

Cecil College Academic Program Review



**Marketing
Spring 2015**

Table of Contents

Executive Summary	2
1.0 Program Description	3
1.1 Program History	3
2.0 Statistical Data [Program Level]	5
3.0 General Education Objectives	11
Appendix G Program Assessment of General Education Requirements	11
3.1 Program Strengths	15
3.2 Program Weaknesses	15
3.3 Program Opportunities	15
3.4 Program Threats	15
4.0 Other Program Information	15
4.1 Advisory Council/Board	15
4.2 Adequacy of Available Technology	16
4.3 Adequacy of Facilities	16
4.4 Articulation Agreements	16
5.0 Program Goals and Objectives	16
6.0 Recommendations	17

Executive Summary

The Marketing degree program first appeared in the 2011-2013 Cecil College Catalog. Over the years, the College periodically reviewed its academic offerings for accuracy and relevance. As a result, the Marketing degree was introduced as part of the Business Degree Program. As part of this review, recommendations from the Business Advisory Board, discussions with the Math Department and taking into account the changes required based on the State of Maryland's College Readiness and Completion Act of 2013 (also known as SB 740), the course credit requirements have been reduced from the required 69 to 60 credits. The following courses have been archived: BUS111 – Business Communications; and BUS244 – Organizational Behavior. The following courses were eliminated as requirements: PSY 222 – Organizational Psychology (replaced with a Social Science Elective), ACC 101 – Accounting I, BUS 131 – Principles of Management, and BUS216 - Organizational Leadership. BUS 241 – Effective Teams and Works Groups and BUS 280 – Strategic Planning Concepts were added as Program Requirements to meet the required 60 credits. These significant changes are viewed as critical to the future success of this degree program.

Cecil College's Marketing degree program supports the mission of the College as well as the initiatives outlined in the Strategic Plan by providing a wide range of comprehensive coursework in a variety of business coursework that fosters the development of knowledge, skills, and abilities that are essential for students to prepare for workforce entry or advancement and personal enrichment.

The Strategic Plan focuses on four strategic initiatives:

1. Emphasis on student completion
2. Increasing opportunities for Bachelors and Higher Degree Programs in Cecil County
3. Creating workforce opportunities related to federal government expansion, and
4. Becoming a regional leader in incorporating innovative technology

The establishment of the Business Advisory Group is considered critical to success of the overall Business Program. Membership is comprised of the following:

Continuing Education – Member
Business Faculty – Member
Current Student – Member
Recent Graduate – Member
Private/Public Industry – Member (3-5)

The Marketing degree program has been a successful to the Business Department at Cecil College. With the implementation of the recommendations from this review, the program should continue to be an important part of its academic success.

1.0 Program Description

This program will prepare students for entry into and career advancement in the field of Marketing. The Marketing program addresses identification of customer needs as well as how to communicate information about products and services to customers and potential customers. Additionally, this degree addresses the pricing of products and services, and response to growing markets in different countries and cultures.

The Associate of Applied Science, Marketing degree requires the completion of 60 credits.

1.1 Program History

1.1.1 Provide brief history of the program.

The Marketing degree program first appeared in the 2011-2013 Cecil College Catalog. Over the years, the College periodically reviewed its academic offerings for accuracy and relevance. As a result, the Marketing degree was introduced as part of the Business Degree Program. As part of this review, recommendations from the Business Advisory Board, discussions with the Math Department and taking into account the changes required based on the State of Maryland's College Readiness and Completion Act of 2013 (also known as SB 740), the course credit requirements have been reduced from the required 69 to 60 credits. The following courses have been archived: BUS111 – Business Communications; and BUS244 – Organizational Behavior. The following courses were eliminated as requirements: PSY 222 – Organizational Psychology (replaced with a Social Science Elective), ACC 101 – Accounting I, BUS 131 – Principles of Management, and BUS216 - Organizational Leadership. BUS 241 – Effective Teams and Works Groups and BUS 280 – Strategic Planning Concepts were added as Program Requirements to meet the required 60 credits. These significant changes are viewed as critical to the future success of this degree program.

As a result of a review conducted of the General Studies Degree program during the fall 2002 and approved by the Academic Affairs Committee and the Academic Senate in April 2003, Cecil College defines **general education** as the portion of the curriculum devoted to the development of the skills, knowledge, and abilities desired of all students regardless of chosen majors. The general education program provides all students with writing, speaking, reading, critical thinking, computing, and information literacy and knowledge to function as educated citizens in a complex world.

Cecil College's General Education Core Requirements in the Marketing degree is congruent with the General Education requirements of Maryland's higher education regulations and with Standard 12 of the *Characteristics of Excellence* of Middle States Association Commission on Higher Education.

