

**HAWAII COMMUNITY COLLEGE
ANNUAL INSTRUCTIONAL
PROGRAM REVIEW**

MARKETING

APRIL 2, 2007

Writer: Joni Onishi

**ANNUAL INSTRUCTIONAL PROGRAM REVIEW
Marketing
April 2, 2007**

I. Narrative and Analysis of Data

a. Statement on the mission or purpose of the program, including the target student population;

The Marketing Program's mission is to

Provide students an opportunity to develop the skills, creativity and insight necessary to become effective marketers, employees, and contributing members of the community.

The primary objective of the marketing program is to prepare students for entry-level positions in merchandising/marketing. Many of the students majoring in the marketing program at Hawai'i Community College are not in a position to move to another island or state for their education so the program provides them with an affordable opportunity to receive their education near home and exposure to the local business environment.

b. Information on external factors affecting the program;

Hawai'i currently has a low unemployment rate. It is possible students are opting for employment rather than education.

The "tuition per credit" have an impact on the number of credits a student takes and thus the Student Semester Hours and FTE Student Majors.

c. Attach PHI Report (CTE Programs only)

See Attached

d. Required external measures, if applicable (e.g.) Nursing Cert.

None

e. Analysis of Program

- #1 The unduplicated headcount of majors declined slightly (5.26%) from f2005 to s2006.
- #2 The student semester hours also declined very slightly (.57%) from f2005 to s2006.
- #3 The average FTE Student Majors totaled 23.2 which shows that many of the majors take fewer than 15 credits per semester.
- #4 There were a total of seven (7) marketing graduates for the year.
- #5 The number of classes taught decreased by 5 over the two semesters, representing a 50% decrease. In order to minimize low enrolled classes an effort was made to alternate the offering of classes when possible. The negative impact of this is that students, even when advised to take classes in a particular semester, fail to do so and substitutions are made so students can graduate on schedule.
- #6 The average class size markedly increased from 15.9 to 24.6 (55%).
- #7 The average class fit increased similar to the average class size.
- #8 There is no BOR Appointed Program faculty assigned to the Marketing program.
- #9 1.67 FTE Faculty taught a total of 45 credits during this period.

- #10 The SSH for all PPC class enrollments declined substantially (28.35%) which is expected since number of classes offered decreased by 50%.
- #11 The student faculty ratio averaged 13.08. This seems low; however 30 is used as the annual Student FTE but only a small percentage of students take 15 or more credits per semester.
- #12, #13, #14, #15 Marketing students perform satisfactorily and persist to complete course(s) taken.
- #16 Budget is \$1530.
- #16 The cost of the marketing program based on wages plus expenses averaged \$109.06 for the assessment period.

II. Update or Create Your Action Plan including Budget Request with Justification, if needed.

Plan of Action 2007-2008

- Hire new half-time faculty for the program.
- Develop course intended student learning outcomes.
- Introduce (re-introduce) lecturers to the marketing program's intended student learning outcomes and ask that they be included on course outlines or syllabi.
- Develop an alternate mechanism to measure student satisfaction.
- Develop a process to evaluate employer satisfaction.
- Develop formal evidence of quality and student learning.
- Identify faculty willing to teach selected marketing courses and help them update skills.
- Review marketing course(s) that may be viable distance education offerings.
- Investigate and implement, if feasible, an "educational bridge" program between the college's non credit employment preparation classes offered by OCET at Big Island Workplace Connections and the business.
- Develop a marketing strategy to include a connection with local high school business career pathways.
- Create (update) Marketing program's information on the BEaT web site.

Budget Request with Justification

The amounts requested are per year and in addition to already established amounts.

Statistics provided by institutional research supports 1.67 FTE faculty. Hiring of a half-time faculty for the Marketing program has been approved with the process beginning soon. The Marketing program will continue to use other faculty within the division who are willing to teach selected marketing courses as well as lecturers. These faculty need to update skills.

Budget Implication: Professional Development \$1,500

To accomplish, in a timely manner, many of Marketing program's Plan of Action would entail many "man hours." It would be difficult for faculty already teaching a full load to assume these responsibilities. (6 credits per year x \$2000)

Budget Implication: Hiring of Lecturer for Release Time \$12,000

Hawai'i County experienced population growth of 10.9% over the last 5 years (Hawai'i County Profile by DLIR, updated March 2006). The districts that have seen the fastest population growth are Puna, South Kohala, North Kohala, Kau, and North Kona. In order to meet the education needs Island-wide, courses need to be offered via distance education.

