Proposal

Bachelor of Applied Science in Digital Marketing

8/11/16

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COVER SHEET

NEW DEGREE PROGRAM PROPOSAL

Program Information

Institution
Name: **Bellevue College**

Degree: **Bachelor of Applied Science in Digital**   52.1401
                 Marketing   CIP Code: /52.1499

Name(s) of the existing technical associate degree(s) that will serve as the foundation for this program:

		CIP		Year	
Degree:	Marketing Management AA	Code:	52.1401	Began:	1991
Degree:	Business Management AA	Code:	52.0201	Began:	1995
Degree:	Business Management AAS-T	Code:	52.0201	Began:	2012

Planned Implementation Date (i.e. Fall 2014):   **Fall 2017**

Proposal Criteria: *Please respond to all eight (8) areas listed in proposal criteria FORM D.*

Page Limit: 30 pages

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_____   9/26/2016
Chief Academic Officer   Date

Introduction

Bellevue College (BC) proposes a Bachelor of Applied Science (BAS) degree in Digital Marketing to meet the high demand for rigorously trained marketing professionals. The program aims to provide graduates with a strong foundation in the fundamentals of marketing as well as cutting-edge skills in search engine marketing, search engine optimization, display and mobile advertising, social media and online video. Such training, BC believes, will position graduates to undertake leading roles in the creation of marketing digital content across multiple media platforms for a variety of organizations. Upon completion of the program, graduates will be prepared to work in a wide array of positions, including media buying, marketing strategy, marketing research, campaign reporting, marketing analytics, account management, copywriting, visual design, product development, retail integration, event marketing and small business ownership. Graduates will also have opportunities as social media specialists, search engine optimization specialists and web traffic analysts.

Motivation for development of this program arose from several quarters. First, a number of business professionals requested that BC add more digital content to its marketing curriculum. Local employers, especially members of BC's Institute for Business and Technology's advisory council, noted that finding qualified talent with digital marketing knowledge and skills was difficult. Second, current students and BC graduates implored the College to add classes that afforded hands-on, practical instruction with key digital tools and marketing theory. Graduates in particular disclosed that their work increasingly involved use of digital tools and techniques. Third, research on employer needs indicated that the majority of marketing job openings – digital or otherwise – require a baccalaureate degree. BC's approved Statement of Need study clearly evidenced this reality. This being the case, BC concluded that offering this new degree would not only improve the limited career options for graduates from two-year marketing and management programs, but also prepare graduates to work more effectively in an increasingly integrated and technologically complex field. Finally, as described in our Statement of Need document, a substantial gap exists between workforce needs and degree production in the field of digital marketing. This final fact convinced BC that development of such a degree program would be a prudent and sound use of its resources and talents.

In summary, the development of this degree is a response to the expressed appeals of employers, alumni and students as well as an acknowledgement that employment in the field of marketing will be increasingly dependent on a mastery of digital marketing theory and practice. The degree will be suitable for graduates of Bellevue College's two-year technical degrees in Business, Management and Marketing, and for graduates from other colleges with equivalent preparation.

BC submits the following proposal to show how its proposed program will exhibit baccalaureate rigor; employ qualified faculty; assure that its selective admission policy is consistent with an open door institution; offer an appropriate student services plan; model a sustainable, quality program; seek accreditation; open pathways beyond the bachelor's degree and meet expert reviewer expectations.

Baccalaureate Level Rigor

Bellevue College has carefully designed the scope of its digital marketing degree to impart the knowledge, skills and abilities needed by students to be successful marketing professionals. Core courses are designed not only to augment a student's foundational learning in marketing, media and content design, but also to deepen their understanding of Web technologies, search engine optimization, mobile and social media applications and marketing research, visualization and analytics. Perhaps most important, the curriculum will provide students an opportunity to earn an affordable bachelor's degree embedded with the knowledge and skills sought by employers.

Program Learning Outcomes

To ensure baccalaureate rigor and job competitiveness, successful graduates of the program will meet all course and program learning outcomes.

Upon graduation, program graduates should be able to:

- Establish business and marketing objectives
- Translate objectives into integrated marketing strategies that lean heavily on digital platforms
- Create and re-purpose content for the digital environment
- Optimize marketing campaigns based on data inputs and research efforts
- Utilize marketing efforts to establish future product innovation and extensions

Preparation for Admission

The BAS degree in Digital Marketing has been designed for individuals who have earned an associate degree or a professional technical associate degree in business or marketing.

To this end, Bellevue College offers several associate degrees in business that deliver excellent preparation for the BAS in Digital Marketing. These degrees include an AAS-T in Business Management, an AA in Business Management, and a Direct Transfer/Major Related AA degree in Business. The College will also introduce a new Digital Marketing AAS-T degree in the fall of 2016. This new degree affords a seamless transition to the BAS program.[1] In addition to these degrees, the College's Institute for Business and Information Technology (IBIT) provides a variety of stackable certificates that position students to complete the associate in business or marketing degrees as well as the BAS degree in Digital Marketing. These credentials comprise 30 and 50 credit certificates in Sales and Marketing as well as a 60 credit Web Marketing Specialist certificate.

Completion rates for business programs at Bellevue College are high and reveal a strong pool of qualified, two-year graduates for the applied baccalaureate program in digital marketing. Business and marketing programs at other Washington State Community and Technical colleges will also prepare students for the BAS in Digital Marketing. Completion rates at these community and technical colleges in Bellevue College's local region show great promise as a supply of applicants. Appendix A shows two enrollment tables. The first is a 5 year enrollment history of the Bellevue College feeder programs. The second shows enrollments in marketing programs at other colleges.

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[1] See appendix G for Digital Marketing AAS-T program sheet

Together, this data demonstrates the healthy pool of students from which the new digital marketing program will likely draw applicants.

Admission to the BAS digital marketing program will require a grade point average of 2.5 in marketing and business courses and a cumulative of 2.0 in all college level course work.[2] Students must also meet the minimum course requirements described in Table I below. These requirements indicate the minimum requirements to be fully prepared for the rigors of the Applied Baccalaureate degree in Digital Marketing.

Table I: Entry Requirements for BAS in Digital Marketing		
PREREQUISITE REQUIREMENTS including General Education Credits		
Prerequisites	Notes	Credits: 90
Associate degree, or equivalent credits, in a business or marketing program	Courses may be subject to minimum grade requirements and prerequisites	
General Education	Business& 101: Introduction to Business	5
	ENG& 101: English Composition I	5
	Lab-based Science from DTA/MRP[3]	5-6
	MATH& 107: Math in Society, or any Math above 107	5
		Total: 20-21
Marketing Courses	BTS 189: Webpage Authoring Essentials or equivalent	5
	MKTG 101: Introduction to Marketing or equivalent	5
	MKTG 102: Introduction to Digital Marketing Platforms, or equivalent	5
	MKTG 234: Advertising, or equivalent	5
	MKTG 261: Marketing Research I, or equivalent	5
	MKTG 262: Measurement and Analytics, or equivalent	5
		Total: 30
Core and other required courses	Core and other required courses for Associate Degree in Business, or Marketing	Total: 40-41
		Total: 90-92

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[2] Per recommendation of the SBCTC.

[3] Laboratory science classes at Bellevue College are 6 credit courses. Hence the indication of 6 credit in the table.

Core Courses

While it comprises new and emerging courses, the field of digital marketing coalesces around a set of essential concepts and methodologies that form a coherent and content-specific curriculum. The nucleus of this curriculum is marketing, media, content design, and data visualization and analytics with special emphasis on the emerging digital trends of these fields. Accordingly, students will not only gain an understanding of the fundamentals of marketing, but also will be immersed in social media, search engine and mobile marketing as well as Ecommerce and Web technologies. These varying disciplines not only ready students for immediate employment, but also prepare them for the ever changing realm of business and digital enterprise.

Table II below identifies the core courses that all student will take. Students begin core courses in their first quarter and continue to take them throughout the program.

Table II: Digital Marketing Core Courses		
	Required	Credits
	BTS 389 Ecommerce Strategy	5
	MKTG 301 Media Planning and Buying	5
Digital Marketing Core Courses	MKTG 333 Content Creation	5
	MKTG 334 Advertising II	5
	MKTG 341 Public Relations and Social Listening	5
	MKTG 461 Marketing Research II	5
40 Credits		
	MKTG 462 Data visualization and Advanced Analytics	5
	MKTG 492 Capstone Course	5
	TOTAL	40

Elective Courses

The electives are immersive, flexible, and innovative courses intended to help students achieve a depth of knowledge in an area of individual interest. Elective courses will provide a combination of lecture, workshop, laboratory and field segments, as appropriate. Some specialty courses of broad interest will be offered, determined by faculty expertise and student interests. Table III describes the current set of elective courses that will be available as the program begins.

Table III: Digital Marketing Elective Courses		
Elective Courses: Choose 2 Courses For 10 Credits	**Courses**	**Credits**
	MKTG 211: Multicultural Marketing	5
	MKTG 241: Search Engine Strategy	5
	MKTG 242: Social Media Strategy	5
	MKTG243: Mobile Marketing Strategy	5
	MKTG 244: TV and Online Video Strategy	5
	MKTG 271: Consumer Behavior	5
	MKTG 434: Branding	5
	MKTG 451: Sales Management	5
	TOTAL	10

Please see Appendix C for the digital marketing core and elective course descriptions and learning outcomes.

General Education

The General Education requirements of this digital marketing degree conform to state general education guidelines for university baccalaureate and applied baccalaureate programs. Students will enter the program with approximately 20 credits of general education. They will complete another 40 credits while completing the BAS program. (See Table IV below). Bellevue College plans to work closely with other system colleges to ensure that students currently enrolled in transfer and technical associate degrees complete appropriate general education courses prior to entry into the digital marketing program. Course numbers with an ampersand (&) are common course numbers at all Washington State community and technical colleges. Course numbers without the ampersand (&) symbol refer to Bellevue College Courses.

Table IV: General Education Courses			
Subject	**Credits**	**Met by Associate Degree Program**	**Met in the Bachelor Degree**
Communication Skills (Eng. Comp. required)	10	ENGL& 101: English Composition I	ENGL 271: Expository Writing I
Quantitative Skills	5	MATH&107: Math in Society	
Humanities	15		English 360: Copy Writing
			PHIL 360 Business Ethics Theory & Practice
			Any 200 level Anthropology course from AAS-DTA
Social Science	20	BUS&101: Introduction to Business	ECON 202: Macroeconomics
			Any 200 level Sociology course from AAS-DTA
			HIST 363 U.S. Business History
Natural Sciences (Must include one lab course)	10-12	GEOG 206: Landforms & Landform Process or any other science course from the AAS-DTA	Any science course from AAS-DTA
Total Associate	60-62[4]	20-21	40-41

Table V below illustrates a sample course plan for students beginning the BAS program.

Table V: Sample Course Plan			
	Fall	**Winter**	**Spring**
Year 1	ENG 271: Expository Writing I MKTG 301: Media Planning and Buying 200 Level Sociology (DTA/MRP)	ENG 360: Copy Writing MKTG 333: Content Creation ECON 202: Macro Economics	BTS 389: Ecommerce Strategy LAB SCIENCE (DTA/MRP) Digital Marketing Elective
Year 2	MKTG 334: Advertising II HIST 363: U.S. Business History) Digital Marketing Elective	MKTG 461: Marketing Research II MKTG 462: Data Visualization and Advanced Analytics 200 Level Anthropology (DTA/MRP)	PHIL 350: Business Ethics, Theory and Practice MKTG 341: Public Relations and Social Listening MKTG 492: Capstone Course

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[4] Laboratory science courses at Bellevue College are 6 credit courses. Hence, students will accumulate 63 general education credits rather than the standard 60 credits.

Full-Time/Part-Time Status:

Students attending fulltime typically take 15 credits per quarter and finish the program in six quarters. Students attending part-time finish the program in nine or more quarters, depending on the number of credits that they carry. Students may elect to take a number of courses outside the established schedule to accommodate personal demands, although some courses will be offered only once per year. Program faculty and the program manager will work with each student to develop an academic plan ensuring that full-time and part-time student are able to efficiently meet their degree and career goals.

Experiential Learning

Experiential learning is a vital component of a rigorous applied baccalaureate degree and central to becoming a competent digital marketing professional. As a part of the curriculum, digital marketing students will engage in a capstone course. The course will provide students the opportunity to gain a deeper understanding of the digital marketing environment through industry sponsored practicum projects.

Awarding of Non-Traditional Transfer Credit

Students entering the BAS degree in Digital Marketing may also be eligible for non-traditional transfer credit. Non-Traditional Credit is generally considered to be learning that took place outside of a regionally accredited college or university. Bellevue College follows its own policies as well as the standards set by the State Board for Community and Technical Colleges in awarding credit for non-traditional learning.

There are four categories of Credit for Non-Traditional Learning:

1. Credit by Testing
2. Prior Experiential Learning
3. Extra-Institutional Learning
4. Course Challenges (formerly Credit by Examination)

In considering non-traditional credit for transfer, BC will apply the following conditions:

- Transferability of awarded credits are subject to the policies of the receiving institution and the college makes no claim regarding the application or transfer of awarded credits to the programs at other institutions.
- Awarded credits do not count toward college residence requirements. Students must earn one-third of the credits needed to complete their programs at Bellevue College.
- Depending on the type of awarded credit, other limitations or restrictions on the number of credits accepted may apply.
- Awarded credits must apply to the student's program.
- Awarded credits must generally meet the same standards, course objectives and learning outcomes of equivalent courses offered by the college.
- Awarded credits are subject to review and approval by faculty.
- Official Admission to Bellevue College for the current or upcoming quarter must occur before the process of awarding Non-Traditional credit begins.

