



## **Instructional Program Review Summary 2004-05**

Instructional Area: **Business**

Department: **Marketing**

Discipline: **Marketing**

January 11, 2005

## Instructional Program Review Summary

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NOTE: An external reviewer should not be required to refer to the documentation notebook to understand the Instructional Program Review

Summary. Rather, data should be clearly cited in the summary so that the reviewer can easily find the source documents if needed.

### **EXECUTIVE SUMMARY**

Use the following guidelines to provide a concise overview/summary of the program review contained in this report.

Write a brief description of the goals and objectives of the discipline.

The Marketing department provides premier courses and degree plans that give students the practical, theoretical, and technical knowledge needed to be successful in the field of marketing and fashion merchandising. Our curriculum provides students with first-rate professional and workforce programs that result in employment in the public and private sectors. It is based on identified competencies, and strives to be socially responsible as well as addressing employer needs.

We are committed to:

Providing students in the marketing degree plans the knowledge and skills necessary to enhance their marketing abilities and help them to seek employment in a marketing position.

Providing students in the workforce areas the knowledge and skills necessary for job enhancement.

Providing employers in our community a trained, technically competent, and diverse workforce.

Providing all students advising from a qualified, dedicated, and accessible faculty.

The department intends to continue to develop more Internet courses and IVC courses. It also will continue to expand business partnerships, expand promotional activities, increase enrollments and number of graduates, obtain and utilize more technology based materials in the classroom, and maintain high standards of quality in the classroom.

Overview of how the program review was conducted. The department chair, Nick Sarantakes formed a review committee for the program review. The committee met and completed the SWOT analysis. The department chair and assistant department chair met and reviewed the SWOT analysis. A copy of the report was reviewed by the Marketing Advisory Committee, recommendations were made and revisions were made. The assistant department chair completed the online forms and submitted them.

Summary of findings:

Progress on previous program review recommendations. In the 2000 Program Review it was recommended that Fashion Merchandising and

Marketing be integrated and this has been successfully completed. The two-year Electronic Commerce degree has not been implemented. A drastic shift in the Austin high-tech economy has placed this degree plan on hold until the economy changes. The Marketing department has worked to develop a closer relationship with the Austin business community and this will continue to be a priority in the future. The department has worked to "globalize" the curriculum and all Master Syllabi now have a global perspective included. The Marketing department is still working to improve internal communications and increase our marketing efforts. The Marketing department continues to offer a rotating schedule for upper-level courses but this is difficult in the current climate of not "allowing small classes to make". This is a tremendous area of concern and it is hoped that the new administration will look at workforce upper-level courses as an important element in the student's overall education experience here at ACC.

Program strengths. The program has exemplary personnel. The program has increased enrollments. The program has many students who are dual enrolled at University of Texas. The program is very cost effective.

Areas for improvement. Scheduling of classes continues to be a major concern. The department is not always allowed to put classes at the campus where they would make and at the best time and many upper-level classes are cancelled making it difficult for students to complete their certificate or degree requirements.

Key planning issues. The Marketing department must find qualified instructors who meet the new SACS requirements. The department must work with the current administration to offer classes at the campuses and times that will give students the best opportunity for being able to complete the requirements needed to receive an associate degree. If scheduling changes are not handled in a better manner the department will not have many graduates in the next few years.

Conclusions: What are the major conclusions regarding the present state of the program?

- 1) The program has exemplary personnel.
- 2) The program has increased enrollments significantly in the past few years.
- 3) The program needs to strengthen partnerships.
- 4) The program needs to work with the Administration to fully explain the importance of scheduling and meetings the students needs.

Recommend future directions for the program based on this review:

- Expand services
- Maintain services

- Reduce services
- Close program

Recommendations: Summarize the self-study's recommended actions for improving the quality of the program.

The self-study's recommendations were as follows:

Marketing will continue to review and improve our curriculum and to develop more distance and Internet course offerings.

### SELF-STUDY TEAM PARTICIPANTS

List the names of people who participated in the review and their association with your program.

Name Nick Sarantakes                       ACC Faculty       Industry Representative  
 Student

Name Ina Midkiff                               ACC Faculty       Industry Representative   
Student

Name Diane Hale                               ACC Faculty       Industry Representative   
Student

Name Marjorie Shelnett                       ACC Faculty       Industry Representative  
 Student

Name Betty Helton                               ACC Faculty       Industry Representative   
Student

Name Pat Patton                                 ACC Faculty       Industry Representative   
Student

Name Bob Hettenhauser                       ACC Faculty       Industry Representative  
 Student

Name Isacc Robertson                         ACC Faculty       Industry Representative  
 Student

Name James Barnes                             ACC Faculty       Industry Representative  
 Student

### PROGRAM DESCRIPTION

Provide a brief description of the overall history, major developments and current objectives for your program (limit to 500 words).

