Program Review, Analysis, and Planning

Department Name: **Marketing**

Data Analysis

Based on data provided by ORPIE:

1. Are your department's average FTES/FTEF and average enrollment per section lower, higher, or similar to college-wide average FTES/FTEF and average enrollment per section? Why? (150 words limit)

   Marketing FTES/FTEF 2017-18: 24 vs. GWC FTES/FTEF 2017-18: 33
   Marketing Enrollment/Section 2017-18: 22 vs. GWC Enrollment/Section 2017-18: 37

   Whereas marketing is a popular subject with students, enrollment has decreased in the last few years due to a strong workforce that is employing workers that would otherwise be students. This problem is not unique to marketing; there are no notable causes other than a general county-wide decline that is specific to this department.

2. What factors have contributed to your trends in enrollment? If your department is experiencing an enrollment decline, what is your department's plan to address the enrollment decline? (150 words limit)

   Like all of Golden West College, enrollment has trended downward over the 5-year period of data provided by the Office of Research, Planning, and Institutional Effectiveness ("ORPIE"). In 2016-17 (year 4), all metrics dropped, but recovered in 2017-18 (year 5). This is likely due to Marketing G135 – Retail Management, going to an annual rotation (it was previously offered every semester). In addition, the department added two marketing classes in 2017-18 that are part of the entrepreneurship program (Marketing G157 – Finding And Knowing Your Customer and Marketing G167 – Social Media Marketing) that had a pipeline of students which helped to recover some of the lost FTES.

	2013-14	2014-15	2015-16	2016-17	2017-18
Enrollment	154	158	146	106	154
Enrollment/Section	39	26	24	18	22
Average Fill Rate	85.6%	58.5%	54.1%	39.3%	49.7%
FTES	15.2	15.4	14.2	10.1	13.2
FTES/FTEF	37.9	25.7	23.7	18.3	24.0

   To address declining enrollments, the department may experiment with changing the instructional modality of its survey course, Marketing G100. Also, where appropriate, the department can explore the option of expanding its course offerings into non-credit education.

3. Looking at the demographic of your student population, what strategies has your department considered or implemented to be more inclusive of the distinct student populations you serve? (250 words limit)
   - **ORPIE data showed the largest race/ethnicity groupings in Marketing to be Hispanic /Latino (37.3%) and White (32.4%).**
   - **Women (58.5%) represent a greater proportion of students than men (39.4%) in 2017-18, although that has not always been the case in past years.**
   - **Over the 5-year period, the percentage of students in the "Ages 18 to 19" group grew by approximately 6%, while the percentage of students in the "Ages 20 to 24" group dropped by approximately 6%. This trend shows a shift in the student population to a younger demographic. This is consistent with the addition of the new social media marketing class (Marketing G167), as well as the continued popularity of Marketing G140 – Digital Marketing.**

- The steady metric appears to be the large proportion of economically disadvantaged students, which represent over half of all marketing students for all years included in ORPIE data except 2016-17 (although 2016-17 seems to be an anomalous year due to a severe decline in enrollment that likely threw the metrics out of scale). The department plans to address this population by looking into low-cost or OER materials for its classes.

4. How does your program course success rate compare to GWC's overall course success rate? If your course success rates are in decline or below the college average, what is your department plan to address the success rate? (250 words limit)

    The department's success rates (see table below) averaged lower than GWC's overall success rate of 72.2%. This metric is particularly difficult to interpret, since there have never been any full-time faculty dedicated to teaching marketing courses (ORPIE showed some courses taught by FT faculty from 2013-14 to 2015-16, but that particular FT faculty was actually a PT faculty member at the time). Moreover, the courses have lacked continuity in that Marketing G140 and Marketing G167 had a different PT instructor teaching them every semester. The lack of a consistent PT faculty member to develop and improve upon the curriculum may have resulted in lower-than-expected success rates in the department's classes. Starting in 2018-19, the department has secured a long-time PT faculty member who will be responsible for teaching a number of the department's courses. Consistent staffing from 2018-19 and onward should lead to increased success rates.

