

***HAWAI`I COMMUNITY COLLEGE***  
**ANNUAL**  
**PROGRAM REVIEW REPORT**

**Marketing**

**December 1, 2009**

**(Assessment Period: 2008-2009)**

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## UHCC December 2009 Coversheet – Annual Report Program Data

**College: *Business Education and Technology***

**Program: *Marketing***

Check All Credentials Offered	AA	AS	ATS	AAS	CA	CC	COM	ASC	APC
				✓	✓				

**Introduction: Brief description of the program and program mission.**

The Marketing program at Hawaii Community College has developed over the past few years in response to the increased demand of the community. In an environment heavily focused on tourism, hospitality, and entrepreneurship businesses on the Big Island are requiring that employees be educated in the fields of sales, marketing, and customer service to a greater degree than ever before. This demand has been met with a dynamically changing marketing curriculum developed in direct response to the ever changing field, trends, and needs of business. Tying directly into the Hawaii Community College mission statement, the Marketing program remains in active communication with the community responding in real time with changes that will benefit and advance both students and businesses.

The increased demand for work life balance and the threat of an unstable economy has also inadvertently pushed a majority of individuals into entrepreneurial roles. These individuals express the dire need to be able to properly communicate their product or service offerings to the community in order to build a presence and obtain sustainable income. They are entering into the Marketing program in large numbers understanding that without the proper tools of communication provided through numerous marketing support functions their businesses will have a difficult time surviving through the dynamic cyclical changes common to the industry. Providing individuals with the information and tools necessary to properly address and meet the needs of potential customers builds confidence, increases independence, and produces the innovation and financial stability both needed and desired by the community and the world at large.

The Marketing program at Hawaii Community College continues to provide individuals with the tools and information required to succeed in the industry. Whether for profit, nonprofit, internet, or brick and mortar every sector requires the ability to communicate with the marketplace. Any defect in communication can result in lost customers, lost profits, and an eventual loss of business. Businesses cannot survive without proper communication and proper communication cannot exist without proper training. That is the focus of the training and education provided by the Marketing program at Hawaii Community College.

**Part I.**

**Quantitative Indicators (Reported on 2009 Summary Report Program Data excel sheet --includes health calls based on system scoring rubric).**

Annual Report of Program Data for Marketing  
Hawaii Community College Program Major(s): MKT

Overall Program Health					Cautionary	
<b>Demand Indicators</b>		Academic Year			<b>Demand Health</b> Unhealthy	
		Fall 06	Fall 07	08-09		
1	New & Replacement Positions (State)	28	21	2,366		
2	New & Replacement Positions (County Prorated)	3	2	98		
3	Number of Majors	39	39	30		
4	SSH Program Majors in Program Classes	217	169	221		
5	SSH Non-Majors in Program Classes	210	243	443		
6	SSH in All Program Classes	427	412	664		
7	FTE Enrollment in Program Classes	28	27	22		
8	Total Number of Classes Taught	10	11	15		
<b>Efficiency Indicators</b>		Academic Year			<b>Efficiency Health</b> Healthy	
		Fall 06	Fall 07	08-09		
9	Average Class Size	14.3	12.6	15.4		
10	Fill Rate	59%	61%	76%		
11	FTE BOR Appointed Faculty	1.0	1.0	1.7		
12	Majors to FTE BOR Appointed Faculty	39.0	39.0	17.5		
13	Majors to Analytic FTE Faculty	21.7	21.7	20.4		
13a	Analytic FTE Faculty	1.8	1.8	1.4		
14	Overall Program Budget Allocation	\$86,848	\$90,522	\$76,013		
14a	General Funded Budget Allocation	n/a	n/a	\$76,013		
14b	Special/Federal Budget Allocation	n/a	n/a	\$0		
15	Cost per SSH	\$203.39	\$219.71	\$114.48		
16	Number of Low-Enrolled (<10) Classes	2	5	3		
<b>Effectiveness Indicators</b>		Academic Year				<b>Effectiveness Health</b> Cautionary
		2006	2007	08-09		
17	Successful Completion (Equivalent C or Higher)	n/a	n/a	83%		
18	Withdrawals (Grade = W)	n/a	n/a	9		
19	Persistence (Fall to Spring)	77%	69%	72%		
20	Unduplicated Degrees/Certificates Awarded	n/a	n/a	9		
20a	Number of Degrees Awarded	6	5	7		
20b	Certificates of Achievement Awarded	1	1	2		
20c	Academic Subject Certificates Awarded	n/a	n/a	0		
20d	Other Certificates Awarded	n/a	n/a	0		
21	Transfers to UH 4-yr	0	0	0		
21a	Transfers with degree from program	n/a	n/a	0		
21b	Transfers without degree from program	n/a	n/a	0		

Distance Education Completely On-line Classes		Academic Year		
		Fall 06	Fall 07	08-09
22	Number of Distance Education Classes Taught	n/a	n/a	0
23	Enrollment Distance Education Classes	n/a	n/a	0
24	Fill Rate	n/a	n/a	0%
25	Successful Completion (Equivalent C or Higher)	n/a	n/a	0
26	Withdrawals (Grade = W)	n/a	n/a	0
27	Persistence (Fall to Spring Not Limited to Distance Education)	n/a	n/a	0%
Perkins IV Core Indicators				
Perkins IV Measures 2007-2008		Goal	Actual	Met
28	1P1 Technical Skills Attainment	90.00	93.33	Met
29	2P1 Completion	44.00	53.33	Met
30	3P1 Student Retention or Transfer	55.00	70.37	Met
31	4P1 Student Placement	50.00	20	Did Not
32	5P1 Nontraditional Participation	25.00	n/a	n/a
33	5P2 Nontraditional Completion	25.00	n/a	n/a

Part II.