Program Evaluation Criteria and Process

Assessment for the proposed Digital Marketing program is based on the comprehensive student achievement and program assessment processes in place at Bellevue College for all programs, including associate and baccalaureate degrees. Program review occurs every five years and provides a thorough assessment of every aspect of the program. Reviews includes strategic planning; student headcount, full-time equivalent student (FTES) and schedule trend analysis; program enrollment data, including student faculty ratios, analysis of full-time and part-time faculty ratios and other staffing indicators; student performance evaluation; an evaluation of curriculum coherency and currency, including an evaluation by the workforce advisory committee; program viability, including employment placement data and market analysis; and analysis of student demographics, program costs and revenues, retention and advising, articulation agreements, and course delivery methods.

Industry will engage in recommendation and review of the curriculum and program elements through the college's Digital Marketing advisory committee comprised of professionals from the field. The role of this committee will be to advise the program on recommended curriculum improvements; help keep the program abreast of changes in the field; assist in student recruitment and placement; and make recommendations for other changes that will keep the program current.

Table VI summarizes 5-year assessment mechanisms.

Table VI: 5-Year Program Assessment	
Effectiveness of curriculum/ program — continuously refines curriculum and program design, keeping the program current, including discipline-based, general education and electives	
Course evaluations by students	• Effectiveness of curriculum & teaching methods in courses • Effectiveness of program in skills & knowledge progression
Field studies evaluation by students and by employers	• Adequate balance of knowledge & skills, theory & practice • Effectiveness of program in meeting students' expectations • Effectiveness of program in meeting employers' expectations
Student survey and/or focus group mid-point through the program and at graduation	• Effectiveness of the program in skills & knowledge progression • Adequate balance of knowledge & skills, theory & practice • Effectiveness of program in meeting students' expectations • Effectiveness of institutional and program resources and support • Preparedness of faculty • Preparedness of students upon entering individual courses
Program statistics	• Student retention • Student course success • Student progression through program • Correlation of student success and training/ job experience prior to entry
Survey of Marketing program faculty	• Preparedness of students upon entering individual courses • Preparedness of students upon entering the program

Graduate follow-up and industry feedback — assesses effectiveness of program in meeting career goals and employer expectations and uses findings to refine curriculum and teaching methodologies	
Survey of program graduates six-nine months after graduation	• Effect of program completion on career • Effectiveness of program in meeting job expectations • Wage and career progression
Survey of program graduates 3-5 years after graduation. IPEDS DATA	• Effectiveness of program in placing graduates into graduate school
Survey of employers of program graduates six-nine months after graduation	• Effectiveness of program in meeting job expectations • Observed increased skills and performance • Perceived strengths and weaknesses of current program
Oversight by Digital Marketing Advisory Committee – provides ongoing support and program review.	
Digital Marketing Advisory Committee	• Completeness & relevance of curriculum to employer needs • Trends in field, technologies, practices and job markets • Continuing education needs of graduates
Survey of faculty satisfaction — assesses adequacy of program support and faculty training	
Survey of program faculty	• Effectiveness of institutional & program resources & support • Preparedness to teach the curriculum

Until the first five-year program review occurs, staff will evaluate the digital marketing program's effectiveness by collecting and analyzing data annually on student satisfaction, preparedness, and retention; faculty assessment of student preparedness; and effectiveness of courses to meet the program outcomes. The program will be assisted in its collection of data by the College's office of Effectiveness and Strategic Planning. Table VII summarizes the annual schedule for the collection of data. This annual collection of data serves as preparation for the program's five-year review.

Table VII: Annual Assessment		
PERIOD	DATA COLLECTED	RESPONSIBILTY
Spring 2017	• Student Survey • Faculty Evaluations • Retention Data • Faculty survey of student readiness	Program Manager; Program Chair Dean, Institute for Business & Information Technology (IBIT) Division, Office of Effectiveness and Strategic Planning
Spring 2018	• Student Satisfaction Survey • Faculty Evaluations • Retention Data • Faculty survey of student readiness	Program Manager; Program Chair Dean, IBIT Division, Office of Effectiveness and Strategic Planning
Spring 2019	• Student Satisfaction Survey • Faculty Evaluations • Faculty survey of student readiness • Retention & graduation data • Wage, job & progressions data	Program Manager; Program Chair Dean, IBIT Division, Office of Effectiveness and Strategic Planning

Spring 2020	• Student Survey • Faculty Evaluations • Retention Data • Faculty survey of student readiness • Retention & Graduation data • Wage & job & progression data • Survey of Employers	Program Manager; Program Chair, Dean, IBIT Division, Office of Effectiveness and Strategic Planning
AY 2020-21	Five – Year Review. See Below.	Program Manager; Program Chair, Program Faculty, Dean, IBIT Division, VP, Instruction, Office of Effectiveness and Strategic Planning

Qualified faculty

Faculty Credentials and Hiring

Faculty teaching in the degree program will be required to hold a minimum of a master's degree; possess college level teaching experience; and have relevant industry or professional work experience, especially in digital marketing and social media. Faculty will be expected to teach courses in their area of expertise; assess student learning outcomes; maintain current knowledge and skills in their area of assignment; demonstrate a strong commitment to student success and foster a positive, caring learning environment where diversity and pluralism are valued.

Current faculty teaching in BC's Associate degree marketing program hold the appropriate credentials to teach and chair the new BAS degree program. The College has also begun a search for a new full-time, tenure track faculty position in Marketing. This new position will be expected to teach in both the Associate and Bachelor degree programs.

Table VIII below describes Digital Marketing faculty credentials, status and anticipated course/s to be taught.

Table VIII: Faculty Credentials				
Faculty	Credentials	Fields of Expertise & Professional Experience	Status FT/PT	Sample course(s) to be taught
1 New FTE Faculty	Masters or Ph.D.	Seeking expertise in Search Engine Strategy, Data visualization, Marketing Research	FT	MKTG 251, 301, 341, 343, 434
Kyle Barber	M.S., University of Phoenix	Advertising, Data Analytics, Digital Marketing Platforms & Social Media Strategy Senior V.P. McCann Advertising Agency	FT	MKTG 211, 244, 332, 334, 461, 492

Dena Laney	M.A, California State University, M.A, Florida State University.	Web Design, Content Management System, Mobile Marketing Strategy, Digital Marketing Platforms Tenured Faculty and Web Development Consultant	FT	BTS 389; MKTG 333, 342,462
Gail Monaghan	M.S. Pratt Institute	Introduction to Marketing and Branding Founder and Principal, Monaghan & Company	PT	MKTG 301, 343,434
Carrie Colbert	Ph.D., University of Maryland, University College	Management Director of Marketing, RGI INC, Senior Manager, Dole food Company,	PT	MKTG 334, 341, 343, 434, 461
Irene Ferrante	M.B.A., Loyola University, Maryland	Sales and Marketing Marketing Consultant & Regional business manager Carrie Company	PT	MKTG 211, 251, 334, 341, 343, 434
Pat McNiff	B.S., University of Dayton	Marketing & Accounting Sales Manager, US Corporate Accounts Hewlett Packard	PT	MKTG 251

Selective Admissions Consistent with Open Door Institution

Bellevue College continues to adhere to the basic open-door mission of a community college, providing educational access to its constituents and serving the varying educational needs of its community. The Digital Marketing degree will hold admission criteria to the essential elements that ensure students are well-prepared to begin bachelor studies, regardless of the origin of their preparation.

The college chose a 2.5 minimum GPA in core marketing and business courses and a cumulative GPA of 2.0 for admission to remain consistent with its GPA requirements for progression and completion in its other BAS degree programs. This threshold has proven to be successful for the college's existing BAS degrees. Qualified applicants who meet the priority application due date will receive first consideration for admission. If there are more program slots than applications, applicants who do not meet the priority due date will be considered. If there are more qualified applicants than there are openings, but not enough applicants to feasibly add an additional

section, the college will admit some students and place the remainder on a wait list, based on the following criteria:

- Fifty percent of the cohort slots will be awarded based on GPA in rank ordered, i.e., 3.8, 3.78, 3.6. This will provide priority to students with a higher GPA.
- The remaining fifty percent of cohort slots will be awarded to qualified applicants by lottery. This ensures that students with admissible, yet lower GPAs are not excluded from enrollment.
- When all slots are full, any remaining qualified applicants will be placed on a wait list.
- If additional program slots become available, admission will be determined by lottery from the wait list, so all students will have equal opportunity to be admitted.

This proposed lottery system was conceived as a part of Bellevue College's first baccalaureate program and has appeared in each of its subsequent proposals. In its past assessment of BCs proposed BAS programs, the SBCTC not only found this system in alignment with its policy of open access, but also a well-intentioned method of seeking equity and pluralism in the admission of students to BAS programs. The circumstances for which it was intended – a pool of qualified applicants exceeding the possible number of open admission slots within a program – has not yet occurred. Bellevue College continues to build enrollments in each of its baccalaureate programs and has offered admission to all qualified candidates.

BC believes that the conceived lottery system is still a constructive admission policy that measures potential student success not only by honoring high GPAs, but also by honoring "grit" and stamina under trying economic, social, personal circumstances.

The program manager and program chair, working closely with Enrollment Services, will manage the details of the recruitment and admission process. The Program Manager, in conjunction with Enrollment Services outreach staff, will attend high school college fairs and community college transfer fairs around the Puget Sound. This will assist the program in drawing from a wide and diverse applicant pool.

To assure continued fairness and consistency in its recruitment and admissions process, the program will assess these policies annually. If the program determines that changes need to be made, it will consider student recruitment, student progress and retention, student diversity, and an appraisal of criteria by which student qualifications are measured.

Finally, to assure equity and pluralism in the recruitment and admission process, the Digital Marketing program will employ practices designed by the college's Office of Equity and Pluralism to attract a diverse student population. Directed by the Vice President of Equity and Pluralism, this office leads Bellevue College's efforts to "expand opportunities for persons of color, persons

with disabilities, persons of various ethnic heritages, persons of different gender identities and orientations, and person with limited financial resources. Among Washington state's community and technical college system, Bellevue College is one of a few colleges to have established an equity and pluralism office at the Vice Presidential level. This office will guide the Digital Marketing program in its efforts to:

- Recruit people of color who are BC program graduates and professionals to serve as role models and as members of the program's advisory committee. Such graduates and professionals will be asked to make presentations to currently enrolled associate degree students to encourage them to pursue the bachelor's degree;

- Engage in targeted marketing efforts to encourage persons of color or persons from under-served populations to apply to the program;

- Coordinate program diversity efforts with the institution's office of Multicultural Student Services;

- Apply best practices for identifying potential program hires from under-represented groups;

- Work with businesses and professional organizations to recruit their employees of color or their employees from under-served populations to enroll in this bachelor degree program, and/or to serve as members of the program's advisory board.

- Regularly assess recruitment/retention efforts from under-represented populations, and continually striving to improve the program's appreciation and respect for diversity.

Student enrollment

Given the program's admissions policies, the enrollment patterns within the College's existing applied baccalaureate programs and the robust enrollments within the College's current associate business and marketing degrees, it is anticipated that this Digital Marketing program will enroll approximately 44 FTE students and graduate 25 students per year by AY 2021-22. (See Appendix III for evidence of robust enrollment data at BC and elsewhere)

Table IX below depicts enrollment projections for the program.

Table IX: Projected Student Enrollments						
	Year 0	*Year 1*	*Year 2*	*Year 3*	*Year 4*	*Year 5*
Students		*2017-18*	*2018-19*	*2019-20*	*2020-21*	*2021-22*
Applicants		20	25	30	35	40
Head Count W/Attrition		16	32	42	45	49
Total Student FTE		14	29	37	40	44
Graduates			12	20	22	25

Recruitment and Facilitation of Articulation Requirements

Bellevue College plans to work closely with other community colleges to distribute program information and entrance requirements widely. Building relationships with potential feeder programs will provide ample opportunity for students to make-up prerequisite courses not taken as part of their particular associate degree. In addition, program information will be shared broadly through statewide instructional, student services and workforce networks.

Appropriate student services plan

As a community college, BC offers a variety of student-focused support services that help students achieve success and accomplish their goals. Students in the digital marketing program will be supported by the same high-quality student services that all students receive.

Under-prepared/ vulnerable students:

Students who are under-prepared to begin either an Associate or BAS degree in Digital Marketing have the opportunity to enroll in the appropriate pre-college Math, English and Science courses that will ready them to become competitive candidates for the program. The great advantage of housing a BAS degree within the realm of the community college is that the community college, by design and funding, is expressly equipped to support and prepare the under-prepared/ vulnerable student.

To this end, Bellevue College offers a series of services for underprepared and vulnerable students. Examples of such services are:

Developmental Math Lab: The Developmental Math Lab provides free tutorial assistance for Bellevue College math students on a drop-in basis and computer-based tutorials which supplement classroom activities.

Mediated Math Lab: The specialized Mediated Math Lab utilizes a Computer-Based Teaching approach to provide hands-on access for a large number of self-paced and traditional math classes. Activities in this lab are coordinated through Math Department.

Math Textbook and Solution Manuals: Current textbooks and solutions manuals for most BC math courses are available for use in the Math Lab/Academic Success Center.

Individual Tutoring: Students earning a C or below in a class are eligible for an individual tutor through the Academic Success Center.

Workshops: A variety of academic success workshop sessions are available, including, but not limited to: Introduction to Study Skills; Study Skills, Remembering What You Study; Tips for Reading Your Textbook; Finding the Main Idea; Study Skills, How to Take Notes; Study Skills, Prepping for Tests and Quizzes; Annotating and Notetaking Techniques for Reading and Documentation in APA Style.

Writing Lab: The Writing Lab provides assistance with class writing assignments, college applications and resumes.

Multicultural Services Scholar (MCS): Created at the request of students, faculty, and staff of color, MCS Scholars is a culturally-responsive year-long college success initiative for new students of color with a special emphasis on African American, Latino/and Native students. Instruction and curriculum design is based on principles of multicultural pedagogy and aimed at first-time-to-college and transfer African American, Latino/a and Native students who have assessed into Developmental English 071, 072,073, 074 (STEPS) and 092, 093.

