used extensively in business today.</p> <p>2. Highly competent faculty with extensive work experience in their respective fields.</p> <p>3. The ability for students to take courses in the Center for New Media's facilities.</p> |
| 2. Identify challenges the program faces. | <p>1. The curriculum needs to be updated to meet current trends in the industry.</p> <p>2. Recruitment and retention of students.</p> <p>3. Transferability to four-year programs.</p> <p>4. Marketing the program.</p> <p>5. Finding internships.</p> |
| 3. Short-term (0-1year) recommendations | <p>Collaborate with business partners, faculty and staff to decide on the direction and curriculum for the Marketing program.</p> <p>Collaborate with other shareholders to create a viable schedule that meets the needs of students.</p> <p>Include an internship in the program and seek more partnerships with local businesses.</p> <p>Collaborate with Career Services and Advising to create a General Education Advising strategy to attract and enroll more General Education majors into the Marketing program.</p> <p>Complete the framework for the accelerated A.S. Marketing degree to start summer 2018. Begin to advertise and promote the program.</p> <p>Work with non-credit division to offer non-credit courses in niche social media areas.</p> <p>Create articulation agreements.</p> |

Program: Marketing

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| | <p>Work to develop brochures for the Marketing program and certificates. Partner with advertisers to fund this.</p> <p>Set up site visits to all of the high school DECA/VTECH programs to recruit students.</p> |
| 4. Long-term (1-5 year) recommendations | <p>Continue to monitor and adapt the program curriculum to the changing Marketing landscape.</p> <p>Create the MxCC Accelerated Program (MAP), grow enrollment, and develop retention and graduation goals.</p> <p>Continue to collect data from surveys, best practices research and partnerships to inform decision-making.</p> <p>Partner with admissions to grow overall enrollment.</p> <p>Pursue international students and exchange programs.</p> <p>Grow internship opportunities.</p> <p>Grow the non-credit program.</p> |

K. SITE VISIT RESULTS (HALF DAY EXTERNAL PEER REVIEW)

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| 1. Review of the External Peer review site visit including agenda and meeting notes | See Appendix F |
| 2. Recommendations from the site visit group | <p>1. Fold the Marketing Career option into the Business Pathway for students looking to transfer to a 4-year program.</p> <p>2. Create a “stackable” certificate titled Digital Marketing. The Digital Marketing certificate should reside under the Business program umbrella not the Digital Media Production program as the program is about production and not business.</p> |

Program: Marketing

4. The courses under the Digital Marketing certificate should be:

1. BMK*201 Principles of Marketing - current course
2. BMK*216 Digital Marketing - currently called Internet Marketing (course must cover Search Engine Optimization (SEO) in the course)
3. COM*120 Social Media Marketing - current course but need to add marketing to the title (course must cover SEO and analytics in the course)
4. COM*125/DGA*125 New Media Production - current course
5. DGA*241 Internet Web Design I (a course that includes Graphics & Digital Imaging for websites and including Wordpress)

The two prerequisites for the program are: ENG*101 English 101 and possibly COM*101 Mass Communications

5. After a long discussion the peer group did not recommend creating a sales & negotiation certificate option. They felt that students that want sales careers do not need a certificate. They can easily enter the work force without certification.

6. Look to the non-credit courses to find synergies.