

HAWAI`I COMMUNITY COLLEGE
ANNUAL
INSTRUCTIONAL PROGRAM REVIEW
TEMPLATE

Marketing Program

November 27, 2013

July 1, 2012 to June 30, 2013

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Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. It is an important planning tool for the college budget process. Achievement of Program/Unit Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college-wide process, the Program/Unit Reviews are available to the college and community at large to enhance communication and public accountability.

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CERC Comments and Feedback (If you submitted a Comprehensive Program Review in 2011 or 2012, please complete this section)

CERC gave recommendations intended as suggestions for improvement. Provide a brief response to the suggestions made. i.e. Were suggestion(s) valid? Were change(s) made as a result of the suggestion(s)?

N/A

Program Description (Use the official description from catalog then give more in depth explanation of what the program does, who it serves and generally describe it's accomplishments)

This program is designed for students planning a career in the field of merchandising/marketing. The competency-based curriculum is designed to prepare students for positions such as sales associate, stock clerk, display person, account assistant, assistant buyer, marketing assistant, and assistant manager and to provide basic training for possible advancement to management positions.

Part I: Quantitative Indicators

NO ENTRY

Part II: Analysis of the Program

Alignment with College Mission and ILOs

Write a brief narrative describing the program and how it supports the College's mission and Institutional Learning Outcomes (ILOs).

College's mission:

Hawai'i Community College (Hawai'iCC) promotes student learning by embracing our unique Hawai'i Island culture and inspiring growth in the spirit of "E`Imi Pono." Aligned with the UH Community Colleges system's mission, we are committed to serving all segments of our Hawai'i Island community.

Program Mission:

The Marketing program at Hawaii Community College continues to adapt and change in response to the needs and demands of the dynamic industry with which it works. Hyper focused on the continuous development of relative topics and trends, the Marketing program remains active in its evolution and plans to continue on its dynamic path of technological convergence. The current incorporation of the latest trends in social media as well as the increased use of individual branding allows students and participants to easily navigate sites and sources that will

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give them the tools to not only be able to compete in their chosen fields but to advance despite the increased number of educated individuals from other institutions.

It is the goal of the Hawaii Community College Marketing program to prepare students for placement in either desirable positions or placement in an accredited four year institution. As such the Marketing program will continue to increase its community networking activities putting students in direct contact with community members that prove potentially valuable to successful professional placement.

Describe how this program supports the College's mission.

As a subset of the College, the Marketing program is dedicated to enhancing the educational experiences of the student body by offering hands on applications aimed at creating job ready individuals upon program completion. The program embraces all individuals with respect, dignity, opportunity, and support and aims to provide said individuals with the skills needed to be their best selves for their families, their community, and (most importantly) themselves.

Describe how this program supports the College's Institutional Learning Outcomes below.

ILO 1: Our graduates will be able to communicate effectively in a variety of situations.

Describe how the Program supports ILO1:

The Marketing program is hyper focused on training students in effective communication. Marketing courses require students to create presentations tailored to potential investors, potential clients, and potential competitors in a single semester. Marketing students are also expected to communicate effectively with community organizations both verbally and through email/letters. As a heavily communication oriented industry, the importance of proper effective communication in a variety of situations is essential if an individual is expected to inform, persuade, and engage the public about a certain product or service. As such, the program requires a communication element of some sort (whether presentation, letter, marketing plan, budget proposal, flier, newsfeed, PSA, etc) with each project assigned.

ILO 2: Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.

Describe how this Program supports ILO 2:

Successful decisions in Marketing rely heavily on the proper analysis of market trends, consumer behavior, product knowledge, and market research. Students are exposed to each of these elements and are expected to manipulate said elements in ways that either solve problems, create opportunities, reinvent old ideas, build consumer loyalty, encourage consumer purchases, or all of the above. Not only are students exposed to these problem solving requirements in each of the projects assigned, they are also required to work on the solutions within the confines of a stringent budget. Research (both primary and secondary) is required in order for solutions to

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come about and students must immerse themselves in the topic before making decisions that could either set a company up for success or lead to its eventual closing.

ILO 3: Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.

Describe how this Program supports ILO 3:

Students in the Marketing program are required to support one another and the community. Each semester, classes work with nonprofit institutions to either raise money, collect food/clothing, or just lend a hand. Through these collaborations, students are exposed to the needs of the organizations both socially and professionally and are able to utilize the skills learned in their classes to effectively contribute to those organizations and thus the community. The soft skills taught and assessed in the various Marketing courses heavily reflect the values of the Hawaiian culture with an emphasis on family, community, respect, loyalty, encouragement, collaboration, patience, and constructive feedback. Students are expected to support each other's weaknesses and celebrate each other's strengths through communication, collaboration, patience, and respect.