Details of the General Education review are available in the program assessment for the General Studies Degree Program conducted in spring 2012.

1.1.2 Relationship to the College's Mission Statement and Strategic Plan

Cecil College Mission Statement

"Cecil College is a comprehensive, open-admission, learner-centered institution. The College provides career, transfer, and continuing education coursework and programs that anticipate and meet the dynamic intellectual, cultural and economic development challenges of Cecil County and the surrounding region. Through support services and a technologically enriched learning environment, the College strives to empower each learner with skills, knowledge, and values needed for college preparation, transfer to four-year institutions, workforce entry or advancement, and personal enrichment. Further, Cecil College promotes an appreciation of cultural diversity, social responsibility, and academic excellence "

CC Strategic Plan 2010-15

Cecil College Strategic Plan

The Strategic Plan focuses on four strategic initiatives:

1. Emphasis on student completion
2. Increasing opportunities for Bachelors and Higher Degree Programs in Cecil County
3. Creating workforce opportunities related to federal government expansion, and
4. Becoming a regional leader in incorporating innovative technology

Cecil College's Marketing degree program supports the mission of the College as well as the initiatives outlined in the Strategic Plan by providing a wide range of comprehensive coursework in a variety of business coursework that fosters the development of knowledge, skills, and abilities that are essential for students to prepare for workforce entry or advancement and personal enrichment.

Faculty Profile

Given the nature of the Marketing degree, most of our faculty members teach courses related to the course sequence. We have listed here, those Business and Commerce Technology faculty members who teach the mandatory courses for this degree. Faculty members teaching the General Education requirements are listed with the General Education assessments.

Faculty Member	Credentials	Courses Taught	Other College Activities
Candace Vogelsong	M.S. MBA B.S.	BUS 103, 207, 210, 242, 243	Chair, Business and Commerce Technology Member, Faculty Senate
Bobbie Haupt	M.S. B.S.	CIS 101	Chair, Senate Instructional Technology Committee Member Academic Senate
David Ore	M.A. B.S.	BUS 187, 280	Professional Development Committee Completion Committee

Faculty Member	Credentials	Courses Taught	Other College Activities
Scott Walton	B.A. M.B.A.	BUS 212, 241	Subject Matter Expert

Marketing Degree Requirements

	<i>General Education Requirements</i>	<i>General Education Code</i>	<i>Credits</i>
CIS 101	Introduction to Computer Concepts	I	3
ECO 221	Economics – Micro	SS	3
ECO 222	Economics – Macro	SS	3
EGL 101	Freshman Composition	E	3
EGL 211	Technical Writing		3
MAT 125 or MAT 127	Applied Calculus or Introduction to Statistics	M	4
SCI	Science Elective with Lab	SL	4
SOC SCI	Social Science Elective	SS	3
SPH 121 or SPH 141	Interpersonal Communications Public Speaking	H	3
	<i>Program Requirements</i>		
BUS 103	Introduction to Business		3
BUS 187	Business Ethics		3
BUS 207	Introduction to Public Relations		3
BUS 210	Business Law		3
BUS 212	Principles of Marketing		3
BUS 242	Advertising		3
BUS 243	Personal Selling		3
BUS 280	Strategic Planning Concepts		3
VCP 116	Digital Imaging I		2
VCP 117	Digital Imaging II		2
BUS 241	Effective Teams and Work Groups		3

Total Credits Required in Program: 60

2.0 Statistical Data [Program Level]

The enrollment data for the past five years for the required business courses are provided below. The general education courses are addressed within the Program Review conducted by each discipline.

Enrollment History
FY 2009 – 2014

Marketing Degree

	Total Degrees
FY 2009/2010	0
FY 2010/2011	0
FY 2011/2012	0
FY2012/2013	1
FY2013/2014	1
Total	2

Marketing Degree
Full-Time/Part-Time Enrollment
FY 2009 – 2014

	Total Enrollment	Full-Time	% of Total	Part-Time	% of Total
<u>FY 2009/2010</u>	Summer 2009	0	0%	0	0%
	Fall 2009	3	33%	2	67%
	Spring 2010	3	67%	1	33%
<u>FY 2010/2011</u>	Summer 2010	0	0%	0	0%
	Fall 2010	7	71%	2	29%
	Spring 2011	8	50%	4	50%
<u>FY 2011/2012</u>	Summer 2011	0	0%	0	0%
	Fall 2011	11	73%	3	27%
	Spring 2012	11	73%	3	27%
<u>FY 2012/2013</u>	Summer 2012	1	0%	1	100%
	Fall 2012	15	67%	5	33%
	Spring 2013	9	78%	2	22%
<u>FY 2013/2014</u>	Summer 2013	9	22%	7	78%
	Fall 2013	23	65%	8	35%
	Spring 2014	19	79%	4	21%

