Academic Program Review

for

Associate Degrees

and

Certificates
Cape Cod Community College

Academic Program Review

Name of Concentration: Marketing

Program Coordinator/Department Chair:

Academic program review is part of the institution's overall planning process. It is to be viewed as a critical self-study designed to systematically review the achievement of a program's purpose and goals.

Signatures:

Program Coordinator/Department Chair

Date

Vice President, Academic and Student Affairs

Date

President

Date
Academic Program Review

I. Program Mission and Goals

II. Data Analysis and Market Analysis/Influence

III. Program/Student Outcomes

IV. Program Design

V. Faculty

VI. Recruitment

VII. Program Resources/Needs

VIII. Summary
I: Marketing Concentration Mission and Goals

1. State the mission of the concentration.

The marketing concentration will enable the student to understand this vital area of business and organizational activity through concepts and theories which are then applied to practice. The marketing concentration delivers valuable insight on challenges, opportunities and risks facing today's marketing professionals.

2. Describe the relationship of the program's mission to the overall mission of the College.

The marketing concentration's mission is directly related to the College mission statement in that..."Its career and technical programs support unique workforce and economic and economic needs in such fields as..........and business with particular emphasis on small business.....Theses programs provide opportunities for immediate employment and for transfer to professional baccalaureate programs."

3. Is the program accredited by an accrediting agency?

   Yes [ ]   No [X]

   If yes, please name:

4. Please identify the external consultant for this program.

   Andre Blaszczynski
   Associate Professor of Business and Economics
   Tunxis Community College
   271 Scott Swamp Road
   Farmington, CT 06032

5. Who participates in planning the program (e.g. employers, faculty, students, others)?

   The advisory committee, faculty, and employers all participate in the planning the program.
II: Data Analysis and Market Analysis/Influence

1. Identify the important trends, patterns, and issues that emerge through the enrollment, retention, academic progress, and graduation data that was provided.

According to Career and Technical Education Report prepared by Coaches and Mentors through a grant from the Perkins Grant, the enrollment in the Marketing Concentration has been:

- 2000 13
- 2001 no enrollment number; blended in with Business, other
- 2002 20
- 2003 25
- 2004 43

The Marketing Concentration has had a difficult beginning. Once the Retail Management Program, which was removed as a program by the BHE due to low graduation numbers, the Marketing Concentration, which had many inquiries through the admissions office, was developed. It has never had a full time faculty member dedicated to the concentration, thus it has not had the attention needed to meet the full potential of the concentration. The core courses of the program always fill beyond capacity and run both day and evening. This is due to the terrific teaching by and commitment of the adjunct faculty to the courses and the concentration.

Through some academic course changes in the concentration coupled with strong marketing efforts and a lead full time faculty member the Marketing Concentration could be a very viable concentration in the Business Department. Enrollment numbers show growth in the area, from the inception of the concentration in 2000 with 13 to the present 43.
Business Administration -- Marketing Concentration Course Enrollments

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*section taught by adjunct faculty

2. Comment on significant findings that emerge from any Student Transfer and Employment Follow-up data that has been collected.

The Career Graduation Report Summary does not include information about the Marketing Concentration for transfer and employment. A request has been made to include this concentration in the future. The focus group had many positive comments regarding the quality of students from this concentration whom they have hired.

3. Summarize findings from any student/employer/transfer surveys and/or focus groups.

Marketing Focus Group

Overall:

Career: sales
Need to teach fundamental business and leadership skills
Through knowledge build confidence which they can carry through their career.

Topics

Communication Skills
Motivating others without monetary incentive
Supervising others
Interviews: how to act, what to say, image, presentation skills
Non verbal skills
Ability to assess situation, adapt, accomplish task
Listen, hear what is being said
Mock sales calls
Mock net working
Understand differences of Cape Cod
Confidence
Written communication
Technology: spread sheet; calculator; revenue must be higher than costs
Role modeling
Case studies: CCT, radio, restaurants etc
Cold calls
Relationship building
Think on feet
7 minute presentation
Trust instincts
Understand need at least an hour on the job
Internet website development
Management of people
Debate classes
Reliability
Follow through

4. Provide a definition of this employment sector – the specific occupations together with the education and skills that are required.

