

# HAWAII COMMUNITY COLLEGE PROGRAM REVIEW REPORT

## Marketing

### Date

July 1, 2013 to June 30, 2014

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*Program/Unit Review at Hawaii 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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## Program Description

*(Official Description from Catalog - then provide more in depth explanation of what this program does, who it serves and generally describe its 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.

Graduates of the Marketing Program become members of the business community on the Island with which we serve and are prepared with the appropriate skills and abilities to be solid contributors to those around them. They are the future customer service representatives, managers, event coordinators, visual merchandisers and entrepreneurs (among other things) sent out into industry to service the next the generation. They will touch all of us whether directly or indirectly (by servicing family/friends) and it is the number one priority of the Marketing Program to ensure that when that contact occurs, all individuals experiencing said contact are met and serviced ethically by qualified individuals eager to make your experience one to remember.

**3yr Review Report Summary** – *If this Program is scheduled for Comprehensive Review, this section must be more robust and detailed explaining changes made to the program in the past 3 years; funding received since last 3 years and results from funding, etc.*

In the past three years, the Marketing Program has continuously assessed its current state through active conversations with students, graduates, and industry professionals. As a result of these continuous conversations, the Marketing program altered its curriculum to better prepare students for industry success. In 2012 and 2013 graduates from the Marketing program were interviewed upon completion (graduation) and asked to rate their level of industry preparedness. Those same graduates were contacted a year later and asked what they had experienced in industry with which they felt they were underprepared. The 2012 graduates (contacted in 2013) stressed the importance of strong written and oral communication in their current positions, which was in alignment with the expressed requirements of industry professionals. The Marketing program responded to both graduates and industry professionals by adding English 100 and SPCO 151 (or SPCO 130) to program requirements. The Program also added prerequisites to remaining courses to ensure that students were better prepared to keep up with course readings and assignments.

Discussions with various assessment teams to date have also led to a number of program changes over the last three years. These changes included updating the PLOs and CLOs and creating an assessment plan that directly linked the CLOs, PLOs, and ILOs for more comprehensive and meaningful course assessments. In 2013, course assessments started to add a follow up dimension providing “closing the loop” reports, which shared the actual outcomes of the associated assessment plan. Assessment continues to be done with the help of an Advisory Council. In 2014, the Marketing program revamped its Advisory Council to include individuals actively engaged in hiring and recruiting for sales and marketing positions living both on Hawaii Island and on the Island of Oahu. Members now include Marketing specialists in the areas of digital signage, media relations, concierge services, and event coordination. It is the Program’s hope that this change will

reenergize committee meetings and bring about new innovative ideas about how to make the classroom more engaging and interesting to current and prospective students.

In Fall 2012, the Marketing program developed four certificates (Business Essentials, Business Foundations, Entrepreneurship, and Retail Foundations) in an effort to increase student persistence and retention rates. These certificates (modeled after certificates offered at Leeward Community College) are stackable and range between six credits and 18 credits, ultimately leading to an AAS degree. The certificates were officially added and approved in Spring 2013 and first conferred in Spring 2014.

In Fall 2013, the Marketing program (working with Rural Hawaii) created accelerated (eight week) online courses for students interested in attaining any one of the four aforementioned certificates. Previously a Program reliant on face-to-face courses, in Spring 2014 the Marketing Program began offering online sections for MKT 120, MKT 130, MKT 151, and MGT 124 geared towards working individuals interested in accelerated learning. These online sections attract between 10 -20 students on average. While the Program acknowledges the obvious benefits of adding these online sections (ability to gain students from other campuses, ability to offer students a faster option to graduation, the added flexibility of working from distant geographical locations) it also recognizes that these online sections have had a hand in decreasing the number of students enrolled in the face-to-face sections and is working to develop a recruitment plan to offset this result.