First Year Experience: (FYE) is a student success course required of first-time college students entering Bellevue College. Emphasis is placed upon a "guided pathways" approach to discovering majors, careers, and educational planning. Emphasis is also focused on making students comfortable with various academic support services, teaching multiple learning strategies for successful transition into college, understanding the importance of promoting pluralism at the College and developing relationships with fellow students and instructor(s). Upon completion, students receive one college-level credit.

Bellevue Advising Registration Kick-Off: B.A.R.K is a mandatory advising session for all first-time college students focused on getting students started by reviewing Math and English placement assessment and selecting first quarter of classes based on your academic goals.

TRiO Student Support Services: The (TRiO) program provides individualized academic advising and transfer planning with extensive personal support to students with limited income, disabilities, or who are the first in their families to attend college. The TRiO program furthers the Bellevue College mission of educational excellence and equal access.

General Student Services

In addition to those services specific to under-prepared students, BC provides students a myriad of high-touch student services to advance their education. Those services that will be used most frequently by digital marketing baccalaureate students follow:

Academic Success Center (ASC): The ASC assists students in successfully completing their college courses through one-on-one and group tutoring, workshops, classes and open labs in reading, writing and math.

Computer Labs: BC provides a wide variety of specialized computer and learning labs to enhance learning and student success as well as a 200-computer open lab.

Credentials Evaluation: Full-time credentials evaluators have extensive experience evaluating transcripts from accredited institutions. They will evaluate incoming students for compliance with admission requirements and student records for all degree requirements when students near

graduation. Bellevue College is committed to providing efficient time-to-degree for students, and makes every effort to accept prior learning when appropriate.

Disability Resource Center (DRC): The DRC provides assessment and accommodations for students with documented disabilities. They provide special course materials; coordinate testing for disabled students and assist faculty to provide appropriate accommodation.

Financial Aid: The financial aid office prepares and disburses federal, state, and institutional aid for all BC students. Students can monitor the process of their application online.

Job Placement: Providing help with career advancement and job placement will be priorities for the new B.S degree.   An effective advisory board comprised of STEM management professionals will help to identify jobs. Through the internship and/or capstone courses, students will develop potential job contacts. The Center for Career Connections has been successful in helping students find jobs by providing career planning and job placement assistance and conducting career fairs. The Center for Career Connections, Program Chair, and STEM Advisory Committee will work closely to develop and nurture internship and job placements.

Multicultural Student Services (MCS): MCS offers advising and mentoring, tutoring, emergency financial assistance, and support for the college's multicultural student population.

Online Services: All students have online access to the bookstore, records and grades, registration, advising, faculty communication, and library services. As an example of integrated services, the library has added extensive online collections and resources. Library faculty have also developed upper-division research workshops for students in baccalaureate programs. The distance education office provides extensive technology assistance and student services for all online students.

Veteran's Administration Programs: The Veterans Affairs Office assists all eligible veterans, reservists, dependents, and VA chapter 31 students.

Electronic Online Services: To provide convenient access to all students, Bellevue College has numerous services available electronically, including: online registration each quarter; online tutoring; 24/7 access to librarians through "ask a librarian"; extensive research databases suitable for baccalaureate-level research; KHAN academy links; and degree audit and transcript request.

Evening/Weekend Services: For face-to-face connection with all students, many services have evening and/or weekend hours, including: the academic success center, the math lab, the writing lab, the science study center; counseling center; disability resource center's extended testing hours; financial aid; and the library.

Fully Dedicated, Baccalaureate Student Services

Bellevue College implemented its first applied baccalaureate degree in 2007, a second program in 2009 and a third in 2012. Another two new programs started in fall 2013. A sixth program came on board in winter 2015, and the seventh and eighth began in fall 2015. The College's ninth and tenth programs will embark this coming fall 2016. As more programs have been added, the

College has continuously assessed its model of administration. This assessment has led the College to implement the following policies, procedures and services specific to baccalaureate programs, all of which will apply to the Digital Marketing program as well.

1. Each baccalaureate program provides faculty release time to enable a full-time faculty member to act as chair of the program. Program chair responsibilities comprise teaching an average of two baccalaureate courses per quarter, managing the program, and working with the program's advisory committee. Specific administrative responsibilities include:

   - curriculum development, revision, and implementation;
   - advising of students;
   - marketing the program to new students;
   - conducting articulation with both two-year and graduate programs;
   - initiating employer outreach;
   - participating in college governance; and
   - engaging in ongoing program assessment to maintain the program's currency

2. The college hires individual full-time, exempt program managers for each baccalaureate degree program. Currently ten Program Managers serve Bellevue's baccalaureate programs. These Program Managers, a single point of contact for baccalaureate students, not only provide admissions, advising and administrative support for the program, but also work one-on-one with students to assist them with their educational planning and progress towards degree completion. Program managers are available for face to face appointments, or can work through email.

   Central to the Program Managers duties is serving as the program's liaison with Office of Student Affairs. Program Managers conduct regularly scheduled quarterly meetings with the offices of Advising, Student Success, Enrollment, Financial Aid, Multicultural Services, and Career Connections. In coordination with Enrollment Services' outreach, Program Managers participate in college fairs across the Puget Sound region. Program Managers also work closely with the College's Financial Aid Office to ensure that BAS students receive the financial support that they need to enroll and complete degrees. Of note, 135 BAS students applied for financial aid during AY 15-16 and 122 of these students received awards.

   A key goal for Program Managers is to increase diversity in the baccalaureate student population. Activities to recruit diverse students include:
   - participation in Multi-Cultural College events
   - work with BCs Workforce Development office as well as the College's new marketing director to develop key relationships within the local community. Both the VP for Workforce Development and the Marketing Director understand at a personal level the vulnerabilities of underrepresented populations

- BAS focused presentations with school districts that maintain large, diverse student populations
- hosting BAS information events to inform students, parents and the community

BC has found this program manager model highly effective not only in contributing to student retention and success, but also to facilitating communication between BAS programs and critical student services   What's more, students throughout the various baccalaureate programs have indicated that they appreciate having a specific person to call upon for assistance.

3. Since retention and student success are the college's top priority, each student will have an individual schedule and advising plan. Students can use internet advising services and degree planning worksheets to access their information. The online degree planning tool helps faculty advisors and students evaluate, monitor and track the student's progress toward completion of a degree.

4. All self-support baccalaureate programs return a portion of the tuition paid to the college to provide program support to baccalaureate students. This policy has enabled additional FTE staff to be added in enrollment services to provide transcript evaluation for incoming applied-baccalaureate students. Similarly, the college also added a full-time librarian, dedicated specifically to the bachelor's degree programs. These hires have provided effective and important institutional touch points for baccalaureate students. [5]

5. BC has hired a new Director of Applied Baccalaureate Development who, in addition to program development duties, has been tasked with improving student support services and program evaluation and assessment. This director is central to the efforts of hiring additional admission, evaluation, financial aid and library resources for baccalaureate programs. Important to note, the Director of Applied Baccalaureate Development is a direct report to the Vice President of Instruction. He sits as a voting member on the Educational Services Cabinet and the Instructional Services Cabinet in which he communicates weekly with all academic deans, the Vice President of Student Affairs, the Vice President of Workforce Development, the Dean of Enrollment Services and the Dean of Academic Success. Hence, this position acts as a liaison and advocate for BAS programs to the BC campus at large, playing a critical component in communications between the divisions of Instruction, Student Affairs and Workforce Development.

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[5] During the AY 2016-17, BC anticipates adding new FTE positions in Evaluations and Financial Aid, fully dedicated to managing Baccalaureate students. In conjunction with Student Affairs and the Office of Instruction, BC's Finance Office has been tasked with appraising the cost and benefits of hiring these positions during the upcoming budget cycle.

Commitment to build and sustain a high quality program

Funding

The BAS degree in Digital Marketing program will be run as a self-support program. Students taking upper division courses will pay at the self-support baccalaureate rate of 234.43 per credit. No discount occurs after 10 credits at the upper division course level as does with State supported programs. Full time tuition at the upper division is $3516.45 per quarter. This equates to an annual rate of $10,549.35.

The faculty are committed to develop and improve the skills of the graduates of this program in critical thinking, objective reasoning, adaptability, compassion, confidence, and respect. Faculty recognized that a variety of delivery methods must be utilized within the program to help the student develop into lifelong learners. Funds are established and earmarked to support curriculum development and updates.

Indirect funding has been included in the budget to cover the annual expenses associated with these expenses. Indirect is calculated at 8% in year zero and one, 12% in year two, 15% in years three and 20% in years four and five, growing as the program grows. These amounts may be adjusted should the amount collected be inadequate or be in excess of expenses incurred in marketing, enrollment services, library support and services, or finance. Bellevue College is committed to the long-term success of the new degree and will set aside monies to launch and fund the program until it collects adequate tuition to be fully self-sufficient.

Estimated program expenses and income are detailed in Appendix B. Appendix B contains four budget tables that illustrate budget projections under four different tuition charges. The first table shows projections at 234.43/credit, the 2015-16 tuition rate at which BC, at this moment, intends to charge for this digital marketing program. The second, third and fourth tables show tuitions at $222.71/credit, $210.99/credit and $200.94/credit respectively. These figures represent in order a 5%, 10% and 15% reduction in tuition. BC offers these additional contingency budgets to illustrate that it has considered a variety of reductions in tuition and reserves the right to lower tuition for this program prior to its launch. In addition, each of the four budget tables calculate tuition revenues based on a 10% student attrition rate. Finally, each budget table presents projections for enrollments, personnel, facilities, supplies, professional development, other direct costs and indirect costs.

Accreditation

Northwest Commission for Colleges and Universities (NWCCU)

In 2009, Bellevue College was granted general accreditation by the Northwest Commission of Colleges and Universities (NWCCU) to offer baccalaureate degrees. Subsequent to the NWCCU's decision, the college has received accreditation for ten individual bachelor's degree programs: a BAS in Data Analytics, a BAS in Healthcare Informatics, a BAA in Interior Design, a BAS in Information Systems and Technology, a BS in Nursing, a BAS in Radiation and Imaging Sciences, a BAS degree in Applied Accounting, a BAS in Molecular Biosciences, a BAS in

Healthcare Management and Leadership and a BAS in Health Promotion Management. Accreditation for an eleventh degree, a B.S. degree in Computer Science, is pending. Baccalaureate degrees play an important role in Bellevue College's commitment to provide high quality, flexible, accessible education programs and to strengthen the economic life of its diverse community. As it did with its current slate of BAS degrees, the college will seek accreditation by the NWCCU for this digital marketing degree.

Pathway options beyond baccalaureate degree

Graduates of the BAS degree in Digital Marketing who are interested in continuing their education will be well prepared to move forward into graduate school.

While all BAS graduates can apply to any Master's degree program, Bellevue Colleges has had direct contact with four graduate programs that have indicated graduates of the Digital Marketing BAS program will be eligible to apply for admission to their programs. These programs are:

- Western Governors University,
- Northeastern University,
- Seattle University,
- Washington State University

Not only were these graduate programs very encouraging about our potential graduates, but also, they expressed excitement about the development of a dedicated digital marketing degree program. Mauricio Featherman, an associate professor of management information systems at Washington State University, for example, wrote: "[y]our digital marketing major sounds very innovative, a great idea. I similarly am architecting the Pullman MBA and [am] always seeking to innovate." Eric Goodman, marketing faculty at WGU expressed similar sentiments, writing: "We would be very supportive of your students having the opportunity to pursue a graduate degree."

Expert Evaluation of Program

Bellevue College received external reviews from two higher education subject matter experts in in the field of marketing. Their complete comments are included in the Appendix D. The reviewers were:

Eric Goodman, Ph.D.
President, Higher Ed Change
Professor of Marketing
Former National Director for the College of
Business, Western Governors University

C. Jay Lambe, Ph.D.
Associate Professor of Marketing
Albers School of Business and Economics
Seattle University

By and large, both expert reviewers gave BCs proposed Digital Marketing program favorable evaluations. Eric Goodman wrote:

"there is a major opportunity and need for students with this type of skill set in industry. The overall concept is also consistent with accepted academic standards. This program will provide students

with an opportunity to gain a deeper understanding of the digital marketing environment and it is nice to see that the capstone allows an option for students to get experience through industry sponsored practicum projects."

C.Jay Lambe began his review by stating:

"Let me begin by saying that overall I am impressed with the proposal. I can tell that a great deal of thought and effort is behind this proposal. Also, intuitively, my instinct is that a program like this likely has substantial promise."

While impressed by BCs efforts, both reviewers also offered pointed critiques of the program as presented. BC found these critiques valid and used them as the basis for some key adjustments to the program's focus and curriculum. These changes are now reflected in the present proposal.

What follows are a summary of the reviewer's principal concerns and the actions BC took in addressing them:

Concerns:

1. Reviewers directed their chief criticism toward the program's general description as well as its core curriculum. To the reviewers, the description and core curriculum read too traditional, appearing to lack "digital" content, and therefore fell short of employer needs for digitally trained graduates. Eric Goodman questioned, for example, why courses such as MKTG 241, Search Engine Strategy, MKTG 242 Social Media Strategy and MKTG 243, Mobile Marketing Strategy were electives rather than core courses. C. Jay Lambe expressed similar concerns writing: " 'the degree seems to be a bit overly generalist, or undefined given that there are specific areas within digital marketing...[and] standard types of digital marketing positions..." Both reviewers questioned what real value was added to employers as well as to students as a result of completing the degree.

2. Reviewers wondered what role BC's Advisory board had played in review of the program. The Advisory board input was not apparent to reviewers.

3. While library resources appeared as a line item in the various budgets presented, reviewers wanted greater detail on what resources were being considered. In particular, one reviewer wished to know whether software such as Tableau was going to be taught as part of the curriculum.

4. In attempting to assess faculty qualifications, reviewers wanted greater detail. The faculty credential table as presented did not offer areas of expertise or professional experience.