Advertising, Marketing, Promotions, Public Relations, and Sales Managers
(0*NET 11-2011.00, 11-2021.00, 11-2022.00, 11-2031.00)

Significant Points
• Keen competition for jobs is expected.
• College graduates with related experience, a high level of creativity, and strong communication skills should have the best job opportunities.
• High earnings, substantial travel, and long hours, including evenings and weekends, are common.

Nature of the Work
The objective of any firm is to market and sell its products or services profitably. In small firms, the owner or chief executive officer might assume all advertising, promotions, marketing, sales, and public relations responsibilities. In large firms, which may offer numerous products and services nationally or even worldwide, an executive vice president directs overall advertising, promotions, marketing, sales, and public relations policies. (Executive vice presidents are included in the Handbook statement on top executives.) Advertising, marketing, promotions, public relations, and sales managers coordinate the market research, marketing strategy, sales, advertising, promotion, pricing, product development, and public relations activities. Managers oversee advertising and promotion staffs, which usually are small, except in the largest firms. In a small firm, managers may serve as a liaison between the firm and the advertising or promotion agency to which many advertising or promotional functions are contracted out. In larger firms, advertising managers oversee in-house account, creative, and media services departments. The account executive manages the account services department, assesses the need for advertising, and, in advertising agencies, maintains the accounts of clients. The creative services department develops the subject matter and presentation of advertising. The creative director oversees the copy chief, art director, and associated staff. The media director oversees planning groups that select the communication media—for example, radio, television, newspapers, magazines, Internet, or outdoor signs—to disseminate the advertising. Promotions managers supervise staffs of promotion specialists. They direct promotion programs that combine advertising with purchase incentives to increase sales. In an effort to establish closer contact with purchasers—dealers, distributors, or consumers—promotion programs may involve direct mail, telemarketing, television or radio advertising, catalogs, exhibits, inserts in newspapers, Internet advertisements or Web sites, instore displays or product endorsements, and special events. Purchase incentives may include discounts, samples, gifts, rebates, coupons, sweepstakes, and contests. Marketing managers develop the firm's detailed marketing strategy. With the help of subordinates, including product development managers and market research managers, they determine the demand for products and services offered by the firm and its competitors. In addition, they identify potential markets—for example, business firms, wholesalers, retailers, government, or the general public. Marketing managers develop pricing strategy with an eye towards maximizing the firm's share of the market and its profits while ensuring that the firm's customers are satisfied. In collaboration with sales, product development, and other managers, they monitor trends that indicate the need for new products and services and oversee product development. Marketing managers work with advertising and promotion managers to promote the firm's products and services and to attract potential users. Public relations managers supervise public relations specialists. (See the Handbook statement on public relations
specialists.) These managers direct publicity programs to a targeted public. They often specialize in a specific area, such as crisis management—or in a specific industry, such as healthcare. They use every available communication medium in their effort to maintain the support of the specific group upon whom their organization’s success depends, such as consumers, stockholders, or the general public. For example, public relations managers may clarify or justify the firm’s point of view on health or environmental issues to community or special interest groups.

Public relations managers also evaluate advertising and promotion programs for compatibility with public relations efforts and serve as the eyes and ears of top management. They observe social, economic, and political trends that might ultimately affect the firm and make recommendations to enhance the firm’s image based on those trends. Public relations managers may confer with labor relations managers to produce internal company communications—such as newsletters about employee-management relations—and with financial managers to produce company reports. They assist company executives in drafting speeches, arranging interviews, and maintaining other forms of public contact; oversee company archives; and respond to information requests. In addition, some handle special events such as sponsorship of races, parties introducing new products, or other activities the firm supports in order to gain public attention through the press without advertising directly.

Sales managers direct the firm’s sales program. They assign sales territories, set goals, and establish training programs for the sales representatives. (See the Handbook statement on sales representatives, wholesale and manufacturing.) Managers advise the sales representatives on ways to improve their sales performance. In large, multi-product firms, they oversee regional and local sales managers and their staffs. Sales managers maintain contact with dealers and distributors. They analyze sales statistics gathered by their staffs to determine sales potential and inventory requirements and monitor the preferences of customers. Such information is vital to develop products and maximize profits. Advertising, marketing, promotions, public relations, and sales managers coordinate market research, marketing strategy, sales, advertising, promotion, pricing, product development, and public relations activities.