Budget Implication: Professional Development \$1,000

The BEaT division, in an effort to improve the division, identified specific goals as a result of a brainstorming activity. Enrollment of at least 60% of class caps, increase enrollment in courses offered by the division, and increase number of majors in each program topped the list. In order to accomplish this, advertising is necessary in newspaper, radio, and other media including brochures. Connecting with local high school business career pathways is also of utmost importance.

Budget Implication: Newspaper, radio, and other media advertising \$1,000
Brochures and other paraphernalia \$1,000

Data Chart

QUANTITATIVE TREND DATA CHART

Program Name: Marketing

| | Fall 2005 | Spring 2006 | AY |
|--|--------------|----------------|---------|
| #1 Number of Unduplicated Majors | 38 | 36 | 48 |
| #2 Total Student Semester Hours | 349 | 347 | 696 |
| #3 FTE Student Majors | 23.27 | 23.13 | 23.20 |
| #4 Number of Graduates | - | - | 7 |
| #5 Number of classes | 10 | 5 | 15 |
| #6 Avg Class size | 15.90 | 24.60 | 18.80 |
| #7 Avg Class fit | 62.0% | 88.6% | 70.9% |
| #8 FTE of BOR Appointed Program Faculty | - | - | 0 |
| #9 Number of FTE Faculty | - | - | 1.67 |
| #10 Student semester hours for all PPC class enrollments | 381 | 273 | 654 |
| #11 Student-Faculty Ratio | - | - | 13.08 |
| #12 PPC Credits Earned Ratio | .93 | .88 | .90 |
| #13 Non-PPC Credits Earned Ratio | .78 | .84 | .81 |
| #14 PPC Avg GPA | 3.22 | 2.72 | 2.97 |
| #15 Non-PPC Avg GPA | 2.27 | 2.95 | 2.61 |
| #16 Budget | - | - | 1530.00 |
| #17 Program Cost per SSH*** | - | - | 109.06 |

*** - calculated using rank 4 rate per credit hour of instruction

The Program Health Indicators Review provides a comprehensive, empirically based review of academic programs. Major sections of the report provide descriptive information about the development and history of a program, goals, faculty and advisory committees, admission and degree requirements, and graphic representation of the program's standing. The major clusters of program health indicators are program demand, program efficiency and program outcomes. Hawai'i Community College uses five data elements to develop these clusters: number of applicants and majors (program demand), class fit and average class size (program efficiencies) and graduates (program outcomes).

Chancellor: Rockne Freitas
Dean of Instruction: Doug Dykstra
Division Chair: Joni Onishi

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PROGRAM DESCRIPTION

The Marketing Program's mission is to

Provide students an opportunity to develop the skills, creativity and insight necessary to become effective marketers, employees, and contributing members of the community.

The primary objective of the marketing program is to prepare students for entry-level positions in merchandising/marketing. Many of the students majoring in the marketing program at Hawai'i Community College are not in a position to move to another island or state for their education so the program provides them with an affordable opportunity to receive their education near home and exposure to the local business environment.

The basic focal points of the marketing program are to prepare students for entry-level positions in marketing-related or general business careers; to retrain people for new jobs or upgrade existing skills; and to provide for personal development. The curriculum is designed to prepare students for positions such as stock clerk, receiving clerk, salesperson, display person, assistant buyer, and department supervisor and to provide basic training for possible advancement to management positions.

During the 2006-2007 terms, an Associate in Applied Science (AAS) degree with 60 semester hours of work or a Certificate of Achievement (CA) with 30 credit hours was offered.

The Marketing program is part of the Business Education and Technology Division of Hawai'i Community College. Other programs within this division include Office Administration and Technology Marketing, and Information Technology. This division, along with the Applied Technical Education, the General Education, and Nursing Divisions are organized under the Vice Chancellor of Academic Affairs who reports to the Chancellor. The Chancellor is the chief executive officer for the college and is responsible to the President of the University of Hawaii System.

The four programs in the Business Education Division recognize a basic skills core package in their initial requirement for entry into the program. General business courses such as Introduction to Business, business law and all management courses are grouped in the marketing department. For the 2006-2007 period the marketing curriculum was taught by faculty from other disciplines or by lecturers.