### **Analysis of the Program (strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of the data).**

According to the Annual Report of Program Data for Marketing, demand for Marketing positions have decreased over the past three years. The number of marketing majors has also decreased along with the amount of FTE enrollment in program classes. As a result demand health was rated “unhealthy”.

Efficiency health was rated as “healthy” with increases in average class size and fill rate and decreases in cost per SSH and number of low enrolled classes. Despite the increases in persistence (fall to spring), number of degrees awarded, and certificates of achievement awarded the category of effectiveness health was rated as “cautionary.” This rating is due to the lack of data in the categories of successful completion, withdrawals, and unduplicated degrees in the 2006 and 2007 academic years. In effect overall Program health was also rated as “cautionary” reflecting the effects of the incomplete data present in the report.

### **Significant Program Actions (new certificates, stop-out; gain/loss of positions, results of prior year’s action plan).**

A significant program action resulting from last year’s action plan was the hiring of a full-time Marketing instructor. This action enabled the replacement of a previously filled half-time position. As a result, there is greater instructional stability within the program and an additional individual who can devote additional time and attention to overall program needs and activities.

The (Perkins) Instructional Program Learning Outcomes have been integrated within annual program reviews, and evaluations of selected artifacts have taken place in Spring 2009 and Fall 2009. To date nothing specific has come up to warrant any particular change to the overall Marketing Program or its courses. This may be due to the limited number of evaluations conducted and artifacts assessed.

As more artifacts are evaluated beneficial results of greater value will more than likely arise allowing the opportunity for program improvements if specific items clearly indicate a weakness with the program or signals the need for further development, modification or improvement in various related program aspects.

A further investigation of the WAFC recognized Retail Management Certificate revealed that it would not be appropriate at this time for the Hawaii Community College Marketing Program to propose an associated academic credential. The courses required and recognized by WAFC for the Retail Management Certificate will continue to be offered allowing individuals to continue to take the appropriate courses and apply for WAFC recognition if they so choose.

### **Part III. Action Plan**

**Action Plan for Program Improvement**

**Complete Tables 1-4 to provide justification for program budget requests**

**Table 1—Top 6 Non-Cost Items** (add rows as needed; examples given in *italics*)

Task:	Academic yr.	Who is responsible	Justifications	
			Best Fits which ADP Goal*	Addresses which strength or weakness
<i>1. Survey graduates</i>	<i>2010 - 2011</i>	<i>Program Coord.</i>	<i>A, D</i>	<i>S1, W4</i>
<i>2. Use survey results to determine better strategies for student attraction</i>	<i>Fall 2012</i>	<i>Program Coord.</i>	<i>D</i>	<i>S1, W1, W3</i>
<i>3. Network with Advisory Council members to build stronger relationships and find new members</i>	<i>Spring 2010</i>	<i>Program Coord.</i>	<i>B, C</i>	<i>S2, S3, W1, W2</i>
<i>4. Survey non marketing students</i>	<i>Spring 2012</i>	<i>Program Coord.</i>	<i>D</i>	<i>W1, W3</i>

**Key to abbreviations:**

**\*ADP Goal s are: A, B, C, D, E**

**Strengths/Weaknesses are numbered (S1, S2... W1, W2...--from A.4.)**

**Table 2 —Top 6 Cost Items** (add rows as needed; examples given in *italics*)

Task:	Academic Yr.	Who is responsible	\$ amount & budget category Except R/M	Justifications	
				Best fits which ADP Goal*	Addresses which strength or weakness
<i>1. Program review stipends</i>	<i>Spring 2010</i>	<i>Program Coord.</i>	<i>\$20K, S1x</i>	<i>A, B, C</i>	<i>W2, W3</i>

**Key to abbreviations:**

\*ADP Goals are: A, B, C, D, E  
 Budget Categories: P=Personnel; S1x=Program Review Special Fund;  
 SE=Supplies Enhanced; Eq=Equipment  
 Strengths/Weaknesses are numbered (S1, S2, S3, W1, W2, W3—from A.4)

**Table 3.--Repair and Maintenance**

Nature of Problem	Describe Location: e.g. Building(s) & Room(s)
None	

**Table 4—Equipment Depreciation, if applicable** (add rows as needed; examples given in *italics*)

Program Assigned Equipment (E) and Controlled Property (CP) (List in order of chronological depreciation date)	Category: CP or E	Expected Depreciation Date	Estimated Replacement Cost
<i>None</i>			

**Key to abbreviations:**

CP=Controlled Property w/item value \$1K-\$5K

E=equipment w/item value >\$5K;

**Part IV. Resource Implications (physical, human, financial).**

In order to finance the aforementioned goals there needs to be a stipend allocated to encourage the increased participation of the advisory committee. Considering four members and a graduated student meeting twice a year the amount required would be \$2,000 per year (100 each member x 2 + 500 x 2 (additional expenses)). No additional human or physical capital would be required.

In order to finance the need for the continuous professional development of two full time faculty members and to support the need for increased student recruitment and retention efforts \$3,000+ per year needs to be allocated to training, articulation meetings, and recruitment and retention activities. No additional physical or human capital would be required.

Annual Report Program Data and analysis located on college website at:

[\*\*AY 2009 Completed Annual Program-Unit Reviews\*\*](#)