**Working Conditions**
Advertising, marketing, promotions, public relations, and sales managers work in offices close to those of top managers. Long hours, including evenings and weekends are common. About 44 percent of advertising, marketing, and public relations managers worked more than 40 hours a week in 2002. Working under pressure is unavoidable when schedules change and problems arise, but deadlines and goals must still be met. Substantial travel may be involved. For example, attendance at meetings sponsored by associations or industries often is mandatory. Sales
managers travel to national, regional, and local offices and to various dealers and distributors. Advertising and promotions managers may travel to meet with clients or representatives of communications media. At times, public relations managers travel to meet with special interest groups or government officials. Job transfers between headquarters and regional offices are common, particularly among sales managers.

**Employment**
Advertising, marketing, promotions, public relations, and sales managers held about 700,000 jobs in 2002. The following tabulation shows the distribution of jobs by occupational specialty:

- Sales managers: 343,000
- Marketing managers: 203,000
- Advertising and promotions managers: 85,000
- Public relations managers: 69,000

These managers were found in virtually every industry. Sales managers held almost half of the jobs; most were employed in manufacturing, wholesale and retail trade, and finance and insurance industries. Marketing managers held more than one-fourth of the jobs; manufacturing, and professional, scientific, and technical services industries employed more than one-third of marketing managers. More than one-third of advertising and promotions managers worked in professional, scientific, and technical services, and information industries, including advertising and related services, and publishing industries. Most public relations managers were employed in services industries, such as other services (except government), professional, scientific, and technical services, finance and insurance, health care and social assistance services, and educational services.

**Training, Advancement, and Other Qualifications**
A wide range of educational backgrounds is suitable for entry into advertising, marketing, promotions, public relations, and sales managerial jobs, but many employers prefer those with experience in related occupations plus a broad liberal arts background. A bachelor's degree in sociology, psychology, literature, journalism, or philosophy, among other subjects, is acceptable. However, requirements vary, depending upon the particular job. For marketing, sales, and promotions management positions, some employers prefer a bachelor's or master's degree in business administration with an emphasis on marketing. Courses in business law, economics, accounting, finance, mathematics, and statistics are advantageous. In highly technical industries, such as computer and electronics manufacturing, a bachelor's degree in engineering or science, combined with a master's degree in business administration, is preferred. For advertising management positions, some employers prefer a bachelor's degree in advertising or journalism. A course of study should include marketing, consumer behavior, market research, sales,
communication methods and technology, and visual arts—for example, art history and photography. For public relations management positions, some employers prefer a bachelor's or master's degree in public relations or journalism. The applicant's curriculum should include courses in advertising, business administration, public affairs, public speaking, political science, and creative and technical writing. For all these specialties, courses in management and completion of an internship while in school are highly recommended. Familiarity with word processing and database applications also is important for many positions. Computer skills are vital because marketing, product promotion, and advertising on the Internet are increasingly common. The ability to communicate in a foreign language may open up employment opportunities in many rapidly growing areas around the country, especially in cities with large Spanish-speaking populations. Most advertising, marketing, promotions, public relations, and sales management positions are filled by promoting experienced staff or related professional personnel. For example, many managers are former sales representatives, purchasing agents, buyers, or product, advertising, promotions, or public relations specialists. In small firms, where the number of positions is limited, advancement to a management position usually comes slowly. In large firms, promotion may occur more quickly. Although experience, ability, and leadership are emphasized for promotion, advancement can be accelerated by participation in management training programs conducted by many large firms. Many firms also provide their employees with continuing education opportunities, either in-house or at local colleges and universities, and encourage employee participation in seminars and conferences, often provided by professional societies. In collaboration with colleges and universities, numerous marketing and related associations sponsor national or local management training programs. Course subjects include brand and product management, international marketing, sales management evaluation, telemarketing and direct sales, interactive marketing, promotion, marketing communication, market research, organizational communication, and data processing systems procedures and management. Many firms pay all or part of the cost for those who successfully complete courses. Some associations offer certification programs for these managers. Certification—a sign of competence and achievement in this field—is particularly important in a competitive job market. While relatively few advertising, marketing, promotions, public relations, and sales managers currently are certified, the number of managers who seek certification is expected to grow. For example, Sales and Marketing Executives International offers a management certification program based on education and job performance. The Public Relations Society of America offers a certification program for public relations practitioners based on years of experience and performance on an examination. Persons interested in becoming advertising, marketing, promotions, public relations, and sales managers should be mature,
creative, highly motivated, resistant to stress, flexible, and decisive. The ability to communicate persuasively, both orally and in writing, with other managers, staff, and the public is vital. These managers also need tact, good judgment, and exceptional ability to establish and maintain effective personal relationships with supervisory and professional staff members and client firms. Because of the importance and high visibility of their jobs, advertising, marketing, promotions, public relations, and sales managers often are prime candidates for advancement to the highest ranks. Well-trained, experienced, successful managers may be promoted to higher positions in their own, or other, firms. Some become top executives. Managers with extensive experience and sufficient capital may open their own businesses.