The marketing Department was organized as a separate academic department since the outset of ACC. In 1985 the department chair for Marketing took over the Fashion Merchandising Department and conducted a study to merge the two departments into a single department. The thrust of this recommendation came from the Marketing and Fashion Merchandising Advisory Committee. Several members involved in the retail industry stated that they desired more students to have additional marketing skills and not so many fashion skills. This would make the student more competitive in the retail industry. The merger was approved and the degree plans of both departments were changed.

The department has responded to the needs of the communittee, with marketing courses and fashion merchandising courses. The number of courses have grown over the years as demand has indicated a need for new courses. The marketing department currently has a total of 25 course and include such courses as the tradational Principles of Marketing, Consumer Behavior and International Marketing to Advanced Advertising Campaigns and E Commerce. The Department currently offers 2 Associate Degrees and 2 certificates.

In addition to offering to new courses, the department has offered Marketing courses at a number of innovative and remote locations in order to make the courses more convient to students. These locations include places like Austin American Statesman, Dell Computer, Foley's Highland Mall Department Store and Nieman Marcus Last Call Retail Store in addition to a large number of ACC campuses. The marketing and fashion merchandising courses are also offered in a varied number of delivery formats, from the traditional classroom lecture, internet and print distance learning courses to interactive televsion (IVC).

The Marketing department continues to respond to the needs of students and employers by offering courses that are up-to-date and hiring SACS accredited faculty.

### **STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS (SWOT)**

List the names of people who participated in the SWOT and their association with your program.

Name Nick Sarantakes                     ACC Faculty         Industry Representative  
 Student

Name Ina Midkiff                         ACC Faculty         Industry Representative  
 Student

Name Diane Hale                         ACC Faculty         Industry Representative  
 Student

Name Pat Patton                         ACC Faculty         Industry Representative  
 Student

Name Betty Helton                        ACC Faculty         Industry Representative  
 Student

Name Bob Hettenhauser                 ACC Faculty         Industry Representative  
 Student

Name James Barnes

ACC Faculty

Industry Representative

Student

Summarize the findings of the SWOT analysis. Focus on the top 5 or 6 issues and answer the following questions:

**Strengths:** In what does your program excel?

- ? Flexibility/variety of delivery methods
- ? Efficient development of new courses to meet industry demands
- ? Obtaining faculty monitor and mentor performance
- ? Responsiveness of department to student demands to get into telecommunicated classes
- ? Students receive good advising
- ? Department head responsive to/concerned for students' needs
- ? Department staff responsive to students
- ? Department faculty qualified
- ? Course material up to date
- ? Good articulation between two and four year institutional needs
- ? Experienced faculty
- ? Good communication within department
- ? Small class size
- ? Distance learning working hard on retention
- ? Flexibility in degree program
- ? Faculty provide real world applications
- ? Courses offered across locations
- ? Employment rate of students around 100%
- ? Department a strong user of technology (IVC, Internet, etc.)
- ? Passion and dedication of faculty
- ? Discard old courses that are not needed
- ? Marketing department web site

**Weaknesses:** What are the aspects of your program, which, if not addressed, will impede the area's future?

- ? Student access to programs
- ? Some IVC classes too big
- ? Lack of departmental (face to face) communication
- ? Do not enforce mandatory orientation for distance learning students
- ? Associate's degree not valued by business community
- ? Lack of communication consistency to students
- ? Transferability of courses
- ? Not diverse enough faculty
- ? Better tracking of students

**Opportunities:** What factors does your program need to take advantage of in order to enhance the quality of the area?

- ? Economic situation – opportunity for program

- ? Readily available data
- ? Good communication within ACC
- ? Film industry – opportunity for students in Promotions
- ? Tie-ins with High schools
- ? Increased enrollment of minority students
- ? Opportunity to recruit from non-credit to credit
- ? Opportunity to lead students into a career path in Marketing
- ? Variety of completion options
- ? Austin is a 'wired city'
- ? Courses should have internet option
- ? Opportunity to offer new courses
- ? Opportunity for targeted marketing of students
- ? Niche courses (e-courses)
- ? Opportunity for internships
- ? Closing the gaps (increased minority student enrollment)
- ? Advertise subsequent courses

**Threats:** What are the external factors that could negatively impact your program's future?

- ? Difficulty to get materials for classes/tests
- ? Lack of 'technology-sufficient' rooms
- ? Distribution of technological budget
- ? Equipment not up to date
- ? Scheduling – canceling sections arbitrarily
- ? Continuous cut in appropriations (tuition increase)
- ? Lack of equality of equipment across locations
- ? Lack of communication from ACC administration down
- ? Overhaul of testing center (threat to distance learning courses)
- ? No instructional input in testing center
- ? Responsiveness/accountability of Program review process
- ? Coordinating Board's definition of completers
- ? Quality of initial advising (from Advising center)
- ? Datatel – roll sheets, paychecks, etc.
- ? E-grading
- ? More advertising of department needed – where does Marketing stand in advertising process? Where does Marketing stand in college as a whole?
- ? Parking
- ? Use of data to make decisions

Discuss changes from the program's previous SWOT analysis.