5. While both reviewers lauded BCs program for its experiential learning components, both reviewers wanted greater detail about the substance of the capstone course and internship opportunities.

BC actions:

1. Curriculum:

Let us begin by noting that C. Jay Lambe did not have a copy of BCs approved Digital Marketing Statement of Need at the time of his review. This was an oversite of BCs Director of Baccalaureate Development. This led Professor Lambe to question BCs due diligence in proposing its program. He felt that the proposal lacked evidence on job data, employer needs, advisory board input, student's interest and degree production within the field. Once Professor Lambe reviewed the Statement of Need document, he indicated that he was far more comfortable with BCs research and due diligence. He wrote in a subsequent email: "thanks much, that doc answered a number of questions."

That said, both Lambe and Goodman's concerns about the digital content of the curriculum and the curriculum's alignment with specific employer needs caused BC to rewrite its general program description and core course outcomes. The revised program description not only places emphasis on thinking critically about marketing, media, and content design in digital terms, but also makes plain that specialized digital skills are acquired as a part of the program. The revised description explicitly underscores the programs intention to impart skills in web technologies, social media, mobile strategy, search engine optimization and data visualization and analytics. What's more, learning outcomes of key courses make clear reference to the acquisition of digital skills. Below are a sample of such intentional learning outcomes:

- Design and implement an e-commerce website with a product inventory, shopping cart and payment processing capability.
- Apply Search Engine Optimization (SEO) techniques to rank high in organic web search results
- Use a variety of popular software tools to create digital images, audio/video and interactive experiences to attract, engage and build relationships with customers
- Utilize traditional and digital media to build effective tactics
- Optimize a comprehensive public relations plan utilizing social media to build and defend your brand's reputation
- Employ advanced data handling to uncover patterns of consumer behavior
- Audit digital marketing implementations for optimal traffic, conversion and return on investment

While its aims and outcomes were always intended to equip students with digital skills, BC believes its revisions have focused and aligned its aims and outcomes more explicitly with employer needs, the kind of needs so manifestly expressed in BC's Statement of Need and of concern to the expert reviewers.

As a corollary to the revised description and intentional outcomes, BC wishes to note that its new AAS-T program in digital marketing serves as a seamless transition to the BAS program. And within the AAS-T program, courses such as MKTG 241, 242, and 243 – Social Media Strategy, Search Engine Strategy and Mobile Strategy – are required, not elective courses. Students who complete this program will enter the BAS degree with these professional/technical skills already in–hand.[6] The expert reviewers were unaware of the details of this feeder AAS-T program. But to ensure that students from other colleges or programs have opportunities to gain the necessary professional/technical skills, BC inserted MKTG 241, 242, and 243 as electives in the BAS program. Through careful advising, these students will be directed to undertake specific elective courses of this kind to fill any critical gaps in their learning.

2. Advisory Board:

The Advisory Board for Business Management, Marketing and Business Technology met on May 31, 2016 to review the Digital Marketing BAS proposal. [7] At that meeting, they made a series of recommendations that mirrored the concerns of the expert reviewers. The Board, too, felt that the BAS program should strengthen its digital course content to align more closely with employer needs. BC's description and outcome revisions noted above were as much a response to our own Advisory Board as they were to the expert reviewers. This fact begs two important observations. The first is that the Expert Reviewers and the Advisory Board echoed one another's concerns, making the noted curriculum revisions impossible to ignore. The second is that the Advisory Board was an influential partner in the development of the Digital Marketing BAS program.

3. Library Resources.

After consultation with faculty and the digital marketing development team, BC's Baccalaureate librarian conducted a thorough investigation of library resources. The line item presented in the budget tables represents the minimum expenditures to ready the program for baccalaureate level research and rigor - ($13,000 - $16,000 annually). BC acknowledges and accepts that library resources are inordinately expensive, but necessary to baccalaureate level learning. Appendix E has been added to the Proposal to show all resources under consideration. As indicated in this spreadsheet, expenditures for resources could reach $28,000 annually. Clearly, BC and all other community and technical

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[6] See Appendix G Digital AAS-T

[7] See appendix F for Advisory Board Minutes

colleges will have to be judicious in navigating between baccalaureate rigor and cost as they make selection decisions about library resources.

4. Faculty Credentials

BC added a column to the Proposal's Faculty credential table that identifies faculty areas of expertise and professional experience (See Table VIII).   Expert reviewers had degree credentials only at the time of their evaluations. These additional credentials affirm program faculty qualifications to teach and improve the curriculum.

5. Internship/Experiential Learning;

Expert reviewers observed that details about the programs experiential learning opportunities were absent. BC acknowledges this deficiency. The details about what internships and practicums will occur are unknown at this time. When the program begins, faculty will work with BCs Career Connections Office to flush out experiential projects. BC has an excellent history of working with industry and creating experiential learning opportunities for students, especially in the STEM and IT fields.   BC expects this record of success to materialize for the digital marketing program as well, and anticipates creating tangible opportunities as the first class of digital marketing students advances to this level of the curriculum in 2019.

Appendix A – Feeder Enrollments

Table I: 5 year Enrollment History of Existing Foundational Programs						
Program	AY 2010-11	AY 2011-12	AY 2012-13	AY 2013-14	AY 2014-15	TOTAL
AA in Marketing Management:	133	188	137	145	126	729
AAS-T in Business Management:	N/A	N/A	70	196	253	519
AA in Business Management	420	648	654	662	556	2,940
AA in Business (DTA/MRP)	160	126	150	181	189	806[8]
50 Credit Sales and Marketing Certificate of Achievement	26	23	22	24	25	120
30 Credit Sales and Marketing Certificate of Accomplishment	21	28	21	23	24	117
53-55 credit Web Marketing Specialist Certificate of Achievement	22	26	35	25	21	129

Table II: Washington State CTC Marketing Enrollments and Completions 2014-15				
Institution	Annual Enrollments	Degree Completions	Certificate Completions	Total Completions
Bates	16	5		5
Bellevue	143	9	3	12
Centralia	0	9	0	9
Clover Park	127	1	0	1
Columbia Basin	241	52	12	64
Edmonds	9	0	10	10
Green River	301	22	76	98
Peninsula	3	7	0	7
Pierce Fort Steilacoom	7	0	21	21
Pierce Puyallup	6	0	11	11
Shoreline	16	3	11	14
Skagit Valley	143	9	8	17
Spokane	64	10	3	13
Spokane Falls	154	20	2	22
Walla Walla	2	0	0	0
Yakima Valley	13	1	1	2
TOTALS	1236	148	158	306

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[8] The AA in Business (DTA/MRP numbers represent degree completions; all other figures are enrollments.

Appendix B – Budgets

Digital Marketing Budget: Tuition = No Discount ($234.43/credit) and 10% student attrition							
Students	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Total
		2017	2018	2019	2020	2021	
Applicants		20	25	30	35	40	150
HeadCount		18	36	46	50	55	205
HeadCount w/ 10% attrition		16	32	42	45	49	185
Total Student FTE		14	29	37	40	44	164
Graduates			12	20	22	25	79
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Senior Personnel:							
Program Manager/Administrator		50,470.00	51,378.00	52,303.00	53,244.00	54,203.00	261,598.00
New Faculty Position		37,507.80	38,825.16	40,141.86	41,459.22	42,775.26	200,709.30
Full-Time Faculty		60,213.12	62,187.84	64,164.21	66,138.93	68,115.63	320,819.73
Part-Time Faculty		3,758.37	3,758.37	7,516.74	7,516.74	11,275.11	33,825.33
Stipends/Curriculum Development	29,101.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	54,101.00
Total Salaries and wages	$ 29,101.00	$ 156,949.29	$ 161,149.37	$ 169,125.81	$ 173,358.89	$ 181,369.00	$ 871,053.36
Fringe Benefits:							
Program Manager		21,050.00	21,231.60	21,416.60	21,604.80	21,796.60	107,099.60
New Faculty Position		14,732.52	14,995.99	15,259.33	15,522.80	15,786.01	76,296.66
Full-Time Faculty		22,638.62	23,033.57	23,428.84	23,823.79	24,219.13	117,143.95
Part-Time Faculty		676.51	676.51	1,353.01	1,353.01	2,029.52	6,088.56
Stipends//Curriculum Development		900.00	900.00	900.00	900.00	900.00	4,500.00
Total Benefits		$ 59,997.65	$ 60,837.67	$ 62,357.79	$ 63,204.40	$ 64,731.26	$ 311,128.77
A. Total Salaries, Wages and Fringe Benefits	$ 29,101.00	$ 216,946.94	$ 221,987.04	$ 231,483.60	$ 236,563.29	$ 246,100.26	$ 1,182,182.13
Equipment							
Computer, Printer,docking,monitors		10,000.00	5,000.00	5,000.00	5,000.00	5,000.00	30,000.00
B. Total Equipment:		$ 10,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 30,000.00
Travel:							
Conference		5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	25,000.00
C. Total Travel:		$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 5,000.00	$ 25,000.00
Other Direct Costs:							
Materials & Supplies		1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	5,000.00
Marketing		1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	
Professional Development faculty		1,150.00	1,150.00	2,300.00	2,300.00	2,300.00	
Library subscriptions/resources		13,735.00	14,421.75	15,142.84	15,899.98	16,694.98	75,894.55
Accreditation Costs	1,000.00						
D. Total Other Direct Costs	1,000.00	16,885.00	17,571.75	19,442.84	20,199.98	20,994.98	96,094.55
E. Total Direct Costs(A through D)	$ 30,101.00	$ 248,831.94	$ 249,558.79	$ 260,926.43	$ 266,763.27	$ 277,095.24	$ 1,333,276.67
F. Indirect Costs:		$ 11,899.27	$ 36,972.74	$ 58,965.14	$ 84,994.80	$ 93,494.28	
8%, 12%, 15%, 20%, 20% of Revenues							
G. TOTAL DIRECT and INDIRECT COSTS		$ 260,731.21	$ 286,531.52	$ 319,891.58	$ 351,758.07	$ 370,589.52	$ 1,589,501.90
Tuition 15 credits/Self-Support @ 234.43/Credit		147,690.90	305,931.15	390,325.95	421,974.00	464,171.40	
Application Fees @ $75.00		1,050.00	2,175.00	2,775.00	3,000.00	3,300.00	
TOTAL REVENUES		148,740.90	308,106.15	393,100.95	424,974.00	467,471.40	1,742,393.40
REVENUES LESS TOTAL COSTS		$ (111,990.31)	$ 21,574.63	$ 73,209.37	$ 73,215.93	$ 96,881.88	$ 152,891.50

Digital Marketing Budget: Tuition = 5% discount ($222.71/credit) and 10% student attrition							
Students	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Total
		2017	2018	2019	2020	2021	
Applicants		20	25	30	35	40	150
HeadCount		18	36	46	50	55	205
HeadCount w/ 10% attrition		16.2	32.4	42	45	49	185
Total Student FTE		14	29	37	40	44	164
Graduates			12	20	22	25	79
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Senior Personnel:							
Program Manager/Administrator		50,470.00	51,378.00	52,303.00	53,244.00	54,203.00	261,598.00
New Faculty Position		37,507.80	38,825.16	40,141.86	41,459.22	42,775.26	200,709.30
Full-Time Faculty		60,213.12	62,187.84	64,164.21	66,138.93	68,115.63	320,819.73
Part-Time Faculty		3,758.37	3,758.37	7,516.74	7,516.74	11,275.11	33,825.33
Stipends/Curriculum Development	29,101.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	54,101.00
Total Salaries and wages	**$ 29,101.00**	**$ 156,949.29**	**$ 161,149.37**	**$ 169,125.81**	**$ 173,358.89**	**$ 181,369.00**	**$ 871,053.36**
Fringe Benefits:							
Program Manager		21,050.00	21,231.60	21,416.60	21,604.80	21,796.60	107,099.60
New Faculty Position		14,732.52	14,995.99	15,259.33	15,522.80	15,786.01	76,296.66
Full-Time Faculty		22,638.62	23,033.57	23,428.84	23,823.79	24,219.13	117,143.95
Part-Time Faculty		676.51	676.51	1,353.01	1,353.01	2,029.52	6,088.56
Stipends//Curriculum Development		900.00	900.00	900.00	900.00	900.00	4,500.00
Total Benefits		$ 59,997.65	$ 60,837.67	$ 62,357.79	$ 63,204.40	$ 64,731.26	$ 311,128.77
A. Total Salaries, Wages and Fringe Benefits	**$ 29,101.00**	**$ 216,946.94**	**$ 221,987.04**	**$ 231,483.60**	**$ 236,563.29**	**$ 246,100.26**	**$ 1,182,182.13**
Equipment							
Computer, Printer,docking,monitors		10,000.00	5,000.00	5,000.00	5,000.00	5,000.00	30,000.00
B. Total Equipment:		**$ 10,000.00**	**$ 5,000.00**	**$ 5,000.00**	**$ 5,000.00**	**$ 5,000.00**	**$ 30,000.00**
Travel:							
Conference		5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	25,000.00
C. Total Travel:		**$ 5,000.00**	**$ 5,000.00**	**$ 5,000.00**	**$ 5,000.00**	**$ 5,000.00**	**$ 25,000.00**
Other Direct Costs:							
Materials & Supplies		1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	5,000.00
Marketing		1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	
Professional Development faculty		1,150.00	1,150.00	2,300.00	2,300.00	2,300.00	
Library subscriptions/resources		13,735.00	14,421.75	15,142.84	15,899.98	16,694.98	75,894.55
Accreditation Costs	1,000.00						
D. Total Other Direct Costs	1,000.00	16,885.00	17,571.75	19,442.84	20,199.98	20,994.98	96,094.55
E. Total Direct Costs(A through D)	**$ 30,101.00**	**$ 248,831.94**	**$ 249,558.79**	**$ 260,926.43**	**$ 266,763.27**	**$ 277,095.24**	**$ 1,333,276.67**
F. Indirect Costs:		**$ 11,308.51**	**$ 35,137.14**	**$ 56,037.68**	**$ 80,775.04**	**$ 88,852.54**	
8%, 12%, 15%, 20%, 20% of Revenues							
G. TOTAL DIRECT and INDIRECT COSTS		**$ 260,140.45**	**$ 284,695.93**	**$ 316,964.12**	**$ 347,538.31**	**$ 365,947.78**	**$ 1,575,286.59**
Tuition 15 credits/Self-Support @ 200.94/Credit		140,306.32	290,634.52	370,809.56	400,875.20	440,962.72	
Application Fees @ $75.00		1,050.00	2,175.00	2,775.00	3,000.00	3,300.00	
TOTAL REVENUES		141,356.32	292,809.52	373,584.56	403,875.20	444,262.72	1,655,888.32
REVENUES LESS TOTAL COSTS		**$ (118,784.13)**	**$ 8,113.59**	**$ 56,620.44**	**$ 56,336.89**	**$ 78,314.94**	**$ 80,601.73**