Job Outlook
Advertising, marketing, promotions, public relations, and sales manager jobs are highly coveted and will be sought by other managers or highly experienced professionals, resulting in keen competition. College graduates with related experience, a high level of creativity, and strong communication skills should have the best job opportunities. Employers will particularly seek those who have the computer skills to conduct advertising, marketing, promotions, public relations, and sales activities on the Internet. Employment of advertising, marketing, promotions, public relations, and sales managers is expected to increase faster than the average for all occupations through 2012, spurred by intense domestic and global competition in products and services offered to consumers. However, projected employment growth varies by industry. For example, employment is projected to grow much faster than average in scientific, professional, and related services such as computer systems design and related services and advertising and related services, as businesses increasingly hire contractors for these services instead of additional full-time staff. On the other hand, little or no change in employment is expected in many manufacturing industries.

Earnings
Median annual earnings in 2002 were $57,130 for advertising and promotions managers, $78,250 for marketing managers, $75,040 for sales managers, and $60,640 for public relations managers. Earnings ranged from less than $30,310 for the lowest 10 percent of advertising and promotions managers, to more than $145,600 for the highest 10 percent of marketing and sales managers. Median annual earnings advertising and promotions managers in 2002 in the advertising and related services industry were $72,630. Median annual earnings in the industries employing the largest numbers of marketing managers in 2002 were as follows:
Computer systems design and related services ...................... $96,440
Management of companies and enterprises ....................... 90,750
Median annual earnings in the industries employing the largest numbers of sales managers in 2002 were as follows:

- Computer systems design and related services: $102,520
- Automobile dealers: $91,350
- Management of companies and enterprises: $87,800
- Insurance carriers: $80,540
- Traveler accommodation: $44,560

Median annual earnings of public relations managers in 2002 in colleges, universities, and professional schools were $55,510. According to a National Association of Colleges and Employers survey, starting salaries for marketing majors graduating in 2003 averaged $34,038; starting salaries for advertising majors averaged $29,495. Salary levels vary substantially, depending upon the level of managerial responsibility, length of service, education, firm size, location, and industry. For example, manufacturing firms usually pay these managers higher salaries than do non-manufacturing firms. For sales managers, the size of their sales territory is another important determinant of salary. Many managers earn bonuses equal to 10 percent or more of their salaries.

**Related Occupations**

Advertising, marketing, promotions, public relations, and sales managers direct the sale of products and services offered by their firms and the communication of information about their firms' activities. Other workers involved with advertising, marketing, promotions, public relations, and sales include actors, producers, and directors; artists and related workers; demonstrators, product promoters, and models; market and survey researchers; public relations specialists; sales representatives, wholesale and manufacturing; and writers and editors.

**Sources of Additional Information**

For information about careers in advertising management, contact:
> American Association of Advertising Agencies, 405 Lexington Ave.,
New York, NY 10174-1801. Internet: [http://www.aaaa.org](http://www.aaaa.org)

Information about careers and professional certification in public relations management is available from:
> Public Relations Society of America, 33 Irving Place, New York, NY 10003-2376. Internet: [http://www.prsa.org](http://www.prsa.org)

