AGENDA

1) Enrollment Management – Roger Stanford | Amy Thornton | Denise Vujnovich

2) New Program Development – Associate of Applied Science Digital Marketing – Roger Stanford

3) Policy Revisions – Amy Thornton
   A. A0111 Board Member Resignation ................................................................. X
   B. A0112 Removal from Office ............................................................................ X
   C. A0116 Maintenance and Publication of Board Minutes ............................... X
   D. C0408 Salary Adjustment of a Manager or Administrator and Other Special Conditions Warranting Stipend ............................................................ X
   E. F0201 Surveillance System Camera Policy .................................................. X
3-1 CONCEPT REVIEW FORM

College: Western

Date: 10/10/2016

College Contact: Michael Poellinger
Phone: (608) 788-6098

Email: poellingerm@westernntc.edu

Education Director Consulted: T Isensee
Date Consulted: 9/21/2016

Expected WTCSB Concept Review Approval Date: 11/01/2016

WTCS Calendar of Events

Expected WTCSB Program Approval Date: 01/01/2017

a. Proposed Aid Code - Program Number: 10-104-8

b. Proposed Program Title: (limit of 65 characters)
Digital Marketing

c. Tentative Program Description: (limit of 275 characters)
See Attachment B for further explanation

d. SOC {Standard Occupational Classification}

11-2011
11-2031
13-1161
27-3031
41-3011

1) Please provide your rationale for using this SOC Code: (limit of 275 characters)
See Attachment A for further explanation

☑ Supporting documentation attached as “Attachment A”

e. Proposed CIP {Classified Instructional Program} 09.0900

1) Please provide your rationale for using this CIP Code: (limit of 275 characters)
See Attachment B for further explanation

☑ Supporting documentation attached as “Attachment B”

f. Mean Starting Hourly Salary: $21.19

Form Owner: Jim Mackey
Last Modified on: 8/17/2016
Page: 1
g. Single Source Request: (limit of 275 characters)  ☑ Not Applicable

☐ Supporting documentation attached as “Attachment C”

h. Summary of Analysis of how this program supports employment demand is found in the supporting documentation attached as “Attachment D”  ☑ Refer to Chapter 1 KB-2 for explanation of required documentation.

i. Projected job openings per year: Year 1 14  Year 3 16  Year 5 20

Projected completers per year: Year 1 8  Year 3 12  Year 5 16

j. Program method of delivery:
   ○ 100% Online
   ○ 100% Face to face
   ☑ Hybrid

k. Documentation of member participation and outcomes of the Ad Hoc/advisory group

☑ Supporting documentation attached as “Attachment E”

l. Summary of initial discussions with other WTCS districts offering a similar or same program. (limit of 275 characters)
Both CVTC and NTC provided their consent and endorsement to offer the program.

☑ Supporting documentation attached as “Attachment F”

m. Documentation of District Board Approval of the Concept Review attached as “Attachment G”  ☑

Signature:  [Signature]
District President or Instructional Services Administrator
Date: 10/10/2016

Printed Name:  Roger Stanford

When document is complete, please submit this form and attached documentation via a single “.pdf” file, including attachments to programs@wtcsystem.edu

Form Owner: Jim Mackey  Last Modified on: 8/17/2016  Page: 2
Attachment A - Supporting Documentation - Rationale for SOC Code Selection

Labor Market Analysis Summary
On an annual basis, Western analyzes labor market data and existing product (program) mix data to identify gaps in what is needed in the workforce and what is currently offered by Western. While the community has repeatedly reinforced the idea that a traditional marketing program with an emphasis on management is valuable to the district, with students employed in the region as leaders in retail and other industries, new stakeholders are looking for additional graduates that have a distinct skill set. An initial environmental scan shows a shift in the structure of emerging careers in marketing. In order to address the needs of the community, Western is proposing an additional marketing program to help meet this demand.

Research conducted as part of the environmental scan (Attachment D) suggests that the field of marketing has become content driven and information rich. The new skills needed by graduates include things such as the ability to use data analytics to inform the design of marketing and public relations pieces; the ability to use data analytics to measure the impact of marketing efforts; data mining; search engine optimization; and software application for a variety of rapidly evolving technology platforms. These specialty areas are touched upon in marketing “generalist” programs; however, students in these programs are not able to fully develop the skills needed to operate in the digital environment.

A variety of SOC codes were analyzed as part of this process. These codes include the following: 27-3031 (Public Relations Specialist); 41-3011 (Advertising Sales Agents); 11-2011 (Advertising and Promotions Managers); 11-2031 (Public Relations and Fundraising Managers); 13-1161 (Market Research Analysts and Marketing Specialists).