Annual Report of Program Data (ARPD)

Based on the data from this Program's ARPD, analyze this program's strengths and weaknesses in terms of demand, efficiency, and effectiveness.

Overall Health-- Cautionary

Demand -- Healthy

Industry demand for students with knowledge in marketing is healthy. Program demand is also healthy with the number of majors remaining at 31 even with the 15 graduates over the three reported years. The amount of Fall full-time students in the program has increased to 58% from 44% last year and 53% in 2011. More surprisingly the amount of full-time students in Spring has increased to 61% (a one percent increase in each of the reported years). The amount of program majors in program classes has also increased from 270 to 277.

Efficiency -- Cautionary

Average class size has decreased from 2011 possibly in direct reflection of the College's overall drop in enrollment. This can also be seen in the drop in the number of nonmajors in program classes from 2011 to the present. This drop has also potentially effected the program's overall class fill rate which fell from 64% to 56.9%. The program has recently added a new full time BOR appointed faculty member which decreases the "major to full time instructor" ratio.

Program faculty is also working to attract new majors which will increase the overall fill rate and hopefully move the program's efficiency rating from "Cautionary" to "Healthy."

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Effectiveness -- Cautionary

Despite the "Cautionary" rating, 83% of students in the Marketing program are successfully completing courses with a "C" or better. Overall persistence from Fall to Spring has increased from 74% to 79.3%. The amount of transfers and degrees/certificates awarded has decreased but that is expected after the 15 graduates reported collectively in 2011 and 2012. It is anticipated that with the 31 continuous declared majors, the program will see a larger amount of degrees/certificates awarded through the next academic year.

Distance Education: Completely On-Line Classes

If applicable, based on the data on Distance Education (DE) from this Program's ARPD, analyze this program's strengths and weaknesses in terms of its DE offerings. Include future plans (i.e. will increase/decrease offerings; CARP 100 was not effective online, will try CARP 101 instead; increase professional development for faculty).

The program will continue to assess the needs of the student body to determine the amount of Distance Education courses offered. If Marketing program faculty deem it appropriate, more DE classes will be added to the schedule and faculty members will attend workshops and information sessions to make the DE courses offered as successful and beneficial to students as possible.

Perkins IV Core Indicators

If applicable, provide an analysis for any Perkin's Core Indicator for which this program did not meet the goal.

With the new faculty advising requirement, program members have had a much more active role in assisting students in planning out their path to graduation. This has made the registration and enrollment process almost seamless moving students from one semester directly into the next.

The open dialogue and honest discussions that have resulted because of this new initiative will assist in the meeting of the Perkin's Core Indicators of persistence and retention that the program has currently not been able to meet. The program will also look for ways to recruit more nontraditional students and encourage students who have been successfully placed in actual positions to report their successes.

Performance Funding

Briefly describe initiatives/strategies that this program has or will implement to increase any or all of the Performance Funding outcomes.

The Marketing program will continue to provide students with a clear and succinct roadmap to graduation. Faculty members will remain active in the advising process and ensure that they are supporting student success not only on a class by class basis but on a program and institutional

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basis as well. The program will also encourage students to report their successes to ensure that placement values accurately reflect the professional placement of students.

Previous Program Actions

From the Academic Master Plan (AMP), list the Program Actions for this program. Give a progress report for each Program Action, describe the degree of achievement. Indicate "Delete" if this Program Action will no longer be a priority Program Action

Program Actions	Progress Evaluation
Use survey results to determine better strategies for student attraction.	Continuous.
Network with Advisory Council members to build stronger relationships and find new members.	Continuous

Significant Program Actions for 2012-2013. (include curriculum changes, new certificates, stopout, gain/loss of positions)

1. Deleted all courses numbered below the 100 level
2. Hired a new Full Time BOR appointed faculty member (start date F2013)
3. Proposed the addition of three new certificates of competence for Marketing students (F2013)

Analysis of Strengths and Weaknesses

Briefly describe this program's top 3 strengths and 3 weaknesses. Provide an explanation and supporting evidence for each strength and weakness (e.g. assessment results, data elements from ARPD, surveys, etc.)