5. Using relevant labor statistics including local sources, indicate whether employment opportunities in this field are expected to increase or decrease over the next 3-5 years.
According to the Regional Labor Market Information for the Cape and Islands by the DET, among the highest paying jobs on the Cape and Islands include Marketing Managers ($91,363) and Sales Managers (78,439). "According to the 2000 Census, the total population in the Cape and Islands Workforce Area stood at 246,737. This represents an increase of 42,481 (20.8%) people form the 1990 Census. The Cape and Islands had the fastest rate of population growth among the 16 Workforce Regions. During the same period, the Massachusetts population increased nearly 333,000 or 5.5%."¹ In addition, Massachusetts employers are more optimistic in their hiring plans than they were six months ago. Of the more than 5,000 employers who were surveyed the spring of 2004, 35% expect to increase employment over the next six months while just 6 percent intend to cut jobs. Another 47 percent foresee no change in employment. Twelve percent are uncertain of their hiring plans. Six months ago, only 28 percent of all firms surveyed expected to increase their hiring activity."²

The discussion with the focus group led to availability of career paths for students in the marketing concentration. These industry leaders believe that there are many opportunities in this field, particularly in sales.

6. Explain existing mechanisms that allow for input from industry. (Cite examples of how this has had an impact on the program over the last 3-5 years.)

Fortunately, the adjunct faculty who teach in the Marketing Concentration are involved in the Marketing field. Their expertise has allowed for input from their networking with other executives in this industry.

7. List the program advisory committee members and attach copies of recent minutes of committee meetings.

An advisory committee for the Marketing Committee is now being developed. This committee had been combined into a Business Advisory Committee in the past.

¹ Regional Labor Market Information, DET, Pg5
² Regional Labor Market Information, DET, pg4
III: Program/Student Outcomes

1. What are the course completion rates for students in this program?

The Marketing Concentration has a strong completion rate among students starting and finishing the same course.

AS Business Administration – Management

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<td>7</td>
<td>3/8%</td>
<td>2/8%</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>8</td>
<td>2/6%</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>1/3%</td>
</tr>
<tr>
<td>Management Graduate</td>
<td>1/3%</td>
<td>0/0%</td>
<td>2/6%</td>
<td>0/0%</td>
<td>0/0%</td>
<td>3/13%</td>
<td>0/0%</td>
<td>0/0%</td>
<td>0/0%</td>
</tr>
<tr>
<td>Other Graduate</td>
<td>1/3%</td>
<td>1/4%</td>
<td>1/3%</td>
<td>1/7%</td>
<td>1/2%</td>
<td>0/0%</td>
<td>0/0%</td>
<td>0/0%</td>
<td>0/0%</td>
</tr>
<tr>
<td>Certificate Grad</td>
<td>1/3%</td>
<td>0/0%</td>
<td>0/0%</td>
<td>1/7%</td>
<td>0/0%</td>
<td>0/0%</td>
<td>0/0%</td>
<td>0/0%</td>
<td>0/0%</td>
</tr>
<tr>
<td>Avg Cum</td>
<td>2.46</td>
<td>2.74</td>
<td>2.26</td>
<td>2.97</td>
<td>2.11</td>
<td>3.29</td>
<td>1.96</td>
<td>2.96</td>
<td>--</td>
</tr>
</tbody>
</table>

2. What is the Fall to Spring Persistence Rate for students who are matriculated in this program?

And...

3. What is the Fall to Fall Persistence Rate for students who are matriculated in this program?

Students in the core marketing courses maintain enrollment from fall to fall and fall to spring.

Please refer to chart above.
4. Using the most recent Cape Cod Community College Graduate Report, provide evidence that graduates of the program are employed in the career for which the program prepared them.

Information on the Marketing Concentration was not included in the College Graduate Report and has been requested to be included in the future.