The analysis of these codes indicated a gap in providing the labor market with specialists within the field of marketing. Following identification of the gap in graduates with specialties in marketing, Western conducted an employer focus group that included both current members of the traditional existing Marketing program and other employer groups. Results of this focus group are presented in Attachment E.

The focus group was conducted with 16 employers from a variety of industry sectors including healthcare, utilities, food production, banking, printing, higher education, television broadcasting, and non-profit organizations. These employers currently employ over eighty (80) full-time and part-time employees in marketing-related positions. They anticipate the need to hire forty (40) additional employees in marketing-related positions in the next 24 months.

A DACUM-like activity was conducted to determine gaps in the existing curriculum and what is desired in future graduates (Attachment E). Participants identified seven (7) major duties and forty five (45) associated tasks. Because Western desires to maintain its existing traditional marketing program, and
perhaps have a common first-year core, an analysis was conducted to determine the differences in the curriculum across the two programs.

This preliminary analysis of the existing marketing program curriculum shows that over 50% of the curriculum would need to change in order to meet the needs of this particular employer group. Curriculum in data analysis, measurement analytics, web design/CMS, basic graphic design, social media planning, and design would be developed. A preliminary list of new coursework is presented below:

**10201xxx – Digital Design Components**
How do you know when to use a jpeg, pdf, tiff, or gif? When do you use CMYK or RGB? What size and resolution do you need for a printed document versus a web site? You will learn all of the specifications, lingo, and abbreviations that graphic designers, publishers, web designers, and marketing professionals use on a daily basis. You will learn the basics of print and web design components to enable you to make informed decisions.

**10104xxx – Social Media**
Explore current and up-and-coming online platforms, applications, and tracking methods for social media and determine how they are revolutionizing the marketing landscape. You will set up social media accounts, learn basic terminology, and incorporate best practices into marketing strategies. You will learn which platforms fit best with an organization’s strategic goals, how to integrate content across them, and how to interpret analytics and tailor them to maximize results.

**10104xxx – Internet Marketing**
Explore how businesses use web sites, blogs, mobile applications, and search engine optimization (SEO) to conduct marketing. You will learn basic web design fundamentals, how to use web content management systems, how to use web-based tool connectivity, and how to use analytics to measure success.

**10104xxx – Content and Copy Writing**
Explore content marketing strategies and their effectiveness; such as creation, curation, and repurposing. You will learn how to write compelling copy for a variety of audiences and marketing uses, develop a business personality, tone, and voice, and how to get the right message to the right people through the right media. This course includes strategies to optimize headlines, taglines, call-to-actions, infographics, emojis, hashtags, and copy for effectiveness through the use of key words, semantics, credibility, and the correct word choices.

**10104xxx – Digital Advertising**
Explore the world of advertising on the Internet through display, text, pay-per-click, mobile, email, and text messages. You will learn how to initiate, manage, and evaluate digital advertising effectively and efficiently.

**10104xxx – Global E-commerce**
You can buy or sell anything online! You will learn to determine if that is the case and where it is best to sell – stand-alone or in an online marketplace. You will learn about the steps to set up an e-commerce
web site, including shopping carts, payment gateways, and how to convert order processing into a shopping cart process. You will also discuss some of the laws and regulations to consider and explore for domestic and global e-commerce.

**10104xxx – Advanced Marketing Analytics**
Is your online marketing working? How can you get a return on investment? You will learn about marketing analytics software, how it works, how to set goals and then measure the effectiveness of using web tools to meet those goals. You will learn how to interpret the analytics and adjust your online tools to meet your goals.

**1080xxxx – Consumer Behaviors**
Explore how and why people behave as buyers, either business or consumer. You will determine behavior through an analysis of consumer needs and wants, the process by which they are satisfied with a product or service, and the environment in which the behavior occurs. You will ensure post-purchase satisfaction by applying consumer behavior (via internet, mobile, e-commerce, and information technology) and in-person consumer behavior (via traditional methods of retail business-to-customer and business-to-business sales).

**10104xxx – Integrated Marketing Campaign**
This capstone course brings together the concepts you learned in previous marketing courses. It allows you to evaluate the status of a business’s marketing efforts and create a digital marketing strategy document to achieve organizational goals.
Attachment B - Supporting Documentation - Rationale for CIP Codes

The CIP Code 09.0900 Public Relations, Advertising, and Applied Communications has been selected as the code because it most closely represents the job projections and input the employer focus group provided. As indicated in the EMSI report (Attachment C), district growth in the SOC codes mentioned in Attachment A is projected at 5.5% through 2022. The greatest number of job increases are expected in public relations specialists, marketing specialists, marketing research specialists -- those individuals in marketing-related positions most likely to use digital media platforms to conduct marketing and promotion. This quantitative data is supported and triangulated by the input from the employer focus group and the job postings analyzed through Tech Connect.