Strengths	Using supporting evidence, describe why this is a strength
S1. Innovative projects and course assignments	Students have reported on a number of surveys that the reason that they decided to major in Marketing was because of the real life innovative projects that the program offers. This is a strength because it (all things

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	held constant) is reportedly an extremely important deciding factor for most students when choosing a major.
S2. Supportive and open faculty	Students have reported another strength of the Marketing program to be the supportive faculty who are not afraid to look for ways to improve both their program their students overall marketability in the job market. This is a strength because it shows that students believe the faculty in the program to actually be looking out for their best interest. It also shows a level of trust that makes the learning environment both healthy and productive.
S3. A Current and Evolving Curriculum	Continuous meetings with the advisory council have resulted in a common element in the Marketing program with advisory members reporting that one of the biggest strengths of the program is its current and evolving curriculum. Council members have commended the program on its ability to proactively predict the trends of the industry and teach concepts in a manner that reflects those trends. This is a strength because of the dynamic nature of the industry. Program faculty aim to always provide students with current and relevant information to allow them to successfully compete in the marketplace. It is reassuring to know that individuals active in industry acknowledge the program's ability to do so.

Weaknesses	Using supporting evidence, describe why this is a Weakness
W1. Costly Project Support	The amount of materials required to support student learning in the Marketing discipline can get expensive. Students are often involved in projects that require flier, poster, and display production which can cost the program money. However, without these materials students will not be able to complete a truly successful project. This is a weakness because it limits what the students can actually do and limits the outcome which can be discouraging and frustrating for students.
W2. Terminal Degree	A number of advising conversations with students has revealed a common weakness in the Marketing program. Students interested in business may sometimes want to transfer to a four year institution and while the program currently has courses that transfer to UHH, it has not

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	<p>created a clear pathway for students to follow that spells out exactly what students should take in order to shorten their time at the four year institution. This is a weakness because this misunderstanding could lead students to believe that a degree in Marketing cannot help them shorten their time to completion in a four year institution. This may lead to students changing their majors from Marketing to liberal arts when they really do not need to.</p>
<p>W3. Limited number of Marketing focused courses</p>	<p>While the Marketing program currently offers a wide variety of relevant courses, there are a few courses on the advising sheet that the program could do without and a few courses that should be added which could be more applicable to the Marketing credential sought by students. This weakness was uncovered through conversations with advisory committee members and various faculty members throughout the College. Fixing this will lead to less time wasted, more transfer credits earned, and more relevant information gained for and by Marketing students.</p>

Trends and Other Factors

Describe trends including comparisons to any applicable standards, such as college, program, or national standards from accrediting associations, etc. Include, if relevant, a summary of Satisfaction Survey Results, special studies and/or instruments used, e.g., CCSSE, etc. Describe any external factors affecting this program or additional program changes not included elsewhere.

Trends discussed by Advisory Committee include the heavy reliance on nonprofit and community centered work, the increased need for effective communication and follow through skills, and the ability to work within a "bare bones" budget. The committee also discussed the convergence of the Marketing and Management positions into one stating that in order to save money most managers are taking on the role of Marketing managers as well. Therefore my students should verse themselves in the particulars of management as well as in marketing.

Part III: Action Plan

Goals and Planning

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List additional Program Action(s), not included in the AMP to be implemented for program success. Identify the AMP Priorities, College's ILOs, Strategic Plan Action Strategies, and UH System collaboration (if applicable) to which these Program Action(s) align.

Program Action 1		ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
AAS to AS Degree	Transfer	ILO 2	A1.4	New Strategy	Pending
	Transfer	ILO 1	A2.4	New Strategy	
	None	None	None	None	

[Link to Hawaii Community College Institutional Learning Outcomes](#)

[Link to Hawai'i Community College Strategic Plan](#)

[Link to Hawaii Community College Academic Master Plan](#)

Narrative of New Strategy for Strategic Plan:

1. The creation of an AS Degree focused on seamless transfer for Marketing Students from Hawaii Community College to the University of Hawaii at Hilo and market to Native Hawaiian students.
2.
3.