Strengths - All faculty are now SACS approved and the department has worked diligently to improve student completion rates. The department was one of the first at ACC to use the IVC rooms but the technology in those rooms has declined to the point that it affects classroom lectures and activities.

Weaknesses - ACC continues to have very high tuition which has an impact on the number of courses students can take in a semester. Scheduling of classes is not always efficient and in the best interest of Marketing students.

Opportunities - The Marketing department has worked to have better community and business relationships and is doing a better job advising students through the departmental website and faculty advising.

Threats- Lack of funding for budget allocation by ACC is a threat and continued cancelling of small upper-level classes is having a negative impact on the number of Marketing graduates.

### **ANALYSIS**

#### **[a] Relevance of the program to College mission and desired ends**

##### **Mission:**

Review the program's purpose statement. Verify that the statement is current and accurate and reflects the mission of the college as a whole or update the purpose statement.

The Self-Study team reviewed the program purpose statement and found (select one):

The purpose statement is current, accurate, and reflects the mission of the college.

The purpose statement was revised as shown below:

##### **MISSION**

The purpose of our Marketing Department is to provide premier courses and degree plans that give students the practical, theoretical, and technical knowledge needed to be successful in the field of marketing. Our curriculum provides students with first-rate professional and workforce programs that result in employment in the public and private sectors. It is based on identified competencies, has a capstone experience, and strives to be socially responsible as well as addressing employer needs. We are committed to:

- Providing students in the marketing degree plans the knowledge and skills necessary to enhance their marketing abilities and help them to seek employment in a marketing position.
- Providing students in the business administration degree plan the knowledge and skills necessary for transfer and success at a baccalaureate degree granting institution.
- Providing students in workforce areas the knowledge and skills necessary for job enhancement.
- Providing employers in our community a trained, technically competent, and diverse workforce.

- Providing all students advising from a qualified, dedicated, and accessible faculty.

### **Desired Ends (Board Policy A-2. Intended Outcomes)**

How well does the program support the intended outcomes of the college by providing “service-area adults with the postsecondary and higher education they need and can use for productive useful lives?”

Marketing students are generally working full-time when they attend courses at ACC. The state report for employment of graduates within one year of graduation indicates 100% for the past two years.

In what ways does the program demonstrate an open, responsible exchange of ideas?

The department demonstrates an open, responsible exchange of ideas through Advisory Committee meetings. Faculty shares ideas by phone, email, and face-to-face meetings. Faculty are also available to students and there is a departmental website with information for students.

In what ways does the program provide an open door to educational potential?

The department has several Tech Prep Articulation Agreements in place. Internet and Distance learning courses provide an open door to not only students in Austin but in a far reaching area outside of Austin.

In what ways does the program take targeted action to address internal needs within available resources?

The Marketing department is committed to providing students transfer and non-transfer courses where and when they are needed.

In what ways does the program demonstrate a commitment to integrity and exemplary standards?

The department hires highly qualified professionals within our field of study and provides them the support they need. The department has relevant, up-to-date course material and keeps text books current. Course content complies with federal and state laws and regulations and local industry standards and includes recommendations from the Advisory Committee. SCANS competencies along with Master Syllabi are posted on the departmental website.

In what ways does the program demonstrate personal and professional ownership that generates accountability?

Faculty are evaluated annually. The majority of the faculty have taught in the department for many years. Advisory meetings are held every semester or when needed to review any changes needed as well as keep everyone informed. The department complies with all ACC board policies, THECB guidelines, and SACS requirements.

**[b] Responsiveness to community needs and satisfaction of community demand**

In what ways does the program address a verifiable need for the student, community, and society?

Many of our students are dual-enrolled at University of Texas. Principles of Advertising transfers to UT and other Universities in the area. We also added internet courses to provide all students in our service delivery area the opportunity to take these courses. Many students take these courses to prepare for an MBA as well as increase their skill levels for jobs they currently hold.

Describe the results of the program's most recent assessment of community need.

According to the Occupational Outlook Handbook, 2004-05 edition Marketing majors can expect keen competition. This field has high earnings, substantial travel, long hours, and graduates need a high level of creativity.

Community need is expected to increase in the coming years. Marketing managers are found in virtually every industry. A wide range of educational backgrounds is suitable for entry into Marketing jobs. Many employers prefer experience and a liberal background. Job requirements are as varied as the jobs.