Definition: A general program that focuses on organizational communication, public relations, and advertising; and that prepares individuals to function in a wide range of public and private sector positions requiring the skills of persuasive communications. Includes instruction in communications, public relations, and advertising theory; principles and techniques of persuasion; message/image design; marketing strategy; professional writing; public speaking and multi-media presentation skills; digital communications; and applied research.

Western’s Proposed Program Description

**Digital Marketing** (I modified this to align closely to the SOC and CIP codes)

Marketing tactics have evolved over the past several years and employers are looking for people with knowledge of digital communication channels to help attract and retain customers, manage corporate image and brand, and measure impact of marketing-related efforts.

The Digital Marketing Associate Degree explores marketing fundamentals with a focus on effective management of relevant digital content and tools in a rapidly shifting market place. In this program you will apply key tactics and technologies including web site content management, marketing analytics, search engine optimization, market research, social media, digital advertising, copywriting for digital platforms, and e-commerce.

The Digital Marketing Associate Degree provides you with the foundation, concept, tools, and skill set necessary to market a business and maintain a brand in today’s digital environment.
Attachment C – Supporting Documentation for Starting Salary

Overview
To determine the starting salary, Western used the EMSI software to generate median hourly earnings for the associated SOC codes. An analysis of labor market projections conducted through EMSI indicates a median hourly salary of $21.19.
Occupation Overview

Emsi Q3 2016 Data Set

October 2016

Western Technical College

400 Seventh Street
La Crosse, Wisconsin 54601
608.785.9200
Parameters

Occupations

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-2011</td>
<td>Advertising and Promotions Managers</td>
</tr>
<tr>
<td>11-2031</td>
<td>Public Relations and Fundraising Managers</td>
</tr>
<tr>
<td>13-1161</td>
<td>Market Research Analysts and Marketing Specialists</td>
</tr>
<tr>
<td>27-3031</td>
<td>Public Relations Specialists</td>
</tr>
<tr>
<td>41-3011</td>
<td>Advertising Sales Agents</td>
</tr>
</tbody>
</table>

Regions

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
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<tbody>
<tr>
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<td>Buffalo County, WI</td>
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<tr>
<td>55023</td>
<td>Crawford County, WI</td>
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<td>55053</td>
<td>Jackson County, WI</td>
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<tr>
<td>55057</td>
<td>Juneau County, WI</td>
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<tr>
<td>55063</td>
<td>La Crosse County, WI</td>
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<tr>
<td>55081</td>
<td>Monroe County, WI</td>
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<td>55121</td>
<td>Trempealeau County, WI</td>
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<tr>
<td>55123</td>
<td>Vernon County, WI</td>
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Timeframe

2017 - 2022

Datarun

2016.3 – Employees
## Occupation Summary for 5 Occupations

<table>
<thead>
<tr>
<th>Occupation</th>
<th>2017 Jobs</th>
<th>2022 Jobs</th>
<th>Change</th>
<th>% Change</th>
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</thead>
<tbody>
<tr>
<td>Advertising and Promotions Managers (11-2011)</td>
<td>8</td>
<td>9</td>
<td>1</td>
<td>13%</td>
</tr>
<tr>
<td>Public Relations and Fundraising Managers (11-2031)</td>
<td>19</td>
<td>20</td>
<td>1</td>
<td>5%</td>
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<tr>
<td>Market Research Analysts and Marketing Specialists (13-1161)</td>
<td>335</td>
<td>366</td>
<td>31</td>
<td>9%</td>
</tr>
<tr>
<td>Public Relations Specialists (27-3031)</td>
<td>140</td>
<td>146</td>
<td>6</td>
<td>4%</td>
</tr>
<tr>
<td>Advertising Sales Agents (41-3011)</td>
<td>95</td>
<td>89</td>
<td>-6</td>
<td>-6%</td>
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</tbody>
</table>

### Growth

<table>
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<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>597</td>
<td>630</td>
<td>33</td>
<td>5.5%</td>
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</tbody>
</table>
# Percentile Earnings

<table>
<thead>
<tr>
<th></th>
<th>25th Percentile Earnings</th>
<th>Median Earnings</th>
<th>75th Percentile Earnings</th>
</tr>
</thead>
<tbody>
<tr>
<td>$16.78/hr</td>
<td>$21.19/hr</td>
<td>$28.03/hr</td>
<td></td>
</tr>
<tr>
<td>25th Percentile Earnings</td>
<td>Median Earnings</td>
<td>75th Percentile Earnings</td>
<td></td>
</tr>
</tbody>
</table>