Marketing Degree Students by Age

	Total Enrollment	Less Than 25	% of Total	26-30	% of Total	31-40	% of Total	41-50	% of Total	51 and over	% of Total
FY 2009/2010	4	3	75%	0	0%	1	25%	0	0%	0	0%
FY 2010/2011	9	9	100%	0	0%	0	0%	0	0%	0	0%
FY 2011/2012	14	14	100%	0	0%	0	0%	0	0%	0	0%
FY 2012/2013	17	17	100%	0	0%	0	0%	0	0%	0	0%
FY 2013/2014	29	26	90%	0	0%	2	7%	1	3%	0	0%

Marketing Degree Students by Gender

	Total Enrollment	Female Student	% of Total	Male Students	% of Total
FY 2009/2010	4	3	75%	1	25%
FY 2010/2011	9	7	78%	2	22%
FY 2011/2012	14	10	71%	4	29%
FY 2012/2013	17	10	59%	7	41%
FY 2013/2014	29	14	48%	15	52%

**Marketing Degree
Number of Students by Ethnicity**

	Total Enrollment	African-American	% of Total	American Indian	% of Total	Asian	% of Total	Hispanic	% of Total	White	% of Total	Two or more races	% of Total	Nonresident Alien	% of Total
FY 2009/2010	4	1	25%	0	0%	0	0%	1	25%	2	50%	0	0%	0	0%
FY 2010/2011	9	0	0%	0	0%	0	0%	1	11%	7	78%	0	0%	1	11%
FY 2011/2012	14	0	0%	0	0%	0	0%	1	7%	12	86%	0	0%	1	7%
FY 2012/2013	17	2	12%	0	0%	0	0%	1	6%	13	76%	0	0%	1	6%
FY 2013/2014	29	5	17%	0	0%	0	0%	2	7%	20	69%	1	3%	1	3%

**Marketing Degree
First-time Students in the Fall Semester who enrolled in the Next Fall Semester**

	Number of First Time Students Enrolled in Fall	Number of Students Enrolled in the Next Semester	% of Total
FY 2009/2010	2	2	100%
FY 2010/2011	3	3	100%
FY 2011/2012	4	4	100%
FY 2012/2013	4	3	75%
FY 2013/2014	8	4	50%

**Marketing Degree
Number of Degrees Awarded to Pell Recipients**

	Total Degrees	Pell Recipients	% of Total
FY 2009/2010	0	0	0%
FY 2010/2011	0	0	0%
FY 2011/2012	0	0	0%
FY2012/2013	1	0	0%
FY2013/2014	1	0	0%
Total	2	0	0%

3.0 General Education Objectives

Appendix G Program Assessment of General Education Requirements

Program Outcomes	Student Learning Outcomes	Direct/Indirect Assessment Measure	Population	Reporting/Use
<i>A. Students who complete the College's General Education Core Requirements will demonstrate college-level competency in critical and creative thinking skills and problem-solving strategies.</i>	1. Students will identify, categorize and distinguish among elements of ideas, concepts, theories and/or practical approaches to standard problems. 2. Students will analyze, evaluate, and/or criticize various academic disciplines and/or regional/national/global issues.	a. Research Papers b. Exams/Tests c. Final Exams d. Projects e. Multimedia Presentations f. Team-oriented Activities g. Capstone projects	Students in all Business courses	Course Assessments for all required business related courses: BUS 103 Introduction to Business BUS 131 Principles of Management BUS 187 Business Ethics BUS 207 Intro to Public Relations BUS 210 Business Law BUS 212 Principles of Marketing BUS 241 Effective Teams & Work Groups BUS 242 Advertising BUS 243 Personal Selling BUS 280 Strategic Planning Concepts VCP 116 Digital Imaging I VCP 117 Digital Imaging II
<i>B. Students who complete the College's General Education Core Requirements will demonstrate College-level competency in writing.</i>	1. Students will demonstrate accurate and effective explanatory writing skills. 2. Students will locate, collect and organize evidence on an assigned research topic.	a. Research papers b. Papers c. 'C' Standards rubric	Students in all Business courses	Course Assessments for all required business related courses: BUS 103 Introduction to Business BUS 131 Principles of Management BUS 187 Business Ethics BUS 207 Intro to Public Relations BUS 210 Business Law BUS 212 Principles of Marketing BUS 241 Effective Teams & Work Groups