PROGRAM GOALS

Specific goals of the marketing program include:

- Prepare students for employment in sales, merchandising, or other marketing-related positions and/or general business environment;
- Provide in-service training opportunities to upgrade the skills of professionals in the community and to provide service to non-majors seeking additional skills;
- Provide opportunities for students to work out problems related to "emotional growth/maturation" as well as career exploration by having access to advice and counsel from professionals and qualified individuals on the campus and in the community on a formal and informal basis;
- Assist with the development of essential verbal and written communication skills, quantitative skills, logical and critical thinking skills, and intellectual tolerance;
- Provide opportunities for self-discovery and to meet and work with people of diverse backgrounds through various activities which require contact with other students and individuals within the community;
- Assist with the development of self-esteem, skills to cope with everyday living and the challenges of life and work, and lifelong learning skills that will enable students to respond positively to changing technology and in general, the changing nature of the world in which they live.
- Provide students with a general understanding of society and of the place of the individual within it by being exposed to ethical and moral issues; forming values and life goals; and being participative and informed citizens and consumers;
- Develop and foster the students' creative talents, appreciation and understanding of their heritage as well as the contributions of different cultures; and
- Develop individuals with moral and ethical integrity that society requires to pass the nation's ideals and heritage on to future generations.

Program SLOs

The development and assessment of student learning outcomes within the marketing program is evolving. The current program outcomes are:

1. Apply basic math and computational skills to achieve accuracy in business calculations.
2. Demonstrate effective oral and written communication skills following common business practices.
3. Apply marketing concepts to real life activities, simulations, projects and case-studies.
4. Participate in the practice of ethical decision making and promotion of social justice.
5. Manage time and physical resources efficiently.
6. Develop the ability to think strategically as an individual and effective team member.
7. Demonstrate work attitude and appearance consistent with professional practices.
8. Describe how businesses and other organizations are adapting people, processes, and structures to a more global, technologically advanced business context.
9. Develop skills in the use of current technology and the capabilities that are needed to extend those skills over time.

PROGRAM HEALTH INDICATORS

| INDICES | MINIMUM LEVEL | ACTUAL LEVEL | SATISFACTORY LEVEL |
|---|---------------|--------------|--------------------|
| PROGRAM DEMAND/CENTRALITY: Fall 2006 | | | |
| Number of Applicants | 15 | 32 | 20 |
| Number of Majors | 25 | 39 | 40 |
| Student Semester Hours (MGT, MKT) | 400 | 381 | 550 |
| Class Credit Hours | 24 | 20 | 30 |
| Number of Classes Taught | 8 | 7 | 10 |
| PROGRAM EFFICIENCY: Fall 2006 | | | |
| Average Class Size | 15 | 18 | 20 |
| Student Semester Hours per FTE Faculty | 200 | 293 | 300 |
| Equiv. Class Credit Hours per FTE Faculty | 12 | 15 | 15 |
| Percentage of Small Classes | 10% | 0% | 0% |
| PROGRAM OUTCOMES: Fall 2005-2006 | | | |
| Credits Earned Ratio – General Education | | N/A | |
| Credits Earned Ratio – Vocational Education | | N/A | |
| Degrees and Certificates Awarded - AY 2005-2006 | | N/A | |
| Placement into Further Education, Employ, or Military | | N/A | |
| Program Retention – Fall to Spring | | N/A | |
| Retention in Employment | | N/A | |
| Non-Traditional Program Participation | | N/A | |
| Non-Traditional Program Completion | | N/A | |

2005-2006 PERKINS III CORE INDICATORS

| Core Indicators | # in Denominator | # in Numerator | Adjusted Level | Actual Level |
|------------------------------|------------------|----------------|----------------|--------------|
| Academic Achievement | 9 | 8 | 81.81% | 88.89% |
| Vocational Skills | 10 | 9 | 90.00% | 100.00% |
| Degrees & Certificates | 10 | 7 | 37.33% | 70.00 |
| Placement/Employment | 3 | 3 | 71.72% | 100.00 |
| Retention/Employment | 3 | 3 | 92.00% | 100.00 |
| Nontraditional Participation | | | | N/A |
| Nontraditional Completion | | | | N/A |

OCCUPATIONAL DEMAND
Hawai'i County - 1998-2008

| Occupational Title | Openings Due to Growth | Openings Due to Separations |
|---|------------------------|-----------------------------|
| 13-1198 (ECMA) E-Commerce for Marketing (ENT) Entrepreneurship | 71 | 30 |
| 11-2021 (MGT) Management (MKT) Marketing (SMKT) Sales & Marketing | 7 | 8 |
| | 78 | 38 |
| Total New Demand | | 116 |

* Employment estimate is less than ten, but not equal to zero.