![Graph showing earnings distribution](image)

<table>
<thead>
<tr>
<th>Occupation</th>
<th>25th Percentile Earnings</th>
<th>Median Earnings</th>
<th>75th Percentile Earnings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertising and Promotions Managers (11-2011)</td>
<td>$33.66</td>
<td>$38.11</td>
<td>$43.83</td>
</tr>
<tr>
<td>Public Relations and Fundraising Managers (11-2031)</td>
<td>$26.70</td>
<td>$35.06</td>
<td>$46.37</td>
</tr>
<tr>
<td>Market Research Analysts and Marketing Specialists (13-1161)</td>
<td>$16.67</td>
<td>$20.83</td>
<td>$28.34</td>
</tr>
<tr>
<td>Public Relations Specialists (27-3031)</td>
<td>$16.39</td>
<td>$20.68</td>
<td>$26.68</td>
</tr>
<tr>
<td>Advertising Sales Agents (41-3011)</td>
<td>$14.48</td>
<td>$19.14</td>
<td>$24.21</td>
</tr>
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</table>
Regional Trends

<table>
<thead>
<tr>
<th>Region</th>
<th>2017 Jobs</th>
<th>2022 Jobs</th>
<th>Change</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Region</td>
<td>597</td>
<td>630</td>
<td>33</td>
<td>5.5%</td>
</tr>
<tr>
<td>State</td>
<td>18,999</td>
<td>20,227</td>
<td>1,228</td>
<td>6.5%</td>
</tr>
<tr>
<td>Nation</td>
<td>1,046,922</td>
<td>1,124,117</td>
<td>77,195</td>
<td>7.4%</td>
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</tbody>
</table>

Regional Breakdown

![Map of Wisconsin]

County

<table>
<thead>
<tr>
<th>County</th>
<th>2022 Jobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>La Crosse County, WI</td>
<td>332</td>
</tr>
<tr>
<td>Monroe County, WI</td>
<td>68</td>
</tr>
<tr>
<td>Trempealeau County, WI</td>
<td>54</td>
</tr>
<tr>
<td>Crawford County, WI</td>
<td>53</td>
</tr>
<tr>
<td>Vernon County, WI</td>
<td>52</td>
</tr>
</tbody>
</table>
Occupation Gender Breakdown

<table>
<thead>
<tr>
<th>Gender</th>
<th>2016 Jobs</th>
<th>2016 Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Males</td>
<td>255</td>
<td>43.3%</td>
</tr>
<tr>
<td>Females</td>
<td>334</td>
<td>56.7%</td>
</tr>
</tbody>
</table>

Occupation Age Breakdown

<table>
<thead>
<tr>
<th>Age</th>
<th>2016 Jobs</th>
<th>2016 Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>14-18</td>
<td>2</td>
<td>0.3%</td>
</tr>
<tr>
<td>19-24</td>
<td>50</td>
<td>8.6%</td>
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<tr>
<td>25-34</td>
<td>166</td>
<td>28.1%</td>
</tr>
<tr>
<td>35-44</td>
<td>134</td>
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<tr>
<td>45-54</td>
<td>128</td>
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<td>88</td>
<td>15.0%</td>
</tr>
<tr>
<td>65+</td>
<td>21</td>
<td>3.5%</td>
</tr>
</tbody>
</table>
Attachment D - Environmental Scan for Digital Marketing Pathway

Overview
After a preliminary labor market scan using EMSI software, Western conducted a more in-depth environmental scan to determine whether or not an employer focus group was warranted. This scan includes an overview of digital marketing and its place within the Marketing Career Cluster and the Marketing Communications Pathway. This scan revealed the top 14 marketing skills needed on resumes in 2015 and seven skills needed to land high paying jobs in digital marketing. The scan also reviewed that while a bachelor degree is often listed as the appropriate degree for graduates; many colleges are recognizing the need to develop pathways into entry level jobs (Century College, MN; Madison College; Northcentral; Northeast). Most recently, one of Western’s local for-profit competitors has developed an Internet Marketing Associate Degree that has potential to draw from the more traditional student occupation. A primary conclusion from this scan is that Western would be remiss in providing cost-effective in-district options for students if it did not evolve its marketing-related program offerings.
Environmental Scan For Digital Marketing Pathway