Program Outcomes	Student Learning Outcomes	Direct/Indirect Assessment Measure	Population	Reporting/Use
				BUS 242 Advertising BUS 243 Personal Selling BUS 280 Strategic Planning Concepts VCP 116 Digital Imaging I VCP 117 Digital Imaging II
<i>C. Students who complete the College's General Education Core Requirements will demonstrate college-level competency in oral communications.</i>	1. Students will demonstrate effective public speaking skills. 2. Students will demonstrate an ability to evaluate their own public speaking skills.	a. Oral presentation rubrics b. Informal Oral Responses e. Formal Oral Presentations f. Multimedia Presentations g. Team-oriented Activities	Students in all General Education courses	Course Assessments for all required business related courses: BUS 103 Introduction to Business BUS 131 Principles of Management BUS 187 Business Ethics BUS 207 Intro to Public Relations BUS 210 Business Law BUS 212 Principles of Marketing BUS 241 Effective Teams & Work Groups BUS 242 Advertising BUS 243 Personal Selling BUS 280 Strategic Planning Concepts VCP 116 Digital Imaging I VCP 117 Digital Imaging II
<i>D. Students who complete the College's General Education Core Requirements will demonstrate college-level competency in quantitative analysis.</i>	1. Students will demonstrate understanding of mathematical principles and methods. 2. Students will demonstrate the ability to perform accurate calculations and symbolic operations.	a. Papers b. Tests c. Final Exams d. Projects e. Team-oriented Activities	Students in all General Education math courses	Course Assessments for the following Math Course MAT 125 – Applied Calculus or MAT 127 – Statistics

Program Outcomes	Student Learning Outcomes	Direct/Indirect Assessment Measure	Population	Reporting/Use
<i>E. Students who complete the College's General Education Core Requirements will demonstrate college-level competency in computer literacy and in the ability to work productively with information technology.</i>	<p>1. Students will demonstrate the ability to determine or calculate the solution to a problem through the use of computer technology.</p> <p>2. Students will demonstrate the ability to make effective use of writing-related computer technology.</p>	<p>a. Information Technology Assessment tool</p> <p>b. Papers</p> <p>c. Tests</p> <p>d. Final Exams</p> <p>e. Projects</p> <p>f. Team-oriented Activities</p>	Students in all General Education English courses and Business Courses	<p>Course Assessments for all required business related courses:</p> <p>BUS 103 Introduction to Business</p> <p>BUS 131 Principles of Management</p> <p>BUS 187 Business Ethics</p> <p>BUS 207 Intro to Public Relations</p> <p>BUS 210 Business Law</p> <p>BUS 212 Principles of Marketing</p> <p>BUS 241 Effective Teams & Work Groups</p> <p>BUS 242 Advertising</p> <p>BUS 243 Personal Selling</p> <p>BUS 280 Strategic Planning Concepts</p> <p>VCP 116 Digital Imaging I</p> <p>VCP 117 Digital Imaging II</p>
<i>F. Students who complete the College's General Education Core Requirements will demonstrate college-level competency in awareness of ethics, cultural diversity, artistic expression, health-and-wellness issues, and the physical and social environment.</i>	<p>1. Students will demonstrate an awareness of ethical behavior.</p> <p>2. Students will demonstrate an understanding of and appreciation for cultural diversity.</p> <p>3. Students will demonstrate understanding of and appreciation for artistic expression.</p> <p>4. Students will demonstrate understanding of and appreciation for health-and-wellness issues.</p>	<p>a. Papers</p> <p>b. Tests</p> <p>c. Final Exams</p> <p>d. Projects</p> <p>e. Team-oriented Activities</p>	Students in all Business Courses	<p>Course Assessments for all required business related courses:</p> <p>BUS 103 Introduction to Business</p> <p>BUS 131 Principles of Management</p> <p>BUS 187 Business Ethics</p> <p>BUS 207 Intro to Public Relations</p> <p>BUS 210 Business Law</p> <p>BUS 212 Principles of Marketing</p> <p>BUS 241 Effective Teams & Work Groups</p> <p>BUS 242 Advertising</p> <p>BUS 243 Personal Selling</p> <p>BUS 280 Strategic Planning Concepts</p>