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Digital Marketing Budget: Tuition = 10% discount ($210.99/credit) and 10% student attrition							
Students		2017	2018	2019	2020	2021	
Applicants		20	25	30	35	40	150
HeadCount		18	36	46	50	55	205
HeadCount w/ 10% attrition		16	32	42	45	49	185
Total Student FTE		14	29	37	40	44	164
Graduates			12	20	22	25	79
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Senior Personnel:							
Program Manager/Administrator		50,470.00	51,378.00	52,303.00	53,244.00	54,203.00	261,598.00
New Faculty Position		37,507.80	38,825.16	40,141.86	41,459.22	42,775.26	200,709.30
Full-Time Faculty		60,213.12	62,187.84	64,164.21	66,138.93	68,115.63	320,819.73
Part-Time Faculty		3,758.37	3,758.37	7,516.74	7,516.74	11,275.11	33,825.33
Stipends/Curriculum Development	29,101.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	54,101.00
Total Salaries and wages	**$ 29,101.00**	**$ 156,949.29**	**$ 161,149.37**	**$ 169,125.81**	**$ 173,358.89**	**$ 181,369.00**	**$ 871,053.36**
Fringe Benefits:							
Program Manager		21,050.00	21,231.60	21,416.60	21,604.80	21,796.60	107,099.60
New Faculty Position		14,732.52	14,995.99	15,259.33	15,522.80	15,786.01	76,296.66
Full-Time Faculty		22,638.62	23,033.57	23,428.84	23,823.79	24,219.13	117,143.95
Part-Time Faculty		676.51	676.51	1,353.01	1,353.01	2,029.52	6,088.56
Stipends//Curriculum Development		900.00	900.00	900.00	900.00	900.00	4,500.00
Total Benefits		$ 59,997.65	$ 60,837.67	$ 62,357.79	$ 63,204.40	$ 64,731.26	$ 311,128.77
A. Total Salaries, Wages and Fringe Benefits	*$ 29,101.00*	*$ 216,946.94*	*$ 221,987.04*	*$ 231,483.60*	*$ 236,563.29*	*$ 246,100.26*	*$ 1,182,182.13*
Equipment							
Computer, Printer,docking,monitors		10,000.00	5,000.00	5,000.00	5,000.00	5,000.00	30,000.00
B. Total Equipment:		*$ 10,000.00*	*$ 5,000.00*	*$ 5,000.00*	*$ 5,000.00*	*$ 5,000.00*	*$ 30,000.00*
Travel:							
Conference		5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	25,000.00
C. Total Travel:		*$ 5,000.00*	*$ 5,000.00*	*$ 5,000.00*	*$ 5,000.00*	*$ 5,000.00*	*$ 25,000.00*
Other Direct Costs:							
Materials & Supplies		1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	5,000.00
Marketing		1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	
Professional Development faculty		1,150.00	1,150.00	2,300.00	2,300.00	2,300.00	
Library subscriptions/resources		13,735.00	14,421.75	15,142.84	15,899.98	16,694.98	75,894.55
Accreditation Costs	1,000.00						
D. Total Other Direct Costs	1,000.00	16,885.00	17,571.75	19,442.84	20,199.98	20,994.98	96,094.55
E. Total Direct Costs(A through D)	*$ 30,101.00*	*$ 248,831.94*	*$ 249,558.79*	*$ 260,926.43*	*$ 266,763.27*	*$ 277,095.24*	*$ 1,333,276.67*
F. Indirect Costs:		*$ 10,717.75*	*$ 33,301.58*	*$ 53,110.28*	*$ 76,555.36*	*$ 84,210.90*	
8%, 12%, 15%, 20%, 20% of Revenues							
G. TOTAL DIRECT and INDIRECT COSTS		*$ 259,549.69*	*$ 282,860.37*	*$ 314,036.72*	*$ 343,318.63*	*$ 361,306.13*	*$ 1,561,071.54*
Tuition 15 credits/Self-Support @ 234.43/Credit		132,921.88	275,338.18	351,293.54	379,776.80	417,754.48	
Application Fees @ $75.00		1,050.00	2,175.00	2,775.00	3,000.00	3,300.00	
TOTAL REVENUES		133,971.88	277,513.18	354,068.54	382,776.80	421,054.48	1,569,384.88
REVENUES LESS TOTAL COSTS		**$ (125,577.81)**	**$ (5,347.19)**	**$ 40,031.82**	**$ 39,458.17**	**$ 59,748.35**	**$ 8,313.34**

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Digital Marketing Budget: Tuition = 15% discount ($200.94/credit) and 10% student attrition							
Students		2017	2018	2019	2020	2021	
Applicants		20	25	30	35	40	150
HeadCount		18	36	46	50	55	205
HeadCount w/ 10% attrition		16	32	42	45	49	185
Total Student FTE		14	29	37	40	44	164
Graduates			12	20	22	25	79
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Total
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New Faculty Position		37,507.80	38,825.16	40,141.86	41,459.22	42,775.26	200,709.30
Full-Time Faculty		60,213.12	62,187.84	64,164.21	66,138.93	68,115.63	320,819.73
Part-Time Faculty		3,758.37	3,758.37	7,516.74	7,516.74	11,275.11	33,825.33
Stipends/Curriculum Development	29,101.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	54,101.00
Total Salaries and wages	**$ 29,101.00**	**$ 156,949.29**	**$ 161,149.37**	**$ 169,125.81**	**$ 173,358.89**	**$ 181,369.00**	**$ 871,053.36**
Fringe Benefits:							
Program Manager		21,050.00	21,231.60	21,416.60	21,604.80	21,796.60	107,099.60
New Faculty Position		14,732.52	14,995.99	15,259.33	15,522.80	15,786.01	76,296.66
Full-Time Faculty		22,638.62	23,033.57	23,428.84	23,823.79	24,219.13	117,143.95
Part-Time Faculty		676.51	676.51	1,353.01	1,353.01	2,029.52	6,088.56
Stipends//Curriculum Development		900.00	900.00	900.00	900.00	900.00	4,500.00
Total Benefits		$ 59,997.65	$ 60,837.67	$ 62,357.79	$ 63,204.40	$ 64,731.26	$ 311,128.77
A. Total Salaries, Wages and Fringe Benefits	*$ 29,101.00*	*$ 216,946.94*	*$ 221,987.04*	*$ 231,483.60*	*$ 236,563.29*	*$ 246,100.26*	*$ 1,182,182.13*
Equipment							
Computer, Printer,docking,monitors		10,000.00	5,000.00	5,000.00	5,000.00	5,000.00	30,000.00
B. Total Equipment:		**$ 10,000.00**	**$ 5,000.00**	**$ 5,000.00**	**$ 5,000.00**	**$ 5,000.00**	**$ 30,000.00**
Travel:							
Conference		5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	25,000.00
C. Total Travel:		**$ 5,000.00**	**$ 5,000.00**	**$ 5,000.00**	**$ 5,000.00**	**$ 5,000.00**	**$ 25,000.00**
Other Direct Costs:							
Materials & Supplies		1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	5,000.00
Marketing		1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	
Professional Development faculty		1,150.00	1,150.00	2,300.00	2,300.00	2,300.00	
Library subscriptions/resources		13,735.00	14,421.75	15,142.84	15,899.98	16,694.98	75,894.55
Accreditation Costs	1,000.00						
D. Total Other Direct Costs	1,000.00	16,885.00	17,571.75	19,442.84	20,199.98	20,994.98	96,094.55
E. Total Direct Costs(A through D)	*$ 30,101.00*	*$ 248,831.94*	*$ 249,558.79*	*$ 260,926.43*	*$ 266,763.27*	*$ 277,095.24*	*$ 1,333,276.67*
F. Indirect Costs:		*$ 10,211.38*	*$ 31,728.20*	*$ 50,601.02*	*$ 72,938.40*	*$ 80,232.24*	
8%, 12%, 15%, 20%, 20% of Revenues							
G. TOTAL DIRECT and INDIRECT COSTS		*$ 259,043.32*	*$ 281,286.99*	*$ 311,527.45*	*$ 339,701.67*	*$ 357,327.48*	*$ 1,548,886.91*
Tuition 15 credits/Self-Support @ 200.94/Credit		126,592.20	262,226.70	334,565.10	361,692.00	397,861.20	
Application Fees @ $75.00		1,050.00	2,175.00	2,775.00	3,000.00	3,300.00	
TOTAL REVENUES		127,642.20	264,401.70	337,340.10	364,692.00	401,161.20	1,495,237.20
REVENUES LESS TOTAL COSTS		**$ (131,401.12)**	**$ (16,885.29)**	**$ 25,812.65**	**$ 24,990.33**	**$ 43,833.72**	**$ (53,649.71)**

Appendix C - Course Descriptions and Outcomes

Core Courses:

BTS 389 Ecommerce Development Strategy 5 credits

Course catalog description:

Expands web development skills to market and sell products and services online. Topics include site design, product management, shopping carts, search engine optimization and web marketing tactics. Projects integrate skills to design, build, and publish an ecommerce web site using current eCommerce platforms and tools, following digital marketing best practices and techniques.

Learning outcomes:

- Design and implement an e-commerce website with a product inventory, shopping cart and payment processing capability.
- Assess a variety of popular e-commerce platforms and tools.
- Utilize principles of effective web design, navigation and user experience.
- Apply Search Engine Optimization (SEO) techniques to rank high in organic web search results, and understand Search Engine Marketing (SEM) for paid search efforts.
- Apply social networking techniques to increase site traffic by building communities and connecting with groups.

MKTG 301 Media Planning and Buying   5 credits

Course catalog description:

Media continues to be central to marketing efforts, even as there is a shift from paid impressions to owned and earned activity. Students will explore the roles of media buying and media planning, tackling hands-on projects and communicating the value of different media options to clients and internal partners.

Learning outcomes:

- Construct a campaign media plan with strategic insights and recommendations
- Determine the value of different media properties to fit the needs of a brand
- Calculate the costs of various online and offline media placements
- Justify and advocate an appropriate tracking and measurement approach for all media buys
- Connect media performance analysis to the larger brand measurement story

MKTG 333 Content Creation 5 credits

Course catalog description:

This course will introduce students to content marketing and digital content creation. Students will learn about the different types of digital content while developing strategies that include managing user-

generated and original content, creating new content using software tools and resources, and sharing content across digital platforms.

Learning Outcomes

- Use a variety of popular software tools to create digital images, audio/video and interactive experiences to attract, engage and build relationships with customers.
- Organize and manage a digital content repository of original and user-generated content.
- Create a portfolio of original, engaging, highly shareable content for a variety of popular digital platforms.
- Evaluate content creation services and models used to create original digital content.
- Develop a content marketing strategy that transforms business and marketing goals into meaningful content deliverables.
-

MKTG 334 Advertising II   5 credits

Course catalog description:

This advanced promotional marketing course builds on ideas explored in Advertising I, with a strong emphasis on building strategies that drive smart integrated marketing plans. Students will focus more heavily on digital storytelling, and how efforts in these new digital advertising channels resonate with consumers.

Learning Outcomes:

- Create compelling brand communications through a collaborative and creative process
- Track and optimize advertising campaigns
- Utilize traditional and digital media in conjunction to build effective tactics
- Evaluate campaigns to establish a framework for best practices
- Launch a campaign for a local business and provide insights for the client

MKTG 341 Public Relations and Social Listening   5 Credits

Course catalog description:

This promotional marketing course builds on the shift from employing mass media to having conversations with consumers. Social listening tools are employed to document how brands manage their reputations. Students will craft brand communications, measure brand equity, consider data for insights, and engage consumers across digital channels.

Learning Outcomes:

- Create marketing communications to address brand issues and opportunities
- Generate publicity for companies, individuals and non-profit organizations
- Optimize a comprehensive public relations plan utilizing social media to build and defend your brand's reputation

- Measure brand equity and ongoing engagement with consumers
- Evaluate strategic options and commit to a public relations approach to guide campaign work

MKTG 461 Marketing Research II   5 Credits

Course catalog description:

This advanced marketing course builds on the research process introduced in MKTG 261: Marketing Research I. Students will continue working with local businesses to identify marketing challenges, formulate research problems, design an approach to data collection, handle data sets and derive insights, and make the insights actionable to stakeholders.

Learning Outcomes:

- Formulate a research problem based on client input
- Determine which data collection methods best serve a research project
- Connect disparate data sources to form relevant data sets that assist with problem solution
- Employ advanced data handling to uncover patterns of consumer behavior
- Evaluate the role of research in the larger marketing framework

MKTG 462 Data visualization and Advanced Analytics   5 credits

Course catalog description:

A continuation of materials first explored in MKTG 262: Measurement and Analytics. Students will delve deeper on how analytics is maturing from static data reports to complex predictive modeling. Hands-on practice with data visualization and manipulation tools is balanced with the strategic implementation of analytics.