[Jane Schwartzhoff]
[Marketing Cluster / Marketing Communications Pathway]
[Focus on Digital Marketing Occupations]
I. Pathway Overview
   A. Digital Marketing is part of the Marketing Career Cluster
   B. Digital Marketing is part of the Marketing Communications Pathway
   C. SOC Codes / Related O*NET Occupations
      1) Marketing Managers 11-2011
      2) Market Research Analysts and Marketing Specialists 13-1161
      3) Search Marketing Strategists 15-1199.10

II. Statistics (Obtained from EMSI)
   A. Demographics
      1) Current workforce age groups
         a) 14-18  1  0.2% of total
         b) 19-24  30  7.9% of total
         c) 25-34 110 28.7% of total
         d) 35-44  94 24.5% of total
         e) 45-54  87 22.6% of total
         f) 55-64  51 13.2% of total
         g) 65+   11  2.9% of total
      2) Current workforce gender percentage
         a) 46.1% Males
         b) 53.9% Females
      3) Current workforce ethnicity percentage
         a) White 369 96.0% of total
         b) Asian  9  2.2% of total
         c) Hispanic or Latino 3  0.9% of total
         d) Black or African American 2  0.4% of total
         e) Two or More Races  1  0.4% of total
   B. Labor Market Data
      1) 5 year projection job increase
         a) 14 Jobs annually (70 total)
      2) Percent change
         a) +7.4%
      3) Median Hourly Earnings
         a) $23.77

III. Employer Information
   A. Skills / Tasks
      1) **14 Marketing Skills to Add to Your Resume in 2015**
         a) Content Marketing
         b) CMS Experience
         c) CRM Skills
         d) Mobile Marketing
         e) Lead Nurturing
         f) Email Marketing
         g) Mastery of a Full Marketing Armory of Tools
i. Social Media Marketing Tools; Productivity Tools: SEO Tools; Image Design Tools; Email Tools
h) Video Production
i) Paid Social Media Advertising
j) UX Design
k) Data Science
l) Data Visualization
m) HTML, CSS and Other Coding Languages
n) Consumer Behaviorist

2) Seven Skills You Need to Land a High-Paying Digital Marketing Job
   a) Search Engine Optimization (SEO)
b) Pay-per Click (PPC)
c) Mobile
d) Email Marketing
e) Social Media
f) Content Management
g) Analytics

B. Educational Attainment (According to ONET Statistics Nationally)
   1) Marketing Managers 11-2011
      a) 54% Bachelor’s Degree
      b) 22% Associates Degree
   2) Market Research Analysts and Marketing Specialists 13-1161
      a) 71% Bachelor’s Degree
      b) 21% Associates Degree
   3) Search Marketing Strategists 15-1199.10
      a) 78% Bachelor’s Degree
      b) 13% Associates Degree

C. Job Postings
   1) Organic Valley is currently searching for a Digital Marketing Manager
   2) Nexstar Broadcasting is currently searching for Account Executive, Digital Marketing Services
   3) Creative Circle is currently searching for a Digital Media Planner

IV. Industry Trends
A. National / State
   1) Video and Image-Based Marketing
   2) Mobile Readiness
   3) Native Advertising
   4) Social Network Advertising
   5) Podcasts
   6) Marketing Automation
   7) Wearables
   8) Brands will Blur the Lines Between Apps, E-Commerce and Social

B. Regional/District
   1) Need Local Focus Group Input (See DACUM Summary)

V. Education
A. Regional Occupational Programs (Competitors)
   1) Colleges
      a) Globe University – Associate Degree / Internet Marketing
   B. Existing WTCS Similar Programs / CIP Codes
      1) Madison College – Technical Diploma / Digital Marketing
         a) Digital Marketing is a one-year technical diploma designed for people who desire
            to incorporate cutting-edge marketing techniques into an organization's new and
            existing marketing activities. This program focuses on digital and new media to
            include mobile, social, and e-commerce.
      2) Northcentral Technical College – Associate Degree / Digital Marketing
         a) Building knowledge in Internet marketing is essential as the marketing industry
            shifts from traditional marketing media to the Internet. In this program, the
            learner uses mobile and wireless devices, social networks and other digital media
            to identify how to attract and retain customers. The learner explores the
            traditional marketing fundamentals of product, pricing, promotion and
            placement, analysis of return on investment, and applies them in the digital
            realm.
      3) Northeast Wisconsin Technical College – Cert / TD /Digital Marketing
         a) The Digital Marketing Technical Diploma is designed for people who desire to
            incorporate cutting-edge marketing techniques into an organization's new and
            existing marketing activities.