5. In the table below, list the major program goals and outcomes in measurable terms.

<table>
<thead>
<tr>
<th>Program Goals and Outcomes</th>
<th>Courses with related program outcomes</th>
<th>Competencies for courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon successful completion of the Marketing Concentration, the student will: (Indicate what students know and be able to do at the end of the program)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Demonstrate a general understanding of the dynamics of contemporary business</td>
<td>1.1 Introduction to Business</td>
<td>1.1 A Planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.1 B Challenges of a multicultural world</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.1 C Sympathetic to responsibility to consumers, society, etc.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.2 a</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.2 b</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1.2 c</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Understand marketing planning strategies within the marketing mix</td>
<td>2.1 Marketing</td>
<td>2.1 a forecasting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1 b analyzing of historical data</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1 c trend analysis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1 d market research; test marketing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.1 e focus panels</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.2 a</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.2 b</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Understand the importance of target marketing</td>
<td>3.1 Marketing</td>
<td>3.1 a Niche Markets</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.1 b Emerging segments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3.1 c Positioning</td>
</tr>
</tbody>
</table>
| 4. Develop a basic knowledge of global marketing | 4.1 International Marketing  
   4.2 Global Economics  
   4.2 Emerging Market Economies | 4.1a European Union, Pacific Rim countries  
   4.1b Currency and cultural issues  
   4.1c Protectionism concepts |
| 5. Understand pricing concepts | 5.1 Accounting I,  
   5.2 Marketing  
   5.3 Cost Accounting | 5.1 Competitor analysis  
   5.2 Discounting, promotional pricing  
   5.3 Breakeven analysis |
| 6. Understand emerging technological advances | 6.1 Database Design and Development  
   6.2 Introduction to the Internet  
   6.3 Website Design | 6.1 Use of internet  
   6.2 Web site construction  
   6.3 Power point presentations  
   6.4 Database setup and analysis |
| 7. Master communication skills | 7.1 Technical Writing  
   7.2 Oral Communications | 7.1a Written communication  
   7.1b Oral presentations  
   7.1c Body language: expression, confidence, enthusiasm  
   7.1d Resume writing  
   7.1e Interview techniques |
| 8. Understand theories of Consumer Behavior | 8.1 Consumer Behavior  
   8.2 Psychology  
   8.3 Customer Service | 8.1a Consumer motivation  
   8.1b Consumer satisfaction  
   8.1c Consumer service |
| 9. Be able to enter the marketing field in a sales position. | | |

- Add rows as needed. The number of subdivisions under each goal depends on program needs.
- Whole number goals are the ones that will show up in the catalog and should represent categories of performance that students will demonstrate. The next level (2.1, 3.2, etc.) should describe the more specific behaviors that students will exhibit, and the last level (a, b, etc.) should list things that teachers can measure.
and document via class work. These last two levels are not for external publication but are necessary for in-house discussion, clarity of program intentions, and identification of opportunities for aggregate assessments that can help with program improvement.

- The courses listed should include only those in the program curriculum, and their course outcomes should reflect an intention to address the program outcomes with which they are aligned. This reflection may be somewhat indirect, but it should be identifiable and capable of being pointed out to those who might not immediately see it.

7. How are the competencies verified (e.g. tests, portfolios, capstone course)?

A variety of methods are used: presentations, marketing plans, examinations and case studies.

8. Provide evidence that employers are satisfied that graduates of the program have the skills and abilities to function as competent employees.

Through the feedback of focus groups there has been positive feedback of students who have participated in the program. There isn't any data available on graduates.

9. Indicate the number of degrees awarded in this program for the last five years. The Marketing Concentration was initiated in the 2000 and the first year of possible graduates was 2002.

A.S. Marketing

<table>
<thead>
<tr>
<th></th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td># Graduates</td>
<td>N/A</td>
<td>N/A</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>
IV: Program Design

1. Based on the Market Analysis/Influence in Section III, evaluate the current curriculum's strengths and identify those areas that require attention and changes or additions that could lead to increased growth in the program.

**Strengths:**
- A substantial number of students enrolled in courses
- High quality foundation courses
- Excellent adjunct faculty
- Opportunities for entry level marketing/sales career in service area

**Weaknesses:**
- No full time faculty member leading concentration
- Concentration course selection needs strengthening
- Advisory Board needs to be developed
- Marketing plan and promotional materials non-existent
- Co-op coordinator needed

2. Curriculum: Provide information from the College catalog, which identifies all of the courses in the program(s) of study. (Attach copies as printed in the most recent College catalog.)

**Business Administration Program - Marketing Concentration**

To graduate in the Business Administration program - Marketing concentration a student must complete the following required course of study.