	2013-14	2014-15	2015-16	2016-17	2017-18
Success	53.2%	44.9%	53.4%	57.9%	60.6%

5. Looking at success rates for different demographic groups, which groups are experiencing disproportionate impact in student success? If there are student groups experiencing disproportionate impact, what is your department's plan to address the disproportionate impact? (250 words limit)

    As referred to earlier, the economically disadvantaged comprised most of the students in marketing in the 5-year period surveyed. The department plans to address this by looking into low-cost and OER materials.

    It should also be noted that EVERY SINGLE SPECIAL POPULATION GROUP except international students fared lower than the department's success rate of 60.6%. This may be attributed to the entire department's courses being taught by PT faculty, whom may not be as adept to identifying and addressing equity gaps in their students. The department chair plans to share this information to all marketing faculty so that they are, first and foremost, aware of the issue. The department chair and other FT faculty feel that the problem stems from not being aware, rather than not caring. Once the PT faculty are aware that their success rates average over 10% lower than the overall campus average, they will be motivated to take steps to improve their success rates while maintaining high education standards.

6. Does your department confer a degree or certificate? What is your department's plan to increase the number of students receiving degrees or certificates? (150 words limit)

    Marketing confers 2 degrees and certificates:
    1. Marketing Associate Degree
    2. Marketing Certificate
    Note: Students transferring to 4-year institutions that are planning to major in marketing are captured under the Business Administration ADT. There is no separate ADT for marketing majors. Marketing is a popular major amongst transfer students. According to graduation data from CSUF and CSULB, the marketing option is usually right behind the accounting option and the finance option in the number of students graduating with a B.A. in Business Administration.

    Since the degree and certificate are local to GWC, the department should review the program requirements and

possibly shorten them in order to increase the number of students in these programs.
The department sees opportunity for growth in non-credit education, particular with its social media marketing course.

7. Are students transferring to four-year institutions from your program? What is your department's plan to increase the number of students transferring to a four-year institution? (150 words limit)

    As explained in #6, 4-year institutions carry one major under the header of "Business Administration." Students wishing to transfer as Business majors get the Business Administration ADT, then further declare their concentration, option, or specialty at the university, e.g. "Business Administration – Marketing." As such, the number of true marketing transfer students are captured under the Business Administration ADT degree, of which there were 118 such degrees granted in 2017-18. The 118 degrees are not disaggregated such that we are able to discern how many of those 118 students are true marketing students.

8. Did you complete the two-year program review requirement for CTE? If no, why not? (150 words limit)

    The majority of marketing students transfer to 4-year institutions. Furthermore, the department did not request CTE funds in the previous 2-year period.

9. Did your department complete all course SLOs assessment? If no, why not? (150 words limit)

    The department had 100% SLO assessment completion for 3 years from 2013-14 to 2015-16. In the 2 most recent years, assessment activity dropped, most likely due to different PT instructors that taught courses during these 2 years. In the future, the department chair will ensure that all department faculty complete their assessments and turn them into the SLO coordinator or into TracDAT.

10. Did your department review all Course Outline of Records in the last 6 years? If no, why not?

    The department has reviewed a majority of its course outlines of record in the past 6 years. Note: there is no ORPIE data provided on course outline review.

Review of Last Cycle Program Review

Provide assessment of your previous program review initiatives. Summarize any accomplishments that your program achieved (List 3 to 5 bullet points). Limit to 250 words.

Initiatives from 2016 Program Review:

Enrollments: In the last program review, one of the objectives was to figure out why students enrolled in Marketing G100 – Principles of Marketing, are taking that class. Based on discussions with the instructor and students, it appears that students who are interested in possibly pursuing marketing as a major at 4-year institutions want to see what the field is about.

Awards: Since the last program review, there were a small number of marketing degrees and certificates awarded. The department believes that a further reduction in unit requirements in both programs would result in an increase in awards. The department should look into creating stackable certificates, much like in accounting.