Employment is expected to grow faster than the average for all occupations through 2012, spurred by intense domestic and global competition in products and services offered to consumers.

Median annual earnings in 2002 were \$57,130 for advertising and \$78,250 for marketing managers. Earnings ranged from less than \$30,310 for the lowest 10 percent of advertising and promotions managers, to more than \$145,6000 for the highest 10 percent of marketing and sales managers.

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.

How do the program's five-year enrollment trends compare with those of the College overall?

The Marketing department has had an increase in enrollments in the past year. In Fall 2003 there were 385 students enrolled in a Marketing course and in Fall 2004 Marketing had 459 students enrolled.

Fall 1999 - 370 students

Fall 2000 - 370 students

Fall 2001 - 467 students

Fall 2002 - 437 students  
 Fall 2003 - 385 students  
 Fall 2004 - 459 students

**[c] Accessibility to students and identification of unnecessary barriers**

Analyze when and where courses are offered (by campus, time of day, mode of delivery).

	CYP	EVC	NRG	RGC	EXT	TEL	SIT	Total
Uncom								
Sects 1	3	29	31	1	304	10		379
Comb								
Sectss1	3	29	27	1	193	7		261
Enroll 13	33	615	454	11	3,271	73		4,470
Avg. Sect Size	13.0	11.0	21.2	16.8	11.0	16.9	10.4	17.1
Credit Hours	39	99	1,845	1,362	33	9,813	219	13,410
Contact Hours	624	1,584	29,520	23,440	528	157,008	3,504	216,208

List the number of sections taught (by location).

Morning - 187  
 Afternoon - 75  
 Evening - 75  
 Weekend - 0  
 Total 379

List the number of sections closed or canceled per course.

Sections closed or cancelled  
 Spring 2000  
 MRKG 1311, SIT, 1 section  
 Total 1 section

Fall 2000  
 Comm 2327, EVC, 1 section  
 MRKG 1311, RGC, 1 section  
 Total 2 sections

Spring 2001  
 Comm 2327, NRG, 1 section  
 MRKG 1311, TEL, 2 sections  
 PRCD 1311, TEL, 2 sections  
 Total 5 sections

Fall 2001

BMGT 1348, NRG, 1 section  
FSHN 2389, RGC, 1 section  
MRKG 1311, TEL, 1 section  
MRKG 2375, TEL, 1 section  
Total 4 sections

Spring 2002

BMGT 1323, EVC, 1 section  
BUSI 1311, TEL, 1 section  
Comm 2327, TEL, 2 sections  
FSHN 1342, TEL, 1 section  
MRKG 1311, TEL, 1 section  
MRKG 1391, TEL, 1 section  
MRKG 2375, RGC, 1 section  
MRKG 2388, RGC, 1 section  
Total 11 sections

Summer 2002

Comm 2327, TEL, 4 sections  
FSHD 1302, TEL, 2 sections  
FSHN 1342, CYP, 1 section  
MRKG 1311, TEL, 2 sections  
Total 9 sections

Fall 2002

HRPO 1301, TEL, 1 section  
MRKG 1311, TEL, 2 sections, SIT, 1 section  
MRKG 1391, TEL, 1 section  
MRKG 2375, TEL, 2 sections  
Total 6 sections

Spring 2003

FSHD 1302, TEL, 2 sections  
Total 2 sections

Summer 2003

Comm 2327, TEL, 2 sections, SIT, 1 section  
MRKG 1311, TEL, 1 section  
Total 4 sections

Fall 2003

BMGT 1302, TEL, 2 sections  
BMGT 1347, TEL, 2 sections  
FSHN 1342, TEL, 2 sections

IBUS 1354, TEL, 2 sections  
MRKG 1311, TEL, 2 sections  
PRCD 1311, TEL, 1 section  
Total 12 sections

Spring 2004  
BUSI 1311, TEL, 2 sections  
FSHN 1301, EVC, 1 section  
FSHN 23009, TEL, 3 sections  
IBUS 1354, TEL, 2 sections  
MRKG 1311, TEL, 2 sections  
PRCD 1311, TEL, 1 section  
Total 12 sections

How does each of the five-year demographic trends (gender, ethnicity, age group) for this program compare to the overall college trend? (List the source of your information.)

Based on Table 8 Age, Ethnicity, and Gender of Students by Term and Course for 1999-2003 for Financial Management and the Fact Book 2003-2004 for ACC data--

Marketing age of students is 25  
ACC the majority of students are under 30.

Average ethnicity breakdown of Marketing students Fall semester 2003

White-58%  
Black-12%  
Hispanic-5.8%  
Asian American-1.7%  
Native American-.6%  
International-1.3%

Average ethnicity breakdown of ACC students Fall 2003

White-60.5%  
Black-7.0%  
Hispanic-21.9%  
Asian American-5.2%  
Native American-.9%  
International-2.5%

Marketing student population is slightly more diverse than the overall ACC student population.