Program Outcomes	Student Learning Outcomes	Direct/Indirect Assessment Measure	Population	Reporting/Use
	5. Students will demonstrate understanding of and appreciation for the physical and social environment.			VCP 116 Digital Imaging I VCP 117 Digital Imaging II
<i>G. Students who complete the College's General Education Core Requirements will demonstrate college-level competency in information literacy including finding, evaluating, and using information effectively.</i>	<p>1. Students will identify, categorize, and evaluate multiple information resources.</p> <p>2. Students will cite multiple information resources in various course assignments.</p>	<p>a. Information Technology Assessment tool</p> <p>b. Papers</p> <p>c. Tests</p> <p>d. Final Exams</p> <p>e. Projects</p> <p>f. Multimedia Presentations</p> <p>g. Team-oriented Activities</p> <p>h. Capstone projects</p>	Students in all Business Courses	<p>Course Assessments for all required business related courses:</p> <p>BUS 103 Introduction to Business</p> <p>BUS 131 Principles of Management</p> <p>BUS 187 Business Ethics</p> <p>BUS 207 Intro to Public Relations</p> <p>BUS 210 Business Law</p> <p>BUS 212 Principles of Marketing</p> <p>BUS 241 Effective Teams & Work Groups</p> <p>BUS 242 Advertising</p> <p>BUS 243 Personal Selling</p> <p>BUS 280 Strategic Planning Concepts</p> <p>VCP 116 Digital Imaging I</p> <p>VCP 117 Digital Imaging II</p>

3.1 Program Strengths

- Active Advisory Board
- Facilities/equipment available meets the requirements for the Marketing degree.
- Flexibility for students to align courses with the requirements of four-year partners.
- Full and Adjunct Faculty are experienced.
- On-Line Course offerings are available to meet the scheduling needs of students.
- The College has developed a technology plan.

3.2 Program Weaknesses

- Need for updated Marketing materials
- Improvement needed in Community Outreach
- Low enrollments in some courses

3.3 Program Opportunities

- Develop additional articulation agreements with four-year institutions.
- Develop additional course offering for this degree
- The Base Realignment and Closure (BRAC) initiative is still an opportunity for developing programs.
- Better market career path opportunities for this degree program.
- Revamp marketing and branding strategies for this program, including better website presence.

3.4 Program Threats

- Low enrollment in many courses
- Increasing need/use of Adjunct Faculty
- Competing institutions offering the same or similar programs.

4.0 Other Program Information

4.1 Advisory Council/Board

There is an active Advisory Board for the Business Degree Programs.

This board was established in conjunction with the Cecil College Continuing Education Division. This Board has members from the local business community, a current student and a recent graduate with a Business degree. This Board will continue assess the curriculum and recommend adjustments to ensure program offerings are addressing the needs of the students and the business community. The recommended composition of this Board is:

Continuing Education – Advisory
Business Faculty – Member
Current Business Student – Member
Recent Business Graduate - Member
Private/Public Industry – Member (3-5)

4.2 Adequacy of Available Technology

The technology available for the Marketing degree is adequate in meeting the needs of the students. The technology is reviewed annually and recommendations are made to ensure funding is available during the current budget cycle.

4.3 Adequacy of Facilities

Classroom space is adequate for students and the library has the necessary resources to meet student need.

4.4 Articulation Agreements

The following are a sampling of four year schools that are partners through the Artsys System

Cecil College Degree	Partner College/University	Effective date of the Articulation Agreement	Current status of the Articulation Agreement
Business Administration	Notre Dame of Maryland University	Unknown	Active
Business Administration	Frostburg State	Unknown	Active
Business Administration	University of Baltimore	Unknown	Active
Business Administration	Bowie State	Unknown	Active
Business Administration	Towson University	Unknown	Active
Business Administration	Washington College	Unknown	Active
Business Administration Transfer	University of Maryland – College Park	Unknown	Active

5.0 Program Goals and Objectives

Goals	Timetable for Completion	Required Resources	Obstacles to Completion (if any)
5.1 Establish a Business Advisory Group	Fall 2013 - Completed	Membership from: 1. Continuing Education 2. Business Faculty 3. Current 2 nd year student 4. Recent Graduate 5. 2-3 members from the business community	None Foreseen

5.2 Review Degree Requirements – Reduce requirement from 69 credits to 60 credits	Fall 2014 - Completed	Advising Business Faculty Faculty Affairs	None Foreseen
5.3 Improve Degree Completion through increased recruitment efforts	On-Going	Advising Student Outreach Business Faculty	None Foreseen

6.0 Recommendations

The Marketing Degree should be retained. By reducing the total number of credits required for completion of the Marketing Degree (from 69 to 60), this should make a considerable difference in the completion rates for those students looking to pursue a career in Marketing.

Approvals for Human Resources Degree Program Review

Signature of Division Chair _____ Date _____

Signature of the Chair of the _____ Date _____
Academic Affairs Committee

Signature of the Dean of _____ Date _____
Academic Programs

Signature of the Chief _____ Date _____
Academic Officer

Date Presented to CMT: _____