PROGRAM PLANNING/BRAIN STORMING

Based on your analysis of previous program review and current data, list 3-5 goals that your department want to accomplish in the next three years?

General Business Department Goals

1. Continue to foster and develop transfer relationships with our neighboring 4-year institutions (CSUF and CSULB in particular).
2. Build a business brand that promotes and focuses on transfer as opposed to Career Education. The numbers in this program all point to a majority of students in transfer-mode taking our classes as pre-requisites in preparation to finish their degrees at 4-year universities. Having a brand that stresses this component of our offering, creating marketing materials (flyers and brochures) that distinguish Business apart from Career Education. Marketing materials created in recent years have branded Business as career education, which has diluted the strong transfer component of our programs and classes.
3. Establish and continue to expand dual-enrollment programs such as the GWC/Huntington Beach High School entrepreneurship program that will begin in Fall 2019.
4. In addition to the OC Vital Link Regional Business Advisory Committee, the Business Department will have its own local business advisory committee meeting that will hold meetings at least once a year. The committee will consist of faculty, industry professionals, and community leaders to discuss program development in order to meet community needs.

Marketing Discipline-Specific Goals

5. Degree requirements update: Conduct a comprehensive review of the degree and certificate. If appropriate, reduce unit requirements in the certificate, possibly "breaking" the certificate into a number of smaller stackable certificates. Create a pathway for students to earn multiple awards, perhaps leading to a degree.

6. Non-credit education: For courses where appropriate, create non-credit courses along with a non-credit certificate of completion or certificate of competency.

7. Expand social media marketing: This is a growing area and one that is becoming the forefront of marketing departments in companies across the board. Pertinent faculty should explore "hot topics" in social media marketing and create both non-credit and credit courses. This is a growing area and should be popular with students.

Program Planning

Description of Department's Goal?	What metric will you use to measure your goal?	What actions will the department take?	Which of the College's mission and goal does this goal support?		List necessary support and/or resources if applicable.
Goal 1: **Increase enrollment**	**Aim to boost student enrollment to above 200 students per annum by next program review.**	**FT faculty to partake in recruiting efforts in collaboration with Counseling and Outreach.**	☒ Transfer ☒ Degrees ☒ Certificates ☒ Career advancement ☐ College readiness	☒ Student Success ☒ Equitable Achievement ☒ Learning Environment ☒ Communication ☒ Engagement ☒ Resource Optimization	**Allot ~30 minutes during division meeting for departments to discuss strategies for enrollment management.**
Goal 2: **Increase student success**	**Student success should continue to increase and get closer to the college-wide average of 72.2%.**	**PT faculty are to be distributed this program review and ORPIE data packet.** **PT faculty to make efforts to boost success rates in their classes accordingly.**	☒ Transfer ☒ Degrees ☒ Certificates ☒ Career advancement ☐ College readiness	☒ Student Success ☒ Equitable Achievement ☒ Learning Environment ☒ Communication ☒ Engagement ☒ Resource Optimization	**FT faculty to communicate with PT faculty throughout every semester to discuss student success and retention.**
Goal 3: **Increase SLO assessment activity**	**SLO assessment should be back to 100% by next program review (2022).**	**Department chair should remind all faculty about SLO assessments during the semester, as well as send out a reminder to complete SLO assessments at end of semester.**	☒ Transfer ☒ Degrees ☒ Certificates ☒ Career advancement ☐ College readiness	☒ Student Success ☒ Equitable Achievement ☒ Learning Environment ☒ Communication ☒ Engagement ☒ Resource Optimization	**SLO coordinator should report back to department chair at the end of each semester.**

Golden West College
Program Review
Signatures Page

Date: **April 26, 2019**

Program/Department Name: **Marketing**

Department Lead/Manager: **Christopher Whiteside**

I have read/participated in the preceding report and accept the report as an accurate portrayal of the current status of the program/department.

(mark (X) as a signature and type names)
(**X**) **Alice Kit Rivera**
(**X**) **Bern Baumgartner**
(**X**) **Barbara Hawksley**
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