C. Existing Similar Program/Majors Nationwide (Diploma/Associate/Bachelors)
   1) Minneapolis Community and Technical College offers a Cert. in Social Media.
   2) Georgetown University in Washington, DC, offers a Cert. in Digital Marketing
   3) Century College in White Bear Lake, MN, offers a Cert. in Social Marketing
   4) UW-Stout offers a Bachelor of Science in Digital Marketing Technology. Stout promotes
      this major as the first digital marketing 4-year degree.
VI. Observations

From research online, it is apparent that one cannot simply go into “traditional” marketing programs. At this point, the marketing courses focus on technology and the tools needed to utilize it, analyze data, and how to make decisions based on that data. Marketing has also become content driven and information-rich. No longer can businesses send out mass mailers hoping to hit the right consumer; marketers need to know how to figure out what the consumer wants, provide that information online, and get the consumer to seek them out for the information. From there, a new customer is cultivated, or a business deal is born. To have “old school” marketing knowledge is a nice base, but if those wanting marketing jobs in the future do not have a strong grasp of software, analytics, data mining, and the ability to act on that information, then they will be less desirable candidates in the job pool.

Regents approve new digital marketing technology major

Since 2013, UW Stout has offered a minor in Web technology, as well as a minor in enterprise technology systems. The new degree is built on the curriculum in these minors.

Marketing technologists are uniquely positioned as individuals who have a high-level understanding of how technology serves to help the organization reach its goals.

The new major in digital marketing technology will be delivered online, making it available nationwide and internationally.

The new degree “is unique in its multidisciplinary approach of combining content, design, systems and development,” the Board of Regents proposal said.

“Students graduating with the B.S. in digital marketing technology can anticipate entering a workforce with a huge demand and very low supply of individuals who have an understanding of how technology and marketing work together”
Attachment E - Marketing/Digital Marketing Focus Group Summary

Overview
Western's Marketing/Digital Marketing Focus Group was well-attended by 16 employers from a diverse set of industry sectors. In addition to discussion of duties and tasks needed for graduates in marketing-related positions, this focus group highlighted the need for Western to increase and more fully develop programming related to digital marketing. It also reaffirmed that this group of employers viewed the education pathway as one that continues as individuals secure associate degrees, begin in entry-level positions, and continue on with education once secure in those entry-level positions. Perhaps the most significant input gathered from this focus group was the need to develop a significant amount of curriculum to meet the needs of a more digital focus in marketing. Attachment E provides additional detail as to the duties and tasks performed by individuals in cutting-edge marketing positions.
Attachment "E"

Marketing / Digital Marketing Focus Group Summary

Michael Poellinger
Western Technical College
3/25/2016
“Just as established products and brands need updating to stay alive and vibrant, you periodically need to refresh or reinvent yourself.”

~Mireille Guiliano

Context

Due to trending low enrollments, a dip in local/regional labor market trends and shift for a standalone Sales Management program, the Marketing program proactively engaged in a program refresh process.

A focus group participated in a modified DACUM process to ascertain potential direction for curriculum changes. On Tuesday March 15, sixteen local employers/employees representing fifteen companies contributed their views to the process. This report is a collection and summary of the information and data from that session. The session attempted to obtain the answer to a variety of questions to identify trends, gaps or areas of strength and weakness. The questions are below:

1. Why did you choose your profession?
2. What is your strongest personal quality?
3. What educational experiences best prepared you for success?
4. What are the most important factors when hiring an employee?
5. What are the top challenges facing your organization?
6. What common duties found within each occupation?
7. What is the commonality of all these occupations?

Focus Group

Participants

Kevin Buelow, Mayo Clinic Health System
Kelly Castaday, La Crosse Chamber of Commerce
Jane Comeau, Franciscan Sisters of Perpetual Adoration
Leon Herried, Alforex Seeds
Brent Johnston, Hilton Properties
Kathy Josephson, Dairyland Power Cooperative
Joe Leinfelder, Century Foods International

Carol Lloyd Neill, Altra Federal Credit Union
Audra Monroe, Inland
Travis Pernsteiner, YMCA
Shelby Taylor, YMCA Intern
Tony Roberts, The BLU Group
Amy Thornton, Western Technical College
Scott Walters, Fox 25/48
Amy Yaeger, Black River Memorial Hospital
Liz Popp (Johnston), Marine Credit Union
Questions

The following is a summary of the participant’s direct answers as well as interpretations of the group’s discussions.

Introductions

These two questions attempt to connect the participants at the beginning of the session as well as collect commonalities within the profession.

Why did you choose your profession?

As a group the inclination for choosing the profession leaned towards a desire to be creative, many also discussed the desire to help others succeed. There was also a perception that often they did not necessarily choose the profession rather they ended up in “marketing” through the experiences they gained as they progressed in their careers.

What is your strongest personal quality?