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Semester Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL101</td>
<td>English Composition I</td>
<td>3</td>
<td>Appropriate score on the Computerized Placement Test or grade of C or better in ENL050 or ESL201</td>
<td></td>
</tr>
<tr>
<td>MKT205</td>
<td>Marketing</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MKT103</td>
<td>Advertising</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GIT102</td>
<td>Computer Keyboarding</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GIT108</td>
<td>Windows Operating System</td>
<td>1</td>
<td>ENL020, ENL050</td>
<td></td>
</tr>
<tr>
<td>ACC101</td>
<td>Accounting I</td>
<td>4</td>
<td>MAT020, ENL020; Co-requisite: MAT030</td>
<td></td>
</tr>
<tr>
<td>GIT126</td>
<td>(or) Electronic Publishing (or) Spreadsheet Appl. for Business</td>
<td>3</td>
<td>Co-requisite: GIT120, GIT108, or GIT110 (or) GIT110 or GIT120 &amp; GIT106 or ACC101</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Business elective</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>COM201</td>
<td>Interpersonal Communication</td>
<td>3</td>
<td>COM103</td>
<td></td>
</tr>
<tr>
<td>ENL102</td>
<td>English Composition II (or) Oral Communication</td>
<td>3</td>
<td>ENL101 (or) ENL010 or satisfactory</td>
<td></td>
</tr>
</tbody>
</table>
**Overview:** Students gain the understanding of customer service and consumer behavior and their interaction with business.

**Career Outlook:** The profit and non-profit sectors have a high demand for managers who have a strong understanding of the customers. A variety of positions are available to the student who completes this course of study in merchandising, marketing and customer service.

3. Identify and discuss program courses for which outcomes are available.

   In process of developing outcomes for each program course.

4. Attach copies of the College syllabus for each program course.

   Available in Business Department folders.

5. How are course outcomes developed, reviewed and modified?

   Course outcomes are in the process of being developed using Bloom, Mesia and Krathwohl's *Taxonomy of Educational Objectives* as reference.
material. Time frame to have all of the concentrations syllabi completed is by the end of the fall semester, 2006.

6. Describe how course outcomes are assessed.

Evaluation of the outcomes will be completed as they are implemented in the classroom.

7. Describe the process used to review curriculum and course content. What is the role of faculty? What is the role of the Program Advisory Committee?

Curriculum and course content are constantly being evaluated on an informal basis throughout the semesters among the faculty (full-time and adjunct) who teach the courses. Discussion centers around topics being relevant, up to date, transferable and for the students. Formally, when a change is made or new courses added to the curriculum the full time faculty research changes, discuss among the concentration faculty (including adjunct), bring the changes/new courses to the advisory committee for input and any changes and then is presented to the Business Department for input and approval. Once it is approved by the department, the new courses/changes are sent to Curriculum and Programs for review and approval, then to College Meeting for approval.

8. Describe the process used for annual review of textbooks.

Textbooks are reviewed by the faculty teaching the course for content, ancillary resources and readability.

9. Describe how courses are scheduled to meet the needs of day and evening students?

The courses are scheduled on a day/evening availability.

10. Describe the process for assuring that students who are enrolled in courses offered through evening or at a distance are acquiring the same skill set as those students who are enrolled in the day program.

Currently, since adjunct faculty are the only faculty teaching in the core courses in the concentration, the syllabus are heavily relied upon. Fortunately, the adjunct faculty is willing to share their classroom experiences and the competencies required of the courses with other adjunct faculty.
11. Provide a proposed revised curriculum for the program and describe the rationale for the course sequence.

<table>
<thead>
<tr>
<th>Proposed Marketing Concentration</th>
<th>First Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS100</td>
<td>Introduction to Business</td>
</tr>
<tr>
<td>ENL101</td>
<td>English Composition I</td>
</tr>
<tr>
<td>ACC101</td>
<td>Accounting I</td>
</tr>
<tr>
<td>MKT103</td>
<td>Advertising</td>
</tr>
<tr>
<td></td>
<td>Math/Natural Science</td>
</tr>
<tr>
<td>Credits</td>
<td>16/17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>GIT125</td>
</tr>
<tr>
<td>COM103</td>
</tr>
<tr>
<td>MKT106</td>
</tr>
<tr>
<td>PSY101</td>
</tr>
<tr>
<td>MKT112</td>
</tr>
<tr>
<td>Credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>GIT126</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>BUS120</td>
</tr>
<tr>
<td>MKT261</td>
</tr>
<tr>
<td>MKT205</td>
</tr>
<tr>
<td>Credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fourth Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS214</td>
</tr>
<tr>
<td>ECO117</td>
</tr>
<tr>
<td>MKT</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Credits</td>
</tr>
<tr>
<td>Total Credits</td>
</tr>
</tbody>
</table>

12. Explain how general education components are integrated within the program.

A student wishing to complete an AS degree with a concentration in Marketing needs to select 21 General Education credits (ENL 101 is mandatory as well as a choice between ENL102 and ENL103). The
student, along with the advisor, selects the best general education electives which fit the long term career goals of the student.