Learning Outcomes:
- Critique marketing campaigns with an eye towards when to best use various analytic approaches
- Audit digital marketing implementations for optimal traffic, conversion, and return on investment
- Advocate marketing strategies based on patterns of measured consumer behavior
- Utilize data visualizations in measurement reports and analysis to effectively persuade stakeholders
- Construct basic predictive models with marketing data sets

MKTG 492 Capstone   5 Credits

Course catalog description:

Credit is offered for end of program projects or professional internships that are aligned with the Digital Marketing curriculum. This course requires students to define the specific opportunity before enrolling.

Learning Outcomes:

- Work in an external company to receive on the job training and experience, or complete an end of program project that utilizes learning from previous courses
- Document how the internship or project aligns with the larger Digital Marketing program's curriculum
- Synthesize how the learning will enrich the student's future career
- Educate other students through class presentations on the experience gained
- Craft deliverables that market each student as a professional, exceptional candidate for employment

Electives Courses:

MKTG 211 Multicultural Marketing 5 Credits

Course catalog description:

Explores the large number of underrepresented communities and subcultures that exist within the United States, and how the field of marketing is trying to adapt and change to communicate authentically with these consumers. The class offers students practical, activity-based instruction along with lectures and case studies to provide context and ideas for application.

Course content outline:

- A review of how consumer behavior shapes marketing for all audiences
- Understanding subcultures through research, data collection and campaign management
- Applying knowledge of marketing uncontrollable variables to a larger integrated strategy
- Developing measurement plans for multicultural marketing efforts
- Critiquing past marketing efforts to identify best practices with reaching to multicultural segments

Learning Outcomes:

- Summarize the ways that diverse cultural groups in the US consume products and engage with marketing messages
- Consider how the explosion of hyper localized content and rich data sets about consumer audiences present opportunities and challenges around profiling and assumptions
- Develop a multicultural integrated marketing plan, with an appropriate strategy and culturally sensitive tactics
- Evaluate how marketing efforts can contribute to community building and creating alliances between brands and disenfranchised consumers

MKTG 241 Search Engine Strategy   5 Credits

Course catalog description:
Students will learn the fundamentals of search engine marketing (SEM) and search engine optimization (SEO), and how those skills impact a larger digital framework. While a hands-on course, the curriculum is focused on the application of search skills to craft an integrated marketing strategy and executive vision.

Learning Outcomes:

- Implement a search engine marketing (SEM) plan, utilizing popular search engine marketing tools
- Create a search engine optimization (SEO) strategy
- Benchmark both organic and paid search efforts
- Optimize current campaigns based on results, evolving the strategy to maximize your budget and deliver results
- Integrate search into a larger digital marketing plan

MKTG 242 Social Media Strategy   5 Credits

Course catalog description:

Students will learn the fundamentals of social media advertising and marketing, and how those skills impact a larger digital framework. While a hands-on course, the curriculum is focused on the application of social media skills to craft an integrated marketing strategy and executive vision. Prerequisite: MKTG 102. This course will have MKTG 101 and MKTG 102 as enforced prerequisites effective summer 2017.

Learning Outcomes:

- Evaluate social media campaigns, identifying successful marketing strategies and tactics
- Develop a comprehensive digital strategy that incorporates major social media platforms
- Execute a media plan for paid efforts within social channels
- Create original content for social media to supplement the advertising strategy

- Establish a comprehensive public relations plan utilizing social media to build and defend your brand's reputation
- Measure branding and direct efforts, and tie online activities back to in-store purchase

MKTG 243 Mobile Marketing Strategy   5 Credits

Catalog course description:

Students will learn the fundamentals of mobile advertising and marketing, and how those skills impact a larger digital framework. While a hands-on course, the curriculum is focused on the application of mobile skills to craft an integrated marketing strategy and executive vision. Prerequisite: MKTG 102. This course will have MKTG 101 and MKTG 102 as enforced prerequisites effective summer 2017.

Learning Outcomes:

- Develop a mobile advertising campaign with an appropriate media plan
- Craft mobile marketing strategies to assist with brand building and direct marketing efforts
- Employ mobile tactics within a larger customer relationship management (CRM) strategy
- Implement localized marketing tactics using location-based services (LBS) development
- Benchmark both mobile advertising and marketing efforts

MKTG 244 Online Video and TV Strategy   5 Credits

Catalog course description:

Students will review the evolution from television to online video, including advertising. The class explores how marketing strategies and video tactics support the larger digital framework. While a hands-on course, the curriculum is focused on the application of video skills to craft an integrated marketing strategy and executive vision. Prerequisite: MKTG 102. This course will have MKTG 101 and MKTG 102 as enforced prerequisites effective summer 2017.

Learning Outcomes:

- Evaluate online video campaigns, identifying successful marketing strategies and tactics
- Develop a comprehensive digital strategy that incorporates major online video and television platforms
- Execute a media plan for paid efforts using video channels
- Create original content for television and online video to supplement the larger advertising strategy
- Measure branding and direct efforts, and tie online activities back to in-store purchase

MKTG 271 Consumer Behavior   5 Credits

Catalog course description:

This course examines the concepts, principles, and theories that describe and explain consumer behavior. This course studies the process of consumer choice, how consumer choice is determined, and the implications for the marketing efforts of businesses.

Learning Outcomes:

- Recognize and describe an understanding of fundamental consumer behavior concepts
- Discuss and explain how to practically apply this knowledge to marketing management decision making
- Use consumer behavior principles to become a better consumer through heightened self-consciousness of the marketplace forces at work on them - both the internal/psychological and external/social environments
- Recognize and describe literature and other information sources on consumer behavior
- Demonstrate and employ written communication skills
- Demonstrate and apply oral communication and presentation skills and ability to defend ideas
- Improve and demonstrate ability to think and write critically and creatively
- Demonstrate working effectively and efficiently in a team situation
- Employ research skills on the use of the Internet, e-commerce, and information technology with respect to the changing consumer marketplace

MKTG 343 Event Marketing   5 Credits

Course catalog description:

This course connects online consumer engagement with offline promotional activities that result in purchases. Events of all types are employed to drive immediate actions and build brand equity. Students will consider consumer motivations, design event tactics, leverage unique data sets, and contribute to relationship marketing efforts with key customers.

Learning Outcomes:

- Apply consumer behavior insights to help shape marketing strategies
- Design events that successfully engage customers and results in increased brand equity
- Evaluate the use of events to compliment larger integrated campaign work
- Collect data and optimize event marketing efforts based on the results
- Synchronize multiple marketing efforts with events serving as a bridge between marketing channels

MKTG 434 Branding   5 Credits

Course catalog description:

This marketing course builds on ideas explored in Advertising I and II, expanding the promotional aspect of communicating ideas with customers to a larger brand identity building framework. Students will consider successful branding case studies, and then craft their own brand along with appropriate marketing materials in this innovative course.

Learning Outcomes:

- Establish a new consumer offering that will require a brand identity for marketing purposes
- Research customer behavior to identify needs and wants, along with the competitive landscape
- Advocate product development choices, pricing, and distribution channels
- Promote the new brand through various marketing communications
- Evaluate the brand equity of the new offering and optimize as needed

MKTG 451 Sales Management   5 Credits

Catalog description:
Students will learn the essential skills needed for effective selling, engage in each step of the selling process and create and present dynamic and persuasive presentations. Activities will include team interaction to learn new skills, framing the sales function as a critical skill set in the greater marketing environment.

Learning outcomes:

- Describe ethical and legal considerations of selling to consumers and other businesses.
- Integrate a client-centered sales process into a larger brand relationship marketing perspective.
- Demonstrate proficiency in all steps of the selling process.
- Prepare and present dynamic persuasive presentations to win client business.
- Demonstrate critical thinking and problem solving abilities to plan value added selling solutions.

Appendix D

Applied Baccalaureate External Review Rubric

Instructions for colleges submitting a BAS degree proposal:

1. As part of completing a program proposal, colleges must select two external experts to review the program.
2. Reviews should be completed by an independent, third-party person or team with subject/discipline expertise.
3. At least one of these external expert reviewers should come from a university level institution, i.e. departmental professor, academic dean or department head.
4. A second external expert reviewer may be a professional/practitioner who works for a private or public organization other than the university.
5. External Expert Reviewers should be instructed by colleges to address the criteria listed in this rubric.

Instructions for External Expert Reviewers:

1. External Expert Reviews provide critical feedback to colleges so that they may address potential concerns, issues or criticisms prior to final submission of a program proposal to the State Board of Community and Technical Colleges.
2. Reviewers should be independent, third-party persons or teams with subject/discipline expertise.
3. The goal of a review is to assess the credibility, design, relevance, rigor, and effectiveness of the proposed BAS program.
4. Reviewers should also validate the congruency and consistency of the program's curriculum with current research, academic thinking and industry standards.
5. This form is designed to assist External Expert Reviewers to complete assessments of baccalaureate degree program proposals. External Expert Reviewers are not restricted to the use of this rubric template. Reviewers may choose, instead, to provide a college with a written narrative.   In whatever format they choose, reviewers should address the criteria outline in the rubric.

Appendix D

Applied Baccalaureate External Review Rubric

College Name:	Bellevue College/Business	BAS Degree Title:	Bachelor of Applied Digital Science
Reviewer Name/ Team Name:	Eric Goodman, Ph.D.	Institutional or Professional Affiliation:	Higher Education Change (Previously at Western Governors University)
Professional License or Qualification, if any:		Relationship to Program, if any:	
Please evaluate the following Specific Elements			
a) Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?		
	Comment Absolutely, there is a major opportunity and need for students with this type of skill set in industry. The overall concept is also consistent with accepted academic standards. This program will provide students with an opportunity to gain a deeper understanding of the digital marketing environment and it is nice to see that the capstone allows an option for students to get experience through industry sponsored practicum projects. I noticed in several other courses there are hands-on approaches, to the degree you can design projects in those courses that mirror real world projects students are even more likely to have successful employment outcomes.		
b) Degree Learning Outcomes	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?		
	Comment The level of the outcomes from a Bloom's taxonomy perspective are at the appropriate level of rigor. The narrative discusses that "The nucleus of this curriculum is web technology, marketing, media, content design, data visualization and analytics" – If that is the case then I'd caution about other narrative that discusses social media, search, etc. Also, I'd suggest you ensure that the core required marketing courses actually address these areas if that is part of the intent of the program. With only 2 electives it seems a student could chose 2 electives that don't have as much emphasis on digital marketing (e.g. consumer behavior, sales management, branding, etc) and not have exposure to search, social media, etc.		
	Does the curriculum align with the program's Statement of Needs Document?		

Appendix D

Applied Baccalaureate External Review Rubric

c)	Curriculum Alignment	**Comment** Overall yes, although I do have a slight concern which I'll elaborate on item d below. I'd also suggest that the program learning outcomes be revisited to ensure that the major outcomes are aligned with the needs in industry and are articulated as they relate to the core/elective courses. Please be sure the high level program outcomes that are in demand by industry are reflected in the core courses (see more comments below).
d)	Academic Relevance and Rigor	Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?
		Comment There are some excellent courses proposed in this program! The upper level courses appear to be relevant and at the appropriate level of rigor. My only concern is that based on the prerequisites for this program it appears that courses like MKTG 241 Search Engine Strategy and MKTG 242 Social Media Strategy are not necessary (even MKTG 243 Mobile Marketing Strategy is an elective). So, I'm wondering how a student without a background in these areas (even an overview) will serve the needs of employers, etc.? Marketing is increasingly becoming mobile and we live in a world now where SEO and Social media are central to many other strategies. There is a statement in the introduction of the proposal that seems very aligned with employer needs/demands… "The program aims to provide graduates with cutting-edge skills in search engine marketing, search engine optimization, display and mobile advertising, social media, online video, and mobile marketing". If that is the case and those courses are all electives, I'm wondering how will all students have these skills? If these are core skills important to employers that needs to be factored into what courses are in the core/elective categories. Also, under the section on Baccalaureate Level Rigor there is mention of…" Courses are designed not only to augment a student's core foundational learning and general education, but also to deepen their understanding of Web technologies, search engine techniques, mobile and social media applications and marketing research, visualization and analytics." So once again, if these are no prerequisites how can this understanding be deepened? I did also note in the proposal in terms of jobs graduates could be prepared for there wasn't mention of things like social media specialist, SEO roles as possibilities, anything related to e-commerce, web master, web traffic analyst, etc.? Perhaps that was intentional. It seems in those areas there is more robust job demand than some of the other roles listed in the document, etc.

Appendix D

Applied Baccalaureate External Review Rubric

e) General Education Requirements	Are the general educations requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?	
	Comment	
	The general education requirements are appropriate and appear to address the breadth and depth requirements. It was good to see an option in English to include copyrighting!	
f) Preparation for Graduate Program Acceptance	Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?	
	Comment	
	Based on the level of the learning outcomes this program will be excellent preparation for a student desiring to complete a graduate program. As I previously shared while I was in leadership at Western Governors University, we would welcome students from this program who desire to further their education in a graduate program.	
g) Faculty	Do program faculty members appear qualified to teach and continuously improve the curriculum?	
	Comment	
	As I commented in my notes in the proposal, it is difficult to ascertain for the specific courses listed. It appears there was a process to determine which courses a faculty member would be qualified to teach in since this is listed in the proposal. There is a statement in the proposal to that effect however, the credentials do not specify if they have a degree in field from the respective institutions. For example, the credentials table simply lists an M.S., M.A, Ph.D, M.B.A but doesn't specify what field. If the degree emphasis areas are in marketing or if there were an additional column that summarized the faculty members professional experience in marketing it would be easier to determine whether they are qualified, etc.	
h) Resources	Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?	
	Comment	
	The budget appears to be realistic and well designed in terms of staffing and support, etc. There is money planned in the budget for library however there is no mention if there are additional resources that will be acquired to directly support this program. Given the already robust offerings at the College, it is likely that the existing resource databases and materials may support this program. There may however be some additional e-book acquisitions that would make strategic sense that are already planned.	