The group stressed their ability to actively listen, adapt to multiple situations and provide a creative solution while looking at the bigger picture. The ability to handle stress, their own as well as clients and employees is a necessity for long-term success in a field filled with stressful situations.

Career Pathways

This segment looks at individual paths to their current job. There is an emphasis on educational experiences, these may influence curriculum at the programmatic or course level.

What educational experience best prepared you for success?

This particular inquiry generated a diverse collection of answers from, on the job training (or real-world projects) and life experiences to mentors and advisors. It was clear that the group looked at education as an ongoing process that does not stop once in the job.

Employment Inquiry

By looking at the current employment of the participant’s companies, we can gather labor market data that may not show through the EMSI software. The responses show these 15 companies employ nearly 80 full-time and part-time individuals throughout the regional industry. Furthermore, there is an anticipated need for hiring nearly 40 new employees over the next 24 months.

What are the most important factors when hiring an employee?

The most common answer is an employee’s ability to communicate. This not only included listening skills and interpersonal verbal communication but writing skills. There is also the expectation for professionalism and an attitude that aligns with the company’s expectations. Creativity and an understanding of fundamental graphic design principles are an important factor. A potential employee’s ability to gather and analyze data would also help influence hiring decisions.
Thoughts / Observations

- "Real-world" experience seems to have a big influence on this group. I would recommend bringing internships, experiential learning (Kari Reyburn can help) or other ways of tying into the community.
  - Do we have opportunities to bring the professional community in as mentors for students?
- It seemed that employers wanted a graduate that can do "everything" - web design, analytics, graphic design, sales person and writer.
- Collecting, analyzing and working with data is an underlying topic across many of the concepts.
- Communication skills - especially listening to clients and being able to take criticism is one of the most important skillsets to be successful in the industry.
<table>
<thead>
<tr>
<th>Manage Projects</th>
<th>Task 1</th>
<th>Task 2</th>
<th>Task 3</th>
<th>Task 4</th>
<th>Task 5</th>
<th>Task 6</th>
<th>Task 7</th>
<th>Task 8</th>
<th>Task 9</th>
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<tbody>
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<td></td>
<td>Verify Bottlenecks</td>
<td>Determine Daily Priorities</td>
<td>Estimate Project Length (ROI)</td>
<td>Record Processes</td>
<td>Develop Budget</td>
<td>Facilitate Plan/Process</td>
<td>Meet deadlines of other departments / clients</td>
<td>Prepare Reports</td>
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<tr>
<td>Product/Service Knowledge</td>
<td>Maintain Industry Knowledge</td>
<td>Research</td>
<td>Identify New Marketing trends</td>
<td>Analyze Existing Marketing Environment</td>
<td>Explore Alternatives to Traditional Tactics</td>
<td>Use industry literature sources</td>
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<td>Analyze Data</td>
<td>Analyze Results</td>
<td>Review Data</td>
<td>Identify Appropriate Research/Data sources</td>
<td>Document / Track with appropriate tools</td>
<td>Analyze / Understand Analytics (Google)</td>
<td>Report on Metrics</td>
<td>Measure Success</td>
<td>Calculate ROI of Marketing Activities</td>
<td>Show the Results</td>
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<tr>
<td>Design Skills</td>
<td>Web design CMS</td>
<td>Design Visual Assets (basic graphic design)</td>
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<td>Create Marketing Copy</td>
<td>Write Copy (Rewrite Copy)</td>
<td>Write News release</td>
<td>Proofread Copy</td>
<td>Express Creativity</td>
<td>Create Plans</td>
<td>Create As Copy</td>
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<td>Social Media</td>
<td>Embrace Creativity</td>
<td>Identify Communication Trends</td>
<td>Develop social Media Plan</td>
<td>Implement a Social Media Plan</td>
<td>Analyze Social Media Metrics</td>
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<tr>
<td>Customer Service / Client Management</td>
<td>Solve Customer Problems</td>
<td>Cultivate Relationships</td>
<td>Facilitate a Team Meeting</td>
<td>Offer Ideas and Solutions</td>
<td>Develop an Agenda</td>
<td>Communication Skills / Listening / Speaking</td>
<td>Professional Interactions with Customers</td>
<td>Discuss Process</td>
<td>Handle Criticism</td>
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Policy A0111
BOARD MEMBER RESIGNATION

A Board member shall resign if he/she no longer resides within the boundaries of the District, and may resign for personal reasons including lack of attendance at Board meetings. His/her successor shall be appointed in the manner prescribed for appointing regular Board members.