Source: Census Data, dated 9/26/2006

ANALYSIS OF THE PROGRAM

Program Demand/Centrality:

Statistics for the number of applicants exceed both the minimum and satisfactory levels. Statistics for the number of majors exceed the minimum level and was one short of the satisfactory level. Statistics for student semester hours, class credit hours, and number of classes taught, are below the minimum level. The program has conscientiously reduced the number of offerings to save on lecturer costs and to decrease the percentage of small classes, This adversely affects class credit hours and number of classes taught while positively affecting program efficiency.

Program Efficiency:

Program indicators for efficiency meet or exceed minimum levels in all categories. Program efficiency statistics tied to FTE faculty use a denominator of 1.3 even though there is no full time marketing faculty assigned to the program.

The program has two board approved positions. One of these positions filled by Professor James Yoshida has been assigned to the Cisco Networking Academy Program since fall 1998. The other position was vacated when Assistant Professor Steve Smith resigned summer 2004. Courses are taught either by faculty within the Business Education and Technology Division or by lecturers. Currently the division chair and the counselor assigned to the BEaT division handles student advising, curriculum issues, and responsibilities normally taken care of by the program coordinator.

Program Outcomes:

In 2005-2006 program actual levels were above the adjusted levels for all core indicators which shows that students who have stopped program participation for whatever reason, including graduation, perform satisfactorily.

Plan of Action:

Identify how the program has responded to its Plan of Action for 2005-2006

Action item: Finalize new participants of marketing advisory board and convene first meeting.

New participants of the marketing advisory board was finalized and a meeting was convened on September 27, 2006.

Action item: Develop course student learning outcomes.

In progress

Action item: Introduce (re-introduce) lecturers to the marketing program intended student learning outcomes and ask that they be included on course outlines or syllabi.

Completed by division chair.

Action item: Develop a mechanism to measure student satisfaction.

In progress

Action item: Develop a process to evaluate employer satisfaction.

In progress

Action item: Develop formal evidence of quality and student learning.

In progress

Action item: Review marketing course that may be viable distance education offerings.

BUS 120 was offered via Video Conference, Fall 2007.

Action item: Investigate and implement if feasible an “educational bridge” program between the college’s non-credit employment preparation classes offered by OCET at Big island Workplace Connections and the business.

In progress

Action item: Implement revised marketing curriculum and develop a marketing strategy to include a connection with local high school business career pathways.

Revised curriculum was implemented fall 2006.

Action item: Assign responsibility for the marketing program to a faculty member and/or hire new faculty for the program.

In progress

Plan of Action 2007-2008

- Hire new half-time faculty for the program.
- Develop course intended student learning outcomes.
- Introduce (re-introduce) lecturers to the marketing program’s intended student learning outcomes and ask that they be included on course outlines or syllabi.
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- Create (update) Marketing program’s information on the BEaT web site.

Appendix A: History and Admission Requirements

Program History

The program was introduced as a two-year "Sales and Mid-Management" program in fall 1969 at Hawai'i Technical School. Catalog titles for the program have included, "Salesmanship" (1970); "Merchandising/Mid-Management" (1971-1978); and "Merchandising/Mid-Management and Sales" (1979-1981). The "Sales and Marketing" program title was approved by the Vice-President for Academic Affairs in September 1981 to improve the consistency in the university identification of similar programs. The "Marketing" designation was approved in fall 1998 to increase the scope of the program and maintain currency of the program.

Course offerings have been regularly reviewed and revised after consultation with the advisory committee to keep abreast with current academic and industry theories and practices.

In January 1986, the Business Education Division was relocated to newly renovated facilities on the main UHH campus giving students better access to the library, bookstore, campus center, and other university services.

In 1991, the course requirements were changed to meet the changing demands of the business community. Fall 1998 Professor James Yoshida one of two board appointed marketing instructors was assigned to the Cisco Networking Academy Program leaving program coordination and instruction to Associate Professor Steve Smith. In 2001 Associate Professor Smith took a two year leave of absence. In fall 2003 upon his return he made changes to the curriculum adding an eMarketing and human resources course to be implemented fall 2004. He resigned summer 2004 and his position was not filled.