13. Describe the instructional methodologies utilized in the program.

The instructional methodologies are lecture, presentations, and guest lecturers.

14. Provide examples of how students demonstrate their use and understanding of information technology in the program.

Use of database and spreadsheets; internet research.

15. List any changes that would enhance student learning.

Increase use of technology through research, databases and spreadsheets.

16. Describe any work-based or service-learning opportunities within the program.

The Marketing concentration contains a 3 credit Cooperative Work Experience with an optional Cooperative Work Experience II. Participation in the coop is designed to enhance a students career success skills, decision-making processes, self-assessment and career exploration.

17. Provide data that demonstrates the effectiveness of the opportunities described above.

None currently available.

18. Provide examples of student learning outcomes (knowledge, skills, abilities) for the program and its courses.

Please refer to chart on page 13.

19. Describe any new student assessment methods that have been implemented.

In the development stage.
V: Faculty

1. Discuss the adequacy of staffing levels to teach and advise students in the program. Is the ratio of full-time to adjunct faculty appropriate?

The ratio is not acceptable since there are only adjunct faculty members teaching in the concentration. The Marketing Concentration needs a faculty member who can develop an advisory board, implement changes in the courses, develop the outcomes for each course and most importantly, advise and build a rapport with students.

2. List any professional development activities participated in by program faculty. Describe any unmet professional needs.

There are monies available for full-time faculty professional development, none for adjunct.

3. Provide evidence that faculty who are teaching in this program have the proper credentials and preparation. Include resumes of all faculty (adjuncts and full-time) who are teaching in the program. (Transcripts of all faculty must be on file in the Human Resources office.)

Available in the Human Resources Office.

4. Is there a plan for professional development for faculty who lack current credentials? If so, describe any recent examples of how professional development arrangements have been made.

N/A
VI: Recruitment

1. What efforts are made to recruit/market the program? (Include any examples of faculty recruitment.)
   Recruitment happens through catalogue, website and the admissions department.

2. Are there plans to target this program to any new groups?
   The Marketing Concentration needs to be marketed.

3. List all articulation agreements currently in place for this program (e.g. Tech Prep).
   Courses offered within the concentration are in agreements for Tech Prep and Diploma Plus (Introduction to Business, Accounting I for example).

4. Does your program have a program information packet available for students? Please attach copies.
   None are available for this concentration.

5. Prepare enrollment projections for the next five years. What are these projections based upon?
   The updated program, marketing plans and promotional materials, along with the attention of a full time faculty member could see the enrollment in this concentration increase at a conservative estimate of 15% per year.
VII: Program Resources/Needs

1. What specific support services and activities does this program require? Comment on the availability and adequacy of these services.

- Full time faculty member
- Marketing plan and promotional materials
- Co-operative coordinator for the Business Department
- Development and Integration of new concentration curriculum
- Development of an advisory board.

2. Assess the overall currency of the library collection. Make recommendations for weeding out out-of-date materials and ordering new acquisitions.

The collection of business materials in general and marketing materials specifically are current. The director of the Wilkens Library is always updating, and requesting titles for new materials. Out of date materials for the marketing materials needs to be culled.

3. Do program facilities and equipment meet current business and industry standards?

Access to computer labs and smart classrooms needs to be increased. Classrooms that have lower ceilings and carpeting for sound barriers need to be built.

4. How adequate and appropriate are program facilities and equipment? Be specific about current deficiencies or projected needs.

At this point in time, except for comments made above, the facilities are adequate.

5. Is the program budget adequate to meet the needs? If not, indicate the deficiencies.

This year the Business Department is changing how it sets the budget. Each concentration is now in the process of determining needs for growth and change to create their own budget and will be planned for the specific departments expenditures. A review of this by the end of May 2005 will determine the deficiencies, if any.