Average gender breakdown of Marketing students Fall 1999-Spring 2003

Female-60%

Male-39%

Average gender breakdown of ACC students fall semesters 1999-2003

Female-56.1%

Male-43.9%

Identify any unnecessary barriers to students, especially those who are educationally disadvantaged and not well served by other colleges. Courses are not always offered at times best for the students. Department should have more flexibility in scheduling to meet students needs. Students must take developmental math courses from the very beginning of their marketing degree. If they want to see how they like college they have unnecessary remedial courses to take first.

**[d] Student outcomes including participation and successful-completion rates**

How do course completion rates (A-B-C-D rates) for courses within this program compare to College norms?

College completion rates for Fall 01 were 68.8%.

Marketing completion rates for Fall 01 were 77.5%.

College-wide non-mastery Fall 2001 = 31.2%

Marketing non-mastery Fall 2001 = 20.8%.

What are the program completion or graduation rates (compared to intent as well as overall) for this program?

Marketing had 106 students in the Fall of 2001 and 15 withdrawals for a total of 91 completors.

How do withdrawal rates for courses compare to College norms?

College withdrawal rates average 22.5%. Distance learning withdrawal rates are 32.9 %. Marketing withdrawal rates are 17.7% and is below the college average.

What do the results of the program's student learning outcomes assessments (departmental final exams, exit tests, standardized tests, etc.) indicate about the program?

The Marketing department needs to improve retention of Distance learning students. The program's student learning outcomes assessments indicate that the Marketing department is doing an outstanding job and students have a high mastery level in the program.

**[e] Measures of program quality and educational value added**

- **Academic Standards**

What are the processes and procedures that the department uses to maintain academic standards and achieve consistency within the department?

The department has Master Syllabi for all courses. Skill standards are based on Advisory committee recommendations. The same text is required for individual courses, regardless of instructors. Materials for courses are revised frequently as this field is constantly changing.

- **Curriculum**

What procedures are used to assure that the curriculum is current and adequately meets the needs of students?

See above

Are learning outcomes defined for courses and the program?  Yes  No

Are course texts up-to-date?.  Yes  No

Are course and program listings in the ACC Catalog up-to-date?  Yes  No

Do all courses have up-to-date syllabi on file?  Yes  No

Evaluate the use of instructional resources (including those in the library).

The department has experienced growth in the use of Internet for supplemental instruction and has increased its distance learning offerings.

Evaluate the extent to which technology impacts the mode of instruction, including the number of courses and sections taught via distance learning. Technology is very important in Marketing. Several courses are offered as Internet courses. Courses are also taught as print-based courses and IVC courses. courses are also offered in 16 and 12 week format.

Evaluate the extent to which instruction is focused on problem solving, active learning, and work-based elements.

All Marketing courses have problem solving, active learning, and work-based elements. For more detail please look at the SCANS competencies for each course on the Marketing web pages.

List below the current discipline-specific courses within the program and the date of the latest review.

CourseAll the Marketing courses listed below were reviewed October 22, 2004 at the Fall Advisory meeting for Marketing.

BMGT 1302 Principles of Retailing now Mrkg 1302

BMGT 1323 Purchasing

BMGT 1347 Retailing Buying

BMGT 1348 Marketing Research and Strategies

BUSI 1311 Principles of Salesmanship now Mrkg 2333 and is Principles of Selling

COMM 2327 Principles of Advertising

FSHD 1302 Introduction to Fashion (replaced by BMGT 1302)

FSHD 1308 Fashion Trends



What percent (and the total number) of faculty participate in formal professional development activities on a regular basis?

About 85% of 11 faculty.

Describe the types of discipline-related professional development activities offered.

Discipline-related professional development offered by ACC Professional Development department. In addition, academic conferences, conventions, seminars, and meetings that are sponsored by professional and academic organizations.

What percent of sections do full-time faculty teach?

25%

What percent of contact hours do full-time faculty teach?

25%

Are student evaluations of instruction within acceptable range?  Yes  No

To what extent are alternative modes of instruction incorporated into classes?

Guest speakers, web based examples in the classroom, student-led discussions, case studies, and Internet searches. In addition courses are offered in different formats or modes such as PCM,, PRM, IVC, and traditional classroom modes.

- **Student Satisfaction**

Do student course evaluations demonstrate satisfaction with courses?

Yes  No

**[f] Adequacy of program resources and efficiency of resource use**

Describe the overall adequacy of resources (human, technological and capital, facilities, and fiscal) available to the program for providing effective program delivery and outcomes.