Briefly explain how **Program Action 1** aligns to the College's AMP Priorities, ILOs, Strategic Plan, and UH System collaboration (if applicable):

This program action will attempt to assist Native Hawaiians (as well as other students) with successful transfer to a four year institution.
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Calendar of planned activities for **Program Action 1** – In chronological order, briefly describe the procedures/activities planned to achieve **Program Action 1**

Activity(ies)	When will the activity take place
Example: Nursery design development Shade replacement Irrigation design and installation	September 2014 Fall 2014 Spring 2015
Meet with Halaulani Transfer Success Center Coordinator NoeNoe Wong-Wilson to create a possible path for successful student transfer.	November 2013
Discuss possible plan with UHH business faculty to ensure that students are being presented with accurate information and that the best route is chosen to encourage student success.	Spring 2014
Discuss the new courses and course deletions with Division faculty to get input and feedback	Spring 2014

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Propose changes to CRC	Fall 2014
Market New Program to Native Hawaiian Students (and other students as applicable)	Fall 2014 and Spring 2015

Program Action 2		ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
Offer PLA as an option for professional seeking a degree credential.	Workforce	ILO 3	B.2	New Strategy	Completed
	None	None	None	None	
	None	None	None	None	

Narrative of New Action Strategy for Strategic Plan:

1. The offering and training in PLA portfolio creation for students to be able to gain credits for work completed to date. Students who were in the workforce and are returning to school can use their experience as potential transfer credits towards their associated degree.
2.
3.

Briefly explain how **Program Action 2** aligns to the College's AMP Priorities, ILOs, Strategic Plan, and UH System collaboration (if applicable):

This initiative will encourage individuals ages 25-49 to return to college to get credit for their work related experience.

Calendar of planned activities for **Program Action 2** – In chronological order, briefly describe the procedures/activities planned to achieve **Program Action 2**

Activity	When will the activity take place
Meet with PLA Campus Coordinator Joel Paula to discuss the particulars of PLA	October 2013
Receive training on proper PLA portfolio creation	Spring 2014
Become a PLA Coach for students looking to prepare a PLA portfolio	Spring 2014

Program Action 3		ILO Alignment (select up to 3)	Strategic Plan Alignment (select best alignment; max 3)		UH System Collaboration
			Performance Measure	Action Strategy	
Develop a mentoring	Program Development	ILO 1	D.1	New Strategy	TBD

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program for new Marketing faculty	Program Development	ILO 2	None	None	
	Program Development	ILO 3	None	None	

Narrative of New Strategy for Strategic Plan:

1. Marketing faculty will work together to develop a mentoring program for all new members of the marketing program to increase the retention and performance levels of current and future program faculty.
2.
3.

Briefly explain how **Program Action 3** aligns to the College's AMP Priorities, ILOs, Strategic Plan, and UH System collaboration (if applicable):

Developing a solid mentoring program for new program members will assist the college in their recruitment and retention efforts.
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Calendar of planned activities for **Program Action 3** – In chronological order, briefly describe the procedures/activities planned to achieve **Program Action 3**

Activity	When will the activity take place
Meet with Marketing program faculty members	Spring 2014
Develop a mentoring plan	Spring 2014
Discuss mentoring plan with DC Robert Yamane	Fall 2014
Implement trial mentoring plan	Fall 2014

List specific action plans for any Perkin's Core Indicator for which this program did not meet the goal.

Perkin's Indicator	Action Plans	When will the activity take place
2P1	Active advising and encouragement of early registration to assist in seamless semester to semester transfer.	Ongoing
3P1	Transform the Marketing AAS to a Marketing AS Degree to ease the transfer process and encourage more students to pursue a four year degree.	Fall 2013 - Fall 2014
4P1	Encourage the proper reporting of students to accurately reflect the true amount of student placement	Ongoing
5P1	Market program to nontraditional students	Ongoing
5P2	Survey and assess students to get a better idea of their learning styles and interests. Include nontraditional students in the surveys.	Ongoing

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None		
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Part IV: Resource Implications

List Top 3 Cost Items needed for program success. Identify alignment to the AMP Program Actions, Strategic Plan Action Strategies and/or Strengths and/or Weaknesses to address.

Cost Item 1	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"		
Lighting and materials for the Window Display	Facility	\$4,000	E.3	New Strategy	New Strategy	S1	W1
			None	None		S2	None
			None	None		S3	None

[Link to Hawaii Community College Institutional Learning Outcomes](#)

[Link to Hawai'i Community College Strategic Plan](#)

[Link to Hawaii Community College Academic Master Plan](#)

Briefly explain why **Cost Item 1** is necessary to meet priorities of program and/or to address strengths and/or weaknesses.

Currently the two windows at the UH Hilo campus have no electricity and are in need of repair. Each year the Marketing program is asked to create a display for a nonprofit program or institution and each year the program must purchase materials for said project. It has been years since the windows have been serviced. If provided with electricity and materials, the level of student performance will increase and the outcome (which is displayed for all to see) will reflect said increase raising student confidence, increasing student commitment, and possibly increasing program attractiveness to other potential students.