Appendix D

Applied Baccalaureate External Review Rubric

		Also, given the BTS 389 Ecommerce Development Strategy course mention of eCommerce platforms and tools it would be helpful to make sure there are resources planned to support this…to the degree the school can also help ensure students have an opportunity to get exposed to things like HTML5, CSS3, data visualization tools and CRMs the students will be even better prepared. In a course like MKTG 462 Data Visualization and Advanced Analytics, be sure to consider whether students will have access for the "hands-on practice" with tools bundled with a text or if that will require additional software access to things like Tableau. Overall, it appears there are adequate resources to sustain and advance this program.
i)	Membership and Advisory Committee	Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee's recommendations?
		Comment From the proposal it is unclear. There is mention of industry input that prompted the development of this program as there was a skills gap in digital marketing. However, other than the mention under Program Review (every 5 years) that industry will provide a review, etc. there are no details about an existing advisory committee and its members that already approved this program. It would be helpful to ensure that the program outcomes at a minimum are vetted by this type of a committee otherwise there is a potential for a gap particularly in terms of what they deem as the most important digital marketing skills and what the program provides. There is a potential for a gap in areas like Search, Social Media, Mobile, etc. The document doesn't details how the past recommendations (if any from the Advisory Committee) were incorporated or addressed in the details.
j)	Overall assessment and recommendations	Please summarize your overall assessment of the program.
		Comment Overall there is a clear need for a program of this nature. The program appears to have appropriate rigor consistent with the degree level and would prepare students for a variety of roles in marketing. The program has tremendous potential! As discussed above, my major concern with the program is how "digital marketing" is being defined and whether students graduating from this program given the existing program objectives and core curriculum will have the appropriate skill sets based on where the demand gap exists in industry. Pease see the comments related to curriculum alignment, relevance and advisory committee approval in particular (i.e. items c, d and i). If the outcomes are aligned with the earlier advisory board feedback then this program is very well

Appendix D

Applied Baccalaureate External Review Rubric

<table>
<tr>
<td></td>
<td>aligned and well designed. Just be sure that there is clarity related to the gap and how students will be able to address that gap and add value. With that clarity or refinement, I'd recommend this program as part of the offerings to serve your community of learners and meet the needs of industry.</td>
</tr>
<tr>
<td colspan="2">

Reviewer Bio or Resume

Evaluator, please insert a short bio here

 Dr. Eric Goodman serves as the president of Higher Ed Change, a strategy and educational improvement firm that helps institutions manage change and focus on what matters in order to maximize student success, improve institutional effectiveness and reach their potential. Most recently Eric was the national director for the College of Business at Western Governors University (WGU) where he led the nation's largest competency based college with over 22,000 students. Before joining WGU, he spent the prior 15 years as a higher education administrator at various institutions serving as a chief academic officer as well as a business school dean. In those roles, he led numerous initiatives to enhance academic quality, student outcomes including retention, curriculum development, program offerings, online and multi-campus operations, accreditation, academic technologies and overall performance. At several institutions he has been involved with the creation of both undergraduate and graduate programs in Marketing.

Dr. Goodman has been involved in consulting and training in a variety of areas such as program development, competency based education, online learning, strategic planning, accreditation, change management, leadership development, and organizational improvement. For over a decade, as a Senior Associate Consultant with Noel Levitz, a higher education consulting firm focused on enrollment management and student success, Dr. Goodman worked with a variety of colleges and universities, both public and private as well as state online consortiums.

Dr. Goodman also served on the executive committee of the Organization Development and Change Division of the Academy of Management for over a decade and as a Peer Reviewer for The Higher Learning Commission of the North Central Association of Colleges and Schools. He has published numerous articles and book chapters in areas related to organizational culture, change management and teamwork. Dr. Goodman holds a Ph.D. in Business Administration from the University of Colorado at Boulder, where he also earned a master's degree in Business Administration and a bachelor's degree in Marketing.

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Applied Baccalaureate External Review Rubric

External Expert Review Feedback on Bellevue College Program Proposal for a Bachelor of Applied Science in Digital Marketing

External Reviewer: Dr. C. Jay Lambe, Associate Professor of Marketing, Albers School of Business and Economics, Seattle University

Areas of External Expert Review Where Feedback was Requested and Provided:

1. Provide critical feedback to Bellevue College so that that Bellevue College may address potential concerns, issues or criticisms prior to final submission of a program proposal to the State Board of Community and Technical Colleges.
2. Assess the credibility, design, relevance, rigor, and effectiveness of the proposed BAS program.
3. Also validate the congruency and consistency of the program's curriculum with current research, academic thinking and industry standards.
4. Feedback is provided in the form below, which was designed by Bellevue College to assist External Expert Reviewers in their completion assessments of baccalaureate degree program proposals.

College Name:	Bellevue College	BAS Degree Title:	Bachelor of Applied Science in Digital Marketing
Reviewer Name/ Team Name:	Dr. C. Jay Lambe	Institutional or Professional Affiliation:	Associate Professor of Marketing, Albers School of Business and Economics, Seattle University
Professional License or Qualification, if any:	Associate Professor of Marketing	Relationship to Program, if any:	No Relationship at this time or prior.
Please evaluate the following Specific Elements			
a) Concept and overview	Is the overall concept of the degree program relevant and appropriate to current employer demands as well as to accepted academic standards? Will the program lead to job placement?		
	Comment Let me begin by saying that overall I am impressed with the proposal. I can tell that a great deal of thought and effort is behind this proposal. Also, intuitively, my instinct is that a program like this likely has substantial promise. Nonetheless, I (and I think other potential reviewers) would be more comfortable (as discussed with detail in my comments above) if there was a bit more due diligence, and detail and evidence provided in the proposal.

Below is my response to the two questions above that comprise the section a) concept and overview: | | |

Even though digital learning aspects are critical, deep/strong knowledge of marketing fundamentals and strategy is the key platform for a program like this. And, even though many firms and employees in the digital marketing arena have strong fundamental marketing knowledge, many do not and the lack of expert marketing knowledge has lead, and is leading, to many poor decisions and business failure in the digital marketing arena. Further, regardless of the type of digital marketing position that candidates might have, a strong and robust grasp of marketing knowledge critically impacts graduates ability to do their work well and to positively impact business performance. I am not sure I see enough emphasis on this aspect of the program: to ensure a marketing knowledge expert.

Regarding qualifications upon completion of the program that would lead to job placement: I am not sure how deeply involved the advisory board guidance was (did they suggest specific courses, specific course content, etc.). Further, as a check of assumptions, and it would be helpful to see some representative job descriptions for the usual types of positions that graduates from this program would be qualified to pursue upon completion of the program. This would also point to the courses and course content sought by employers.

Another question would be: do the digital marketing positions tend to be geared for someone who with generalist or specialist skills or both? Someone who would be involved in the storytelling aspect of digital marketing is likely to have a need for a different set of skills that someone who would be involved in an analytical aspect of digital marketing. While it would be important that both individuals have an essential understanding of digital marketing in a generalist sense, it would also seem that both would need programs that are also specifically weighted/tailored for the type of digital marketing position being pursued.

Business schools have had a tendency to venture into new arenas without considering rigorously enough the specialty aspects and skills, the key example being business information technology degree programs that many business schools rushed into during the late 1990s only to quietly phase out later after finding that they were not offering what business really required.

Given this, the degree seems to be a bit overly generalist or undefined given that there are specific areas within digital marketing. Would it be helpful for the program to define standard types of digital marketing positions, and developed specific programs tailored to these positions? As part of this, for some positions is being completely fluent with respect to a specific skill (rather than just having some exposure to the specific skill) a critical requirement? E.g., being able to conduct data visualization with tableau. And, have you had advisory board feedback on specific course content in as presented in representative syllabi to determine fit?

Applied Baccalaureate External Review Rubric

		A meaningful internship is likely to be a key to facilitate quality employment at the conclusion of the proposed digital marketing program. It would useful to provide more specific detail here since as a critical consideration it seems a bit open-end at the moment. Lastly, two final questions where having a crisp, specific, and evidence-supported answer is critical: For employers that you consider to be the target-market employers of students who complete the proposed digital marketing program, what is the (specific and unique) "value-proposition" offered to these companies by the graduates of your proposed digital marketing program? For students that you consider to be the target-market for your proposed digital marketing program, what is the (specific and unique) "value-proposition" offered to these students by the proposed digital marketing program?
b)	Degree Learning Outcomes	Do the degree learning outcomes demonstrate appropriate baccalaureate degree rigor?
		Comment Overall, I believe that the degree learning outcomes demonstrate sufficient baccalaureate degree rigor.
c)	Curriculum Alignment	Does the curriculum align with the program's Statement of Needs Document?
		Comment I do not have the program's Statement of Needs Document so I cannot comment on this. However, if the question is referring to students' needs for a digital marketing baccalaureate degree as delineated in the Introduction, intuitively I believe that there is a need for a such a degree. I would however have a few questions about whether the specific curriculum would address those needs, and I pointed out these questions in section a) and again in some sections that follow this section.
d)	Academic Relevance and Rigor	Do the core and elective courses align with employer needs and demands? Are the upper level courses, in particular, relevant to industry? Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees?
		Comment Regarding question 1-Do the upper level courses demonstrate standard academic rigor for baccalaureate degrees? Overall, with qualification, I believe that the upper level courses demonstrate standard academic rigor for baccalaureate degrees. (The qualification is that I am being asked to make this decision without seeing representative syllabi. Universities often require that requests for course or program changes include the representative syllabus or syllabi, not just the course description, so that the committee can evaluate the course content.)

Applied Baccalaureate External Review Rubric

		Regarding question questions 2 and 3. Even though overall I believe that there is definitely some value from the perspective of employers with respect to the core and elective courses, I am not convinced by the proposal as it stands now that: 2- the core and elective courses align sufficiently with employer needs and demands, and 3-that they are sufficiently relevant to industry. Although you all conducted due diligence with respect to questions 2 and 3, the nature of the due diligence is unclear in that there is not enough evidential specifics in the present proposal to make a reader feel comfortable enough to answer questions 2 and 3 with a solid yes regarding courses offered and the content of those courses. To remedy this, I refer the readers to my questions and suggestions in section a) concept and overview.
e)	General Education Requirements	Are the general educations requirements suitable for a baccalaureate level program? Do the general education courses meet breadth and depth requirements?
		Comment My answer to questions 1 and 2 above is overall yes, with qualification. (The qualification is that I am being asked to make this decision without seeing representative syllabi. Universities, mine included, often require that requests for course or program changes include the representative syllabus or syllabi, not just the course description, so that the committee can evaluate the course content.)
f)	Preparation for Graduate Program Acceptance	Do the degree concept, learning outcomes and curriculum prepare graduates to enter and undertake suitable graduate degree programs?
		Comment My answer is overall yes, with qualification. (The qualification is that I am being asked to make this decision without seeing representative syllabi. Universities, mine included, often require that requests for course or program changes include the representative syllabus or syllabi, not just the course description, so that the committee can evaluate the course content.)
g)	Faculty	Do program faculty members appear qualified to teach and continuously improve the curriculum?
		Comment I find it very difficult to make an assessment here based on the information that is provided in the proposed. If specific information was presented for each faculty member <u>specifically tailored to the two parts of the question above</u>, it would help reviewers make an assessment on the two parts of the question above.
h)	Resources	Does the college demonstrate adequate resources to sustain and advance the program, including those necessary to support student and library services as well as facilities?

Applied Baccalaureate External Review Rubric

		Comment It appears that the resources for the proposed program will be sufficient. This assessment might change though if the curriculum were to change based on the additional due diligence I have discussed.
i)	Membership and Advisory Committee	Has the program received approval from an Advisory Committee? Has the program responded appropriately to it Advisory Committee's recommendations?
		Comment With respect to the two questions above, it is difficult for me to make an assessment here because I am not sure enough about the specific ways in which the advisory committee has been involved in designing the proposed degree program. I would be in a better position to make an assessment on the two questions above if the proposal addressed my questions and suggestions in section a) concept and overview. (Also, as part of this, see what I wrote in the second half of section d) academic relevance and rigor.)
j)	Overall assessment and recommendations	Please summarize your overall assessment of the program.
		Comment Again, I am impressed with this proposal for a Bachelor of Applied Science in Digital Marketing. I can see that a great deal of thought and effort is behind this proposal. Also, intuitively, my instinct is that a program like this likely has substantial promise. Nonetheless, I (and I think other potential reviewers) would be more comfortable (as discussed with detail in my comments above) if there was a bit more due diligence, and detail and evidence provided in the proposal. By doing this I also think that you all would be more comfortable with the proposed program, further avoid potential unpleasant future surprises, and enhance the program's probability of success.

Reviewer Bio or Resume
Evaluator, please insert a short bio here

C. Jay Lambe (Ph.D., Darden Graduate School of Business, University of Virginia), Associate Professor of Marketing, Albers School of Business and Economics, Seattle University.

Dr. Lambe comes to Seattle University after having been a marketing faculty member at Virginia Tech and Texas Tech University. Prior to his academic career, he worked in private industry where he was employed for 10 years in the field of business-to-business marketing for both AT&T and Xerox.

His primary research interests focus on the development and management of Business-to-Business (B-to-B) relationships, such as those of strategic alliances, marketing channels, and key account management. He has publications in the *Journal of the Academy of Marketing Science,*

Applied Baccalaureate External Review Rubric

Journal of Product Innovation Management, European Journal of Marketing, Journal of Personal Selling and Sales Management, International Journal of Management Reviews, Journal of Business-to-Business Marketing, and *Journal of Relationship Marketing.*

Dr. Lambe is a member of the Editorial Review Board for *Industrial Marketing Management* (2005 to present), *Journal of Business Research* (2016 to Present), *Journal of Business-to-Business Marketing* (2000 to present). He also serves as an Ad Hoc Reviewer for the *Journal of the Academy of Marketing Science*, *Organization Science, Journal of Retailing, Journal of Personal Selling and Sales Management, Journal of Management Studies*, and *International Journal of Management Reviews*.