Marketing has excellent instructors, The overall resources are minimum for providing adequate training for students. The budget is lacking and adjunct instructors are not paid at market rate. This later item makes it difficult to obtain instructors in certain specialities.

The elimination of dedicated classroom space for departments combined with the centralization of classroom scheduling on each department has caused problems

for this department. Marketing is not a large department and has been moved to less desirable rooms and at questionable times. This has made scheduling appropriately for our students difficult.

Classroom size has also been an issue. It varies from semester to semester as to how many students it takes for the class to not be cancelled. Many regular classrooms do not have Internet connections, projectors, and other equipment needed to teach in this digital age.

What is the ratio of full-time to adjunct faculty (by course and for the program overall)?

Full-time teach on average about 25% of the courses in this program. Adjuncts teach about 75% of the courses.

How up-to-date is the equipment used by the program? IVC rooms are utilized as well as classrooms. Equipment is not adequate. The IVC rooms are not working very well and at the smaller campuses equipment is outdated. Several times during an average semester equipment does not work at all and students must be dismissed from class. This situation is of grave concern to the department.

Identify possibilities for improving the efficiency of the program's use of resources.

Offer more Online courses and review offerings of IVC courses.

**[g] Comparison of program performance, price, and enrollment with that of alternate local suppliers**

How is the program competitive with similar programs offered by other institutions or schools in the service area in terms of performance, cost to students, and enrollments?

According to ACC Institutional Effectiveness reports this program is very competitive and has higher than average retention of Marketing students.

**[h] Direct and indirect program-related revenues and costs to the College**

Identify the major sources of revenue for the program, including grants, partnerships, etc.

The major source of revenue for this program is state funding and tuition revenue.

Compare program costs to those of other ACC programs.

Based on the FY2002 Program Revenues vs Expenses report the following comparison can be made:

Marketing is #30 of 72 programs at ACC for Revenue.

State Funding \$174,822

Tuition Revenue \$146,236

Total Direct Revenue \$321,058  
Total Direct Expenses \$255,246  
% Marginal Surplus \$65,812  
% Marginal Surplus 20.5%

Marketing is quite cost effective in comparison to other programs at ACC. It is also noteworthy that many courses are offered as Distance courses and off-campus further reducing the costs. The department is highly staffed by adjunct faculty.

Compare the program's actual expenditures to the approved program budget for the previous two years.

The program's budget for 2004

FT-Faculty \$149,268  
Adjunct Faculty \$42,438  
Faculty Overloads \$23,558  
Classified \$17,743  
Hourly \$2,148  
Benefits \$7,055  
Supplies \$256  
Duplication \$612  
Postage \$46  
Software 0  
Total \$243,314

Budget for 2003

FT-Faculty \$141,709  
Adjunct Faculty \$39,551  
Faculty Overloads \$21,955  
Classified \$0  
Hourly \$2,148  
Benefits \$6,006  
Supplies \$256  
Duplication \$612  
Postage \$46  
Software 0  
Total \$212,473

Budget for 2002

FT-Faculty \$138,388  
Adjunct Faculty \$59,435  
Faculty Overloads \$0  
Classified \$0  
Hourly \$2,383  
Benefits \$6,006  
Supplies \$269

Duplication \$2,500  
Postage \$48  
Software 0  
Total \$209,711

A review of the budget for the past three years indicates significant budget cuts at a time when enrollments are significantly increasing. In particular the supply budget is extremely small and faculty must purchase many supplies from their own pocket.

**TRANSFER or WORKFORCE AREA-SPECIFIC INFORMATION**

**Only Workforce Programs complete the items below.**

Report/status from latest external accrediting agency visit

Marketing does not require an external accrediting agency other than SACS.

When was the most recent program revision?

2000 was the date of the last program revision.

Number of declared majors intending to complete a program who complete degree/certificate requirements within 6 years

215 declared majors

Marketing Enrollments for Fall Semesters

1999 - 370

2000 - 370

2001 - 467

2002 - 437

2003 - 385

2004 - 459

Average number of semesters it takes for students to gain degree/credential.

No data available. It is estimated that it takes 3 semesters to receive a certificate and approximately 6 to 7 semesters to complete a degree since most of our students work full time.

Number of graduates within the last three years

Certificates

1999 - 1

2000 - 3

2001 - 2

2002 - 7

2003 - 6

Associate Degrees

1999 - 1

2000 - 4

2001 - 2

2002 - 5  
2003 - 8

Marketing had 15 graduates in the past three years.

#### Demographics of graduates

58% White  
12% Black  
5.8 % Hispanic  
1.7 % Asian  
.6% Native american  
1.3% International  
6.6 % Other

39.1% Male  
60.9 % Female

5% Economically Disadvantaged  
1% Individuals with Disabilities  
N/A Non-Traditional majors  
17% Academically Disadvantaged

Percent of graduates who are employed within one year of graduation.  
Marketing students have 100% employment within one year of graduation.