Reviewed October 18, 2016
Reviewed June 15, 2004
Reviewed November 17, 1992
Revised April 12, 1988
Adopted September 26, 1979
Current Policy

Policy A0112
REMOVAL FROM OFFICE

Members of the Board of the Western Technical College District may be removed by the Appointment Committee of the District, or the Judicial Circuit Court I, for just cause. Proof of unresolved conflict of interest shall constitute a valid reason for termination.

If a Board member fails to attend a minimum of 75 percent of all regular monthly and special Board meetings (special Board meetings are those meetings classed of the whole Board at which action may legally be taken or will subsequently result in action being legally taken), the Chairperson of the Board, or a designee, shall notify the Board member of the absentee problem and discuss the reason’s for the absences. After considering the reasons for the absences and/or any other mitigating circumstances, the Chairperson of the Board or a designee may drop the matter, issue a written warning that any further absences may result in further action or may notify the Chairperson of the Appointment Committee and ask for consideration of removal of the Board member from office.

Proposed Revision

Policy A0112
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Members of the Board of the Western Technical College District may be removed by the Appointment Committee of the District, or the Judicial Circuit Court I, for just cause. Proof of unresolved conflict of interest shall constitute a valid reason for termination.

If a board member fails to attend a minimum of 75 percent of all regular monthly and special board meetings (special Board meetings are those meetings of the whole board at which action may legally be taken, or will subsequently result in action being legally taken), during the fiscal year starting July 1, the chairperson of the board, or designee, shall notify the board member of the absentee problem and discuss the reasons for the absences. After considering the reasons for the absences and/or any other mitigating circumstances, the chairperson of the board, or designee may drop the matter, issue a written warning that any further absences may result in further action, or may notify the chairperson of the appointment committee and ask for consideration of removal of the board member from office.

Revised October 18, 2016
Reviewed June 15, 2004
Reviewed November 17, 1992
Revised April 12, 1988
Adopted September 26, 1979
**Current Policy**

**A0116 MAINTENANCE AND PUBLICATION OF BOARD MINUTES**

The Board Secretary shall keep, or cause to be kept by a competent clerk, minutes of all Board meetings. The minutes should be a complete record of the meetings, including resolutions and motions in full. Papers not a part of the formal motion may be incorporated by reference. Permanent minutes shall be signed by the Board Secretary upon approval by the full Board.

The Board will publish a summary of the proceedings of each Board meeting in the official designated newspaper. This summary will include a statement of cash receipts, expenditures, and salary in the aggregate. The summary will also include the substance of all motions made and actions taken. Copies of the complete minutes will be available to the general public upon their request.

*Reviewed June 15, 2004
Reviewed November 17, 1992
Revised April 12, 1988
Adopted September 26, 1979*

**Proposed Revision**

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*Revised October 18, 2016
Reviewed June 15, 2004
Reviewed November 17, 1992
Revised April 12, 1988
Adopted September 26, 1979*
Current Policy

C0408 SALARY ADJUSTMENT OF A MANAGER OR ADMINISTRATOR AND OTHER SPECIAL CONDITIONS WARRANTING STIPENDS

When an administrator or manager leaves the College, their duties may be maintained by another staff member on an interim basis. This staff member may be compensated for the additional responsibility based on the approved procedure. Such compensation must be approved by the College President.

Additionally, there are conditions which warrant stipends to a manager or administrator where additional efforts are required on the job to handle workload due to a certain pre-determined set of circumstances where back-fill is not a possibility.

Revised July 10, 2000
Adopted April 20, 1999

Proposed Revision

C0408 SPECIAL CONDITIONS WARRANTING STIPENDS

When a staff person leaves the College, their duties may be maintained by another staff member on an interim basis. This staff member may be compensated for the additional responsibility based on the approved procedure. Such compensation must be approved by the College President.

Additionally, there are conditions which warrant stipends to a staff person where additional efforts are required on the job to handle workload due to a certain pre-determined set of circumstances where back-fill is not a possibility.

Revised October 18, 2016
Revised July 10, 2000
Adopted April 20, 1999

Reference: Procedure C0408P
Current Policy

F0201 SURVEILLANCE SYSTEM CAMERA POLICY

The College utilizes surveillance camera technology in situations and places where the security of equipment or people would be enhanced.

Cameras will be limited to uses that do not violate the reasonable expectation of privacy as defined by law.

Cameras will be in plain view and buildings will be marked with appropriate signage, with the exception of cameras used in the investigations of criminal activity or for extraordinary circumstances as approved by the President.

Access to images from cameras is limited to the Dean of Students and other persons authorized by the Vice President for Finance and Operations.

Proposed Revision

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Revised October 18, 2016

Draft 09/08/16