With no assigned faculty, the division chair became responsible for student advising, curriculum issues, and responsibilities normally taken care of by program faculty. Fall 2005 the marketing program completed a comprehensive program review. Changes to the curriculum and degree requirements were also proposed and approved to take effect fall 2006. The revised curriculum included two practicum courses, one in the first year and a second prior to graduation, and a marketing topics course that can vary semester to semester to maintain currency with the dynamic nature of the marketing field.

Program Admission Requirements

Consistent with the established open-door UH Community College policy, admission to the marketing program is open to all interested students who are high school graduates or age 18 or older. Students are normally required to take the College's placement tests at their time of entry. For those students with low test scores who need developmental course work in English or Math, the marketing program is a viable path since it includes as requirements a number of courses below the 100-level. These classes may be taken simultaneously with lower level reading, writing, and math courses. The standard prerequisite for under 100-level marketing courses is ESL 9 or ENG 20R or ENG 51 or placement in ENG 21.

Appendix B: Degree Requirements

2006 - 2007

| Major Course Requirements | | CA | AAS | | |
|----------------------------------|---|-----------|------------|---|---|
| MGT 24 | Personnel Management Relations | 3 | 3 | | |
| MKT 20 | Principles of Marketing | 3 | 3 | | |
| MKT 50 | Principles of Selling | 3 | 3 | | |
| | or | | | | |
| + MKT 150 | Principles of Customer Service | (3) | (3) | | |
| MKT 85 | Principles of eMarketing | 3 | 3 | | |
| MKT 93V | Cooperative Vocational Education | 1 | 1 | | |
| MKT 121 | Special Topics | - | 6 | | |
| MKT 193A | Marketing Practicum I | | | 2 | 2 |
| MKT 193B | Marketing Practicum II | | | - | 3 |
| | TOTAL | 15 | 24 | | |
| | | | | | |
| Other Course Requirements | | | | | |
| ACC 20 | Fundamentals of Accounting | - | 3 | | |
| | or | | | | |
| + ENT 150 | Basic Accounting for Entrepreneurs | - | (3) | | |
| BUS 20 | Introduction to Business (or BUS 120 or 240 (UHH) or BUSN 170 or ENT 120 or LAW 30 or PHIL 102) | - | 3 | | |
| BUS 157 | Fundamentals of Web Design | - | 3 | | |
| BUSN 89 | Electronic Calculating | 1 | 1 | | |
| BUSN 121 | Introduction to Word Processing | 3 | 3 | | |
| | or | | | | |
| BUSN 123 | Word Processing for Business | - | (3) | | |
| BUSN 150 | Introduction to Business Computing | 3 | 3 | | |
| | or | | | | |
| ICS 101 | Microcomputer Applications Software | (4) | (4) | | |
| BUSN 160 | Telephone Techniques & Communication | 1 | 1 | | |
| BUSN 166 | Professional Employment Preparation | 1 | 1 | | |
| **BUSN 189 | Business Mathematics | 3 | 3 | | |
| ENG 55 | Business Communications (or ENG 209 at UHH) | - | 3 | | |
| IS 55 | In Focus: Template for Success | 3 | 3 | | |
| | or | | | | |
| + IS 155 | principles/Philosophy of Success | (3) | (3) | | |
| PHIL 101 | Intro to Philosophy: Morals and Society | - | 3 | | |
| SpCom 51 or 151 | Oral Communication Tech. | - | 3 | | |
| Electives | Natural Science Elective | - | 3 | | |
| | TOTAL | 15 | 36 | | |
| | TOTAL | 30 | 60 | | |

Appendix C: Faculty

Regular Faculty

| <u>Name</u> | <u>Tenure Status and date</u> | <u>Degrees Held</u> | <u>Rank</u> |
|---|--------------------------------------|----------------------------|--------------------|
| James Yoshida (Assigned full-time to the Hawai'i Community College Cisco Networking Academy Program) | Tenured, 1989 | BBA, MEd | C-5 |
| Steve Smith (Resigned July 2004) | Tenured, 1993 | BA, MIM | C-4 |

Part-time Faculty

| <u>Name</u> | <u>Tenure Status and date</u> | <u>Degrees Held</u> | <u>Rank</u> |
|--------------------|--------------------------------------|----------------------------|--------------------|
| (none) | | | |

Appendix D: Advisory Committee

Ms. Colleen Aina
Owner
Pinky's

Mr. Allan Ikawa
President
Big Island Candies, Inc.