What evidence exists that program completers (or near completers) are successful on the job? What, if available, are their beginning salaries?  
The Marketing Department and ACC has not received any complaints from employers or former students indicating they are not successful on the job.  
Salary information is not available.

Percent of employers indicating satisfaction with graduates.  
The department has never received a complaint about a student.

Discuss the most recent results of Focus Group or internal survey of employers.  
N/A

Number of employers indicating need for more graduates  
N/A

Provide evidence of SCANS competency integration into course syllabi and programs.

Please see syllabi at the Marketing web site for all course competencies.

How often does the program's advisory committee meet to discuss curriculum issues?

The Advisory Committee meets every semester or when action has to be taken and reviewed curriculum and courses. Curriculum issues are addressed at these meetings.

When and where are advisory committee minutes maintained and posted?

Advisory meeting minutes are posted at ACC Website  
assweb.austincc.edu/minutes.

Evidence of recent review of curriculum by external advisory committee.  
Please refer to committee minutes.

Advisory committee validation of entry level skills

The advisory committee approval of Marketing's curriculum is evidence of validation.

**Only Transfer Programs complete the items below.**

Number and percent of graduates who transfer within one year of graduation.

█

Number of articulation agreements with universities and colleges

█

Number of courses that transfer

█

Number of student complaints about problems with course transfer

█

Discuss the results of the most recent Survey/focus group of transfer institutions.

█

Discuss data from transfer institutions if available.

█

Number of students transferring successfully.

█

## **CONCLUSIONS**

Based on the information collected and analyzed during the program review process, what are the major conclusions of this review of the program?

Summarize them here and complete the *Program Status* form.

The Marketing department is doing an excellent job meeting the education needs of its students in a cost effective manner. The program serves a diverse, growing student population. A variety of course delivery methods gives students flexibility

in degree completion. The department reviews curriculum frequently and has a very active Advisory committee. The department must continue to improve communication with students and the community so that enrollments and completors will also continue to increase.

### **PROGRAM VISION STATEMENT**

State the program's vision or preferred future for the next five years. The vision statement should provide direction to the program as it makes improvements to enhance its effectiveness and efficiency.

Marketing is a small but valuable program at Austin Community College. The department needs to improve community ties. The department should continue to offer and expand Internet, IVC, and distance learning courses.

### **RECOMMENDATIONS**

What does the self-study team recommend for improving or maintaining the quality of the program? Summarize the recommendations here and complete the *Quality Improvement Plan* form.

The self-study team recommends the following items to improve and maintain the quality of the Marketing program:

Improve both internal and external communication.

Improve accessibility of courses for students and scheduling procedures.

Improve student awareness of the program by improving marketing efforts.

Review the curriculum on a regular basis and continue to look at Electronic Commerce as a new area to develop.

Investigate strategies on how to reduce non-completors in all courses and increase the number of certificate and degree completors.

These recommendations are consistent with Unit-Level Effectiveness Recommendations.

### **ADDITIONAL COMMENTS**

In the 2002-2003 Unit Level Effectiveness Plan for Marketing the main action plan was to increase the number of students completing the Marketing introductory course. Marketing enrollments are increasing and the number of completors are also increasing.

Improvements have also been made in communication related to course scheduling and student enrollments.

A Marketing Web page has been up for several years and it is continuously updated with course information for Marketing students.

It is still difficult to find classrooms, other than IVC rooms, that have computers and Internet connections. The college is not creating "smart classrooms" and this could be detrimental to future teaching endeavors.

The Marketing department will continue to review scheduling and make appropriate changes supporting program success. This is difficult as the college does not help us expand off-site locations as needed and it is difficult to increase our qualified instructor pool based on the new SACS requirements and the current pay schedule for part-timers.

The Marketing department continues to develop strategies to improve support from private industry and meet the needs of Austin for Marketing graduates.

## **APPENDIX**

List all documents that you used in your report:

ACC Fact Book 2003-2004

All reports included in the Program Review binder

[Http://www.texasworkforce.org](http://www.texasworkforce.org)

Departmental Operating Budgets FY2003-2004

Marketing Advisory Minutes

SWOT Analysis for Marketing

Occupational Outlook Handbook, 2004-05 Edition

City of Austin Demographics

When you have completed this report, send it via e-mail to the Coordinator for Institutional Assessment ([rwall@austincc.edu](mailto:rwall@austincc.edu)) as an attachment.

## Quality Improvement Plan for Marketing Program

**Date Completed: January 5, 2005**

Please complete a table for each of the self-study team's recommendations for improving or maintaining the quality of the program. The first table provides information to assist you in determining what to put in each "cell." If you need more tables, please use the copy/paste function in word.