Dr. Lambe was the winner of the 2003 Winter AMA Educators; Conference's "Best Overall Paper Award" and "Best Interorganizational Issues Track Paper Award" for the paper "Antecedents of Relational Norms in Developing and Mature Relationships" with co-authors Stephan Grzeskowiak, James R. Brown, and Kåre Sandvik.

Resource	Content	Cost		Pay Schedule	Management	
Passport North America Package	North American Consumer Data, Market Shares, Spending, companies, industries	$	2,500.00	Annual	Library	
SRDS (Media Costs)						
	SRDS Digital Media: Website + Networks & Tech	$	2,016.00	Annual	Library	
	Local Market Audience Analyst	$	920.00	Annual	Library	
	TV & Cable Media	$	887.00	Annual	Library	
	Consumer Magazine Media	$	1,238.00	Annual	Library	
American Marketing Association	Online Journal	$	975.00	Annual	Library	
Advertising Age	Online Magazine	$	599.00	Annual	Library	
Effie Awards	Case Reports Database	$	600.00	Per Quarter	Program	
Statista	Statistics - include digital media & internet	$	2,000.00	Annual	Library	Library could probably pay 1/2 (estimated $4000 cost annually)
MRI+ University Internet Reporter	Survey of the American Consumer - data from 1-1.5 years ago; psychographics, volume by brand - women aged 25-54 who drink aquafina, what media do they consume?	$	2,000.00	1-10 users; annual	11-20 users, $3000	
		$	13,735.00			
Payment Strategies						
	1. Talk with Institutional Advancement to see if they might want to split the cost of something (must get vendor approval)					
	2. Get Instruction to pony up for some of these resources, as they support the associate's degree too, which we have no additional funding for					

Recommended Resources and Budget

Resource	Content	Cost	Pay Schedule	Management		The Library will maintain access to		
Passport North America Package	North American Consumer Data, Market Shares, Spending, companies, industries	$ 2,500.00	Annual	Library		S&P Net Advantage		
SRDS (Media Costs)						ABI/INFORM Trade & Industry		
exact selections to be finalized with Kyle	SRDS Digital Media: Website + Networks & Tech	$ 2,016.00	Annual	Library		Hoover's Company Profiles		
	Local Market Audience Analyst	$ 920.00	Annual	Library		Market Share Reporter		
	TV & Cable Media	$ 887.00	Annual	Library		Business Source Complete		
	Consumer Magazine Media	$ 1,238.00	Annual	Library				
American Marketing Association	Online Journal	$ 975.00	Annual	Library				
Advertising Age	Online Magazine	$ 599.00	Annual	Library				
Effie Awards	Case Reports Database	$ 600.00	Per Quarter	Program				
eMarketer	proprietary reports, groups, social media usage	$15,000	Annual	Library				
MRI+ University Internet Reporter	Survey of the American Consumer - data from 1-1.5 years ago; psychographics, volume by brand - women aged 25-54 who drink aquafina, what media do they consume?	$ 2,000.00	1-10 users; annual	11-20 users, $3000				
		$ 26,735.00						

Faculty Request Costs

Title	Package	Content Type	Cost	Pay Structure	Notes
Forrester		Technology Focused Market Research Reports	TBD		Anticipating high cost; not many schools own
Euromonitor (Passport)					
Industry, Country, & Consumer Data	Total Collection	Industries & Companies, Country Data, Consumer Data	$ 12,000.00		
	Industries & Companies	Data & Reports	$ 8,000.00		
	Country & Consumer Data	Market sizes, consumer data, reports, statistics, spending	$ 7,000.00		
	North America Only	Industries & Companies, Country Data, Consumer Data	$ 2,500.00	Can add additional regions for $2,500 each	
Gartner		Market Research Report Collection	$40,000-$100,000	Annual - depends on needs (pricing based on common academic packages)	
eMarketer		proprietary reports, groups, social media usage	$15,000	Annual	
Advertising Age					
Magazine focusing on advertising industry - we have HTML access in our database, with a 3 day embargo; that means it has no pictures; images are important in this topic	HTML Option	Current access in database, no pictures, text only, 3 day embargo	Free		
	Adage.com	Online IP Access for Adage.com/creativity	$ 599.00		
	DataCenter	DataCenter: data related to firms/agencies, advertising spending, surveys, digital, media, etc.	$ 699.00		
	Adage.com & DataCenter	Both website tools with IP access	$ 1,298.00		
MOZ					
Search Engine Optimization	Moz Pro Medium Monthly: 10 Accounts	SEO Tool: 10 Tracked Campaigns, Branded Reports, 5,000 Full Keyword Reports, 30 Full Keyword Lists, & More	$ 149.00	Monthly	
	Moz Pro Medium Yearly 10 Accounts	Same as Above	$ 1,430.00	Annual	
	Moz Pro Medium Trial	Same as Above, 30 day access	Free	30 Days	
American Marketing Association		Online IP Access	$ 975.00	Annual	
Ad Week		Magazine	Free		
BrandWeek		absorbed by adweek.com	N/A		
OMMA		Newsletter about Online Media, Marketing & Advertising	Free	Individuals sign up for free Mediapost membership to gain access	
CRM		Magazine regarding Customer Relationship Management	Free	Individuals sign up for free subscription	
DMA News		Contact Wednesday			
Direct Marketing News		Changed to Newsletter format, now free	Free	Individuals sign up for free subscription	
B to B		Absorbed by AdAge.com	N/A		
Target Marketing		News about targeted marketing	Free (Awaiting Confirmation)		
Effie Awards		Case Studies regarding award winning ads/marketing	$600	Per Academic Quarter for a class; one email with access privileges	

Resource Categorization

Market Research reports	Companies	Industries	Tech Industry Data	Consumers/Demographics
Forrester	Datamonitor Marketline	IBIS	Forrester	Demographics Now
Gartner	Hoovers/Dun & Brad	Business Source Comp	Gartner	Census
Mintel	S&P Net Advantage	Mergent	eMarketer	SRDS
eMarketer	Thomson One	S&P Net Advantage		Passport (Different Countries)
Passport	EDGAR	Passport		New Strategist Books
RKMA	Marketline	Mintel		
BCC Research		Business Insights		
Freedonia		Plunkett's		
		RKMA		
		Statista		
		eMarketer		
		Factiva		
		Bizminer		
		ABI/Inform		
		Marketline		

Market Segments	Advertising Prices	Psychographics	Expenditures	Spending on Advertisement
Mintel	SRDS	Mintel	CES	Ad$pender
Mediamark		Demographics Now	Demographics Now	eMarketer
Passport		MediaMark	Passport	Advertising Age Data Center
Demographics Now		Simmons(?)	Who's Buying GVRL	
SRDS		SRDS	RKMA	
RKMA		Passport	IRI/Builders	
Who we are GVRL books		RKMA	Simmons	
Generations GVRL		Forrester		
American Incomes GVRL				
CES				
Simmons				
New Strategist Books				
Market Share Reporter				

http://libguides.bentley.edu/content.php?pid=43799&sid=323938
http://libguides.bentley.edu/content.php?pid=43532&sid=321476

Appendix F

Business Management, Marketing, Business Technology

Advisory Board Meeting

Wednesday, May 31, 2016

Room S201

Minutes

<u>Attendees</u>: Martin Lammers, Joan Wissmann, Frank Chenn, Kay Lui, Jacquie Miller, Rosalyn Arntzen, Jackie Touma, Suzanne Marks, Dena Laney, Zorica Wacker, Keith Rowley, Frank Hatstat, Kyle Barber, Irene Ferrante, Brooks Brophy, John McAlvay

AAST Digital Marketing

The Northwest accrediting body approved our new AAST Digital Marketing! We are very excited about this and really appreciate your help. We will work with the BC Marketing Director to advertise this opportunity to students right away. The course layout is at the end of the minutes.

BAS Digital Marketing

The Advisory Board felt comfortable with the proposed general education courses:

1. ENGL 201 The Research Paper
2. PHIL 360 Business Ethics
3. Xxxxx Natural Science from the AAS-DTA transfer degree list
4. ECON& 202 Macroeconomics
5. DA 430 Marketing Analytics
6. HIS 3xx History of Marketing
7. SOC 2xx Any Sociology 200-level course
8. COMM 332– Copywriting

The board reiterated the importance of copywriting in marketing jobs, especially entry-level jobs.

The Board said they would not consider the Event Marketing to be a core class; perhaps an elective class. The Board felt that Sales and Customer Relationship Management were more important core classes.

Some suggestions were to add a Sales and/or CRM class. There was a recommendation to look at adding modules for any type of classes that can't be accommodated in the degree (event marketing was the example used) to the existing classes.

The board asked that law and intellectual property be added to the MKTG 333 Content Creation class.

The board felt that the AAST looked more digital than the BAS and recommended that we add more digital options, such as MKTG 241 Search Engine Strategy, MKTG 242, Social Media Strategy, MKTG 243 Mobile Marketing Strategy to the BAS. The board also emphasized the importance of multicultural marketing.

The board enthusiastically endorsed a Capstone class where students could choose to do an internship or a final project. We may have students who are working full-time and cannot do an internship and would prefer to do a project.

The Board asked us to consider changing the Advertising II title to be more "digitally" descriptive, e.g., Advertising in the Digital Age, Multi-Channel Advertising, etc.

The draft layout at the end of this document reflects in process recommended changes. The advisory board identifies these classes as those that will meet industry needs for digital marketing careers.

Marketing Certificates
Six new marketing certificates were presented. Institutional Effectiveness leaders within our organization have stated that they could not find sufficient labor market data to support the AAS-T degree.

From the proposed list of six certificates (Sports, Fashion, Online, Multicultural, Sales and Content Creation), the Advisory Board choose the following as the top three as candidates if we choose to "remodel" our existing certificates:

1. Multicultural Marketing
2. Sales
3. Creative Services

Kyle noted that we are not required to limit our certificates to three, but that it was just a suggestion to consider by Patti James, accreditation liaison.

Project Management Certificate
We ran out of time to talk about the Project Management certificate. We will add this to our next meeting.

Misc.

The hiring process is underway for a Full-Time Marketing faculty, for a September 2016 start.

There will be a minimum of two meetings next year. Suzanne will attempt to give board members two months' notice. The meeting will be on a Tuesday, from 5:45-7:00 pm.

AAST Digital Marketing

Course	Course Title	Credits	College/University	Course	Credits	Grade	Quarter	Year
			REQUESTED SUBSTITUTION/TRANSFER CREDIT (if applicable)					
GENERAL EDUCATION COURSEWORK								
BUS& 101	Introduction to Business	5						
ENGL& 101	English Composition I	5						
GEOG 206	Landforms & Landform Process (or any other lab-based science class)	6						
MATH& 107	Math in Society, or any math class above 107	5						
CORE COURSEWORK								
BTS 189	Webpage Authoring Essentials	5						
BTS 201	Content Management Systems	5						
MKTG 101	Introduction to Marketing	5						
MKTG 102	Introduction to Digital Marketing Platforms	5						
Choose one course from the following to compliment MKTG 101 or 102: MKTG 103 Introduction to Sports Marketing MKTG 104 Introduction to Fashion Marketing MKTG 105 Introduction to Music Marketing MKTG 106 Introduction to Film and Television Marketing		1						
MKTG 200	International Marketing	5						
MKTG 234	Advertising	5						
MKTG 241	Search Engine Strategy	5						
MKTG 242	Social Media Strategy	5						
MKTG 243	Mobile Marketing Strategy	5						
MKTG 255	Relationship Marketing	5						
MKTG 261	Marketing Research I	5						
MKTG 262	Measurement and Analytics I	5						
Choose 1 class from the following BUS 241 Multicultural Business Consulting BTS 293 Professional Skills BUS 251 Internship I MKTG 272 DECA I		5						
Choose 2 classes from the following BTS 165 Business Spreadsheet Analysis & Design BTS 188 Introduction to Digital Content BTS 289 Design and Deploy Ecommerce Website MKTG 131 Principle of Professional Sales MKTG 132 Introduction to Copywriting MKTG 133 Visual Design for Marketers MKTG 211 Multicultural Marketing MKTG 244 TV and Online Video Strategy MKTG 271 Consumer Behavior		10						
TOTAL		**97**						

Students interested in continuing for a bachelor's degree should contact their program advisor

Please complete this form prior to meeting with the Program Chair for signature. Completed form must be submitted to the Evaluations/Graduation Office when applying for graduation.

Courses may be subject to prerequisites and minimum grade requirements. Check online at www.bellevuecollege.edu/classes/All/

PROGRAM REQUIREMENTS			REQUESTED SUBSTITUTION/TRANSFER CREDIT (if applicable)					
Course	Course Title	Credits	College/University	Course	Credits	Grade	Quarter	Year
GENERAL EDUCATION COURSEWORK								
COMM 3xx	Marketing Communications	5						
ECON 202	Macroeconomics	5						
ENGL 201	Research Paper	5						
HIST 3xx	History of Marketing	5						
PHIL 360	Business Ethics Theory and Practice	5						
PSYC 3xx	Psychology of Marketing	5						
	any humanities science	5						
	any science class	5						
CORE COURSEWORK								
BTS 389	Ecommerce Strategy	5						
MKTG 301	Media Planning and Buying	5						
MKTG 333	Content Creation	5						
MKTG 334	Advertising II	5						
MKTG 341	Public Relations and Social Listening	5						
MKTG 343	Event Marketing	5						
MKTG 461	Marketing Research II	5						
MKTG 462	Data Visualization and Advanced Analytics	5						
MKTG 492	Internship and Personal Branding	5						
Choose 2 classes from the following		5						
MKTG 211 MKTG 244 MKTG 271 MKTG 434 MKTG 451	Multicultural Marketing TV and Online Video Strategy Consumer Behavior Branding Sales Management	10						
TOTAL		**95**						

Please complete this form prior to meeting with the Program Chair for signature. Completed form must be submitted to the Evaluations/Graduation Office when applying for graduation.