In Spring 2014, the 2013 graduates surveyed stressed the importance of being properly equipped to compete in the classroom and in industry. They suggested that the Program implement changes that provide students with access to the tools offered in, and required by industry. In response the Marketing program has recently (Spring 2014) created a plan to revamp the classroom setting to reflect a more creative and industry specific learning environment complete with work stations, brainstorming areas, and updated with mobile devices to increase the quality of student presentations.

Other changes that took place over the past three years include the deletion of courses under the 100 level, the hiring of a new Full Time BOR appointed faculty member (Fall 2013), and the tenure of a fulltime faculty member. While the Marketing program has considered a number of other changes such as creating a dual major that includes a management credential and creating an AA degree that is transferrable to UH Hilo (and most other 4 year institutions in the UH System and probably beyond), those plans have yet to be assessed.

Currently, the Marketing program is focusing its efforts on developing ways to increase student interest, build brand identity, and create relevant marketing materials to successfully communicate said brand identity to the public. This plan includes a curriculum revamp (completed and reported above), the development of a solid program identity (reported in this review and planned for 2015-2018), and the successful communication of that identity through well-researched and developed marketing materials (reported in this review and planned for 2015-2018). It is the hope of the Program that the aforementioned Marketing Program Revitalization Plan will help attract and retain new majors and produce quality graduates ready for industry competition.

## **CERC Comments and Feedback --**

*CERC Comments as listed in most recent Comprehensive Review.*

No comments provided on previous comprehensive review (2009)

*CERC provided recommendations intended as suggestions for improvement. Provide a brief response to the suggestions made. i.e., Were the suggestion(s) valid? What change(s) were made as a result of the suggestion(s)?, etc.*

- *If no changes were made at all, write “None.”*
- *If no changes were made during this review period but you plan to in future periods, write “None in 2013-2014 however changes will be made in (AYs) and will be reported in that review.*
- *If no changes were made during this review period but changes were made in previous review periods, write “None in 2013-2014; however changes were made in (AYs).”*

## Part I: Quantitative/Qualitative Indicators

### A. Annual Report of Program Data (ARPD) Data Grid

Look up ARPD data at:

<http://www.hawaii.edu/offices/cc/arpd/instructional.php?year=2014&action=quantitativeindicators&college=HAW>

Print for convenience since you will need to use information to discuss your Program's indicators.

## Hawaii Community College 2014 Instructional Annual Report of Program Data Marketing

### Part I: Program Quantitative Indicators

### Overall Program Health: **Cautionary**

Majors Included: MKT Program CIP: 52.1401

Demand Indicators		Program Year			Demand Health Call
		11-12	12-13	13-14	
1	New & Replacement Positions (State)	148	210	130	<b>Cautionary</b>
2	*New & Replacement Positions (County Prorated)	15	20	47	
3	*Number of Majors	31	31	24	
3a	Number of Majors Native Hawaiian	16	12	11	
3b	Fall Full-Time	44%	58%	58%	
3c	Fall Part-Time	56%	42%	42%	
3d	Fall Part-Time who are Full-Time in System	0%	0%	0%	
3e	Spring Full-Time	60%	61%	50%	
3f	Spring Part-Time	40%	39%	50%	
3g	Spring Part-Time who are Full-Time in System	0%	0%	0%	
4	SSH Program Majors in Program Classes	270	277	222	
5	SSH Non-Majors in Program Classes	801	627	446	
6	SSH in All Program Classes	1,071	904	668	
7	FTE Enrollment in Program Classes	36	30	22	
8	Total Number of Classes Taught	20	21	18	

Efficiency Indicators		Program Year			Efficiency Health Call
		11-12	12-13	13-14	
9	Average Class Size	17.9	14.4	12.4	<b>Cautionary</b>
10	*Fill Rate	74.6%	56.9%	50.9%	
11	FTE BOR Appointed Faculty	1.5	1.5	2	
12	*Majors to FTE BOR Appointed Faculty	20.6	20.6	12	
13	Majors to Analytic FTE Faculty	15.0	14.7	14.1	
13a	Analytic FTE Faculty	2.