Cost Item 2	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"		
	Equipmen		A1.1	New Strategy		S1	W1
			A1.1	New Strategy		S1	W1
			A1.1	New Strategy		S1	W1

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Briefly explain why **Cost Item 2** is necessary to meet priorities of program and/or to address strengths and/or weaknesses.

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Cost Item 3	Type	Cost	Strategic Plan Alignment (select best alignment; max 3)		Academic Master Plan Alignment (select best alignment; max 3)	Strength	Weakness
				Action Strategy	Program Action from AMP (ie 4.3) or write "New Strategy"	From Part II above	From Part II above
	Equipmen		A1.1	New Strategy		S1	W1
		A1.1	New Strategy		S1	W1	
		A1.1	New Strategy		S1	W1	

Briefly explain why **Cost Item 3** is necessary to meet priorities of program and/or to address strengths and/or weaknesses.

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Part V: Program Student Learning Outcomes

List the Program Learning Outcomes and check mark those assessed for the 2012-2013 program year.

	Check mark if Assessed this year	Program Student Learning Outcomes
1	<input type="checkbox"/>	Synthesize principles and concepts of marketing in developing a marketing plan.
2	<input type="checkbox"/>	Devise marketing campaigns/presentations in diverse formats that are adaptable to different target markets and stakeholders.
3	<input type="checkbox"/>	Use customer relationship management strategies within any business or retail organization.
4	<input type="checkbox"/>	Use management and organizational behavior principles and skills for any marketing occupation.
5	<input checked="" type="checkbox"/>	Develop the ability to think strategically as an individual and effective team member.
6	<input type="checkbox"/>	Demonstrate work attitude and appearance consistent with professional practices.
7	<input type="checkbox"/>	Develop current technology skills and the ability to utilize those skills in real world situations
8	<input type="checkbox"/>	Develop an understanding of evolutionary globalization and the technological

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		advancements associated with the dynamic business environment
9	<input type="checkbox"/>	
10	<input type="checkbox"/>	

A) Evidence of Industry Validation for CTE Programs – Provide documentation that the program has submitted evidence and achieved certification or accreditation from an organization granting certification in an industry or profession. If the program/degree/certificate does not have a certifying body, the recommendations for, approval of, and/or participation in, assessment by the program’s advisory council can be submitted. – Describe the documentation; i.e.

9/27/2013 Minutes of ACC Advisory Council; Completed Rubrics by Advisory Council Members.

The artifact evaluation team met on April 10, 2013 and reviewed the artifacts independently. Each evaluation team member examined and rated the students’ work on the basis of whether or not the plan met, did not meet, or exceeded expectations in relation to the associated rubric. Overall, an average of 100% of the students’ logistical presentations met the expectations of the assignment, which is well above the minimum performance rate set at 70%.

B) Expected Level of Achievement – Describe the different levels of achievement for each characteristic of the learning outcome(s) that were assessed. What represented “excellent,” “good,” “fair,” or “poor” performance using a defined rubric and what percentages were set as goals for student success; i.e. 85% of students will achieve good or excellent in the assessed activity.”

Exceeds Expectations - All topics were covered and explained in depth.

Meets Expectations - All but one topic was covered and explained in depth.

Does Not Meet Expectations - Some topics were briefly discussed while others were not even mentioned.

The minimum performance rate was set at 70%.

C) List Course(s) Assessed – List the courses assessed during the reporting period.

MGT 124: Principles of Supervision

D) Assessment Strategy/Instrument – Describe what, why, where, when, and from whom assessment artifacts were collected.

Create a management plan that integrates the concepts and principles of planning, organizing, influencing/leading, staffing and controlling. Students were paired with three to four third grade students and were tasked with managing said students in completing a predetermined task. Students met with employees on three separate occasions and had to develop a management report on the experience. The first visit included introductions and task advent. The second visit included task completion and dress rehearsal. The third visit included the actual performance of said task.

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E) **Results of Program Assessment** – The % of students who met the outcome(s) and at what level they met the outcome(s).

An average of 100% of the students' logistical presentations met the expectations of the assignment, which is well above the minimum performance rate set at 70%.

F) **Other Comments** – Include any information that will clarify the assessment process report. None at this time.

G) **Next Steps** – Describe what the program will do to improve the results. “Next Steps” can include revision to syllabi, curriculum, teaching methods, student support, and other options. The program has decided to continue to offer this project to MGT 124 students. The project will include more personnel elements such as employee discipline, mentoring, coaching, and counseling. It will also change the rubric to include a more in depth analysis of the dynamics of the group situation when completing the project to better assess the associated PLO.