Field	What to include
<b>Recommendation #</b>	Assign a number to this recommendation for tracking purposes.
<b>Recommendation:</b>	Taken from the <i>IPRS</i>
<b>Planned Implementation date:</b>	When does the program expect to begin to implement this recommendation?
<b>Estimated Completion date:</b>	When does the program estimate this recommendation to be fully implemented?
<b>Action/Task</b>	What steps must the program do to implement the recommendation?
<b>Measure of Success/ Desired Outcome</b>	If the recommendation is implemented, what about the program will be improved? What difference will the implementation of this recommendation make in relation to students, the program's purpose, the College's mission? How will this recommendation improve learning and help meet targeted objectives?
<b>Estimated Cost(s)</b>	This field is particularly important because the information the program enters here is the information that the Instruction/credit Cluster Group will consider in its Master Plan process. Consider changes that require one-time costs (equipment, renovation, etc.) and changes that require recurring costs (typically new positions).
<b>Consequence if not funded</b>	If this recommendation is not funded, how will students, the program, the College, or the community be negatively impacted?

<b>Recommendation # 1</b>	Improve both internal and external communication.
<b>Recommendation:</b>	See above
<b>Planned Implementation date:</b>	Continuing from Previous Review, yearly
<b>Estimated Completion date:</b>	Fall 2008
<b>Action/Task</b>	Have discussions with ACC administrators about concerns and problems that need to be addressed to make the Marketing program run as efficiently and effectively as possible.
<b>Measure of Success/ Desired Outcome</b>	Improved communication
<b>Estimated Cost(s)</b>	No cost
<b>Consequence if not funded</b>	The Marketing program will continue to have some

	serious problems maintaining high standards.
<b>Who is responsible?</b>	Assistant Department Head of Marketing, Department Head of Marketing, Dean, and EVP

<b>Recommendation # 2</b>	Improve accessibility of courses for students and scheduling procedures.
<b>Recommendation:</b>	See above
<b>Planned Implementation date:</b>	Fall 2005
<b>Estimated Completion date:</b>	Fall 2008
<b>Action/Task</b>	Department Head will continue to work with the Administration to offer the courses in the schedule when and where they are needed.
<b>Measure of Success/ Desired Outcome</b>	To have no students turned away because they can not get the Marketing course they need.
<b>Estimated Cost(s)</b>	No cost
<b>Consequence if not funded</b>	Students will not be able to take the Marketing courses they need.
<b>Who is responsible?</b>	Department Head of Marketing

<b>Recommendation # 3</b>	Improve student awareness of the program by improving marketing efforts.
<b>Recommendation:</b>	See above
<b>Planned Implementation date:</b>	Fall 2005
<b>Estimated Completion date:</b>	Fall 2008
<b>Action/Task</b>	Have open communication with local High Schools and meet with ACC counselors to discuss Marketing opportunities for students. Oversee a wider distribution of the Marketing brochure and maintain the Marketing web site.
<b>Measure of Success/ Desired Outcome</b>	Increased awareness of the program and increased student enrollments.
<b>Estimated Cost(s)</b>	No cost
<b>Consequence if not funded</b>	Decreased enrollment and revenue and lost opportunities for students.
<b>Who is responsible?</b>	Marketing faculty, Department Head and Dean

<b>Recommendation # 4</b>	Review the curriculum on a regular basis and continue to look at Electronic Commerce as a new area to develop.
<b>Recommendation:</b>	See above
<b>Planned Implementation date:</b>	Fall 2005
<b>Estimated Completion date:</b>	Fall 2008
<b>Action/Task</b>	Continue Advisory Meetings to get local Business input and review and update curriculum as needed.
<b>Measure of Success/ Desired Outcome</b>	Marketing curriculum will be as up-to-date as possible and students will obtain the skills employers need.

<b>Estimated Cost(s)</b>	No cost
<b>Consequence if not funded</b>	A curriculum that is not up-to-date.
<b>Who is responsible?</b>	Assistant Department Head and Department Head of Marketing

<b>Recommendation # 5</b>	Investigate strategies on how to reduce non-completers in all courses and increase the number of certificate and degree completors.
<b>Recommendation:</b>	See above
<b>Planned Implementation date:</b>	Fall 2005
<b>Estimated Completion date:</b>	Fall 2008
<b>Action/Task</b>	Contact faculty in the Marketing department and discuss ways to reduce non completors. Contact other institutions in Texas to discuss completion rates and get advice on how to improve our completion rates
<b>Measure of Success/ Desired Outcome</b>	Improved mastery rates in all classes.
<b>Estimated Cost(s)</b>	Cost would be minimal, maybe \$250.00
<b>Consequence if not funded</b>	Continued non acceptable levels of non-mastery rates.
<b>Who is responsible?</b>	All Marketing faculty.