Ms. Kelly Kalima
Human Resource Manager
Macy's Prince Kuhio Plaza

Mr. Derek Kurisu
Executive Vice-President
KTa Superstores

Mr. George Leonard
Owner
Waterfalls Inn Bed and Breakfast

Mrs. Susan Yugawa
Graphics Coordinator
University of Hawai'i at Hilo

Appendix E: Definitions of Data Elements (All data includes West Hawai'i)

A. Program Demand/Centrality:

1. Number of Applications: Total number of applications received complete and incomplete.
2. Number of Majors: Major declared/on file during the semester.
3. Student Semester Hours: Total number of semester hours based upon class credits and student enrollment. Sum of all class credits multiplied by the enrollment for each class. Includes practica and other classes where 5 students = 1 semester (credit) hour. Excludes cancelled, 99V, 199V, 299V, and all CVE classes.
4. Class Credit Hours: Sum of credits of all classes offered within the program/with the program/major code/alpha. Includes practica and other classes where 5 students = 1 semester (credit) hour. Excludes cancelled, 99V, 199V, 299V, and all CVE classes.
5. Number of Classes Taught: Total number of classes conducted/run within the program/with the program/major code/alpha. Includes practica and other classes where 5 students = 1 semester (credit) hour. Excludes 99V, 1 99V, 299V, and all CVE classes.

B. Program Efficiency:

1. Average Class Size: Average class size of all classes conducted/run within the program/with the program/major code/alpha. Includes practica and other classes where 5 students = 1 semester (credit) hour. Excludes 99V, 199V, 299V, and all CVE courses. Total enrollment in each class excludes students with "DR" and/or "W" grades.
2. Student Semester Hours per FTE Faculty: Total student semester hours from A.3. divided by analytical FTE Faculty.
 - a. Analytical FTE Faculty: Teaching based upon a full load (15 or 12 credits depending upon the contact hours.) Division Chairpersons are assigned an analytical FTE Faculty equivalent of 0.70 FTE.
 - b. Each full-time faculty within a program is considered to be 1 FTE. FTE based upon lecturers are calculated by the number of credits each are assigned to teach.
 - c. Assigned time is to be extracted from FTE calculations... similar to calculating the FTE for a Division Chair. For example, if a Full-time faculty received 3 credits assigned time (out of a regular 15-credit load) it would be considered a .8 FTE rather than 1.
3. Equivalent Class Credit Hours per FTE Faculty: Total class credit hours from A.4. divided by total analytical FTE Faculty.
4. Percentage of Small Classes: Percent of classes within the program/with the program/major code/alpha that had less than 10 students. Includes practica and other classes where 5 students = 1 semester (credit) hour; however, these classes are considered to be Low-enrolled only if there are less than 5 students or between 6 and 9 students. Excludes 99V, 199V, 299V, and all CVE classes.

C. Program Outcomes:

1. Credits Earned Ratio (Remedial/Developmental): Percentage of program majors enrolled in ESL 9, ESL 13, ENG 20R, ENG 20W, ENG 51, LSK 51, MATH 22, and MATH 50 who passed with a grade of A, B, C, D or CR.
2. Credits Earned Ratio (General Education): Percentage of program majors enrolled in all LBART courses (excluding those in C.1.) who passed with a grade of A, B, C, D or CR. Includes practica and other classes where 5 students = 1 semester (credit) hour. Excludes 99V, 199V, 299V, and all CVE courses.
3. Credits Earned Ratio (Vocational Education): Percentage of students enrolled in vocational courses who passed with a grade of A, B, C, D or CR. Includes practica and other classes where 5 students = 1 semester (credit) hour. Excludes 99V, 199V, 299V, and all CVE courses.
4. Credits Earned Ratio (Overall): Combination of C.1., C.2., and C.3. above.
5. Graduate Placement Rate: Students who graduated with a certificate/degree in the PAST academic year and found work in that field.
6. Degrees Awarded: The number of certificates and degrees awarded during the PAST academic year.
7. Retention Rate: New students within a program/major continuing or retained in that program/major from the past two or more terms. (Students registered in Fall 2000 who started in Spring 2000 or Fall 1999. Students registered in Fail 2001 who started in Spring 2001 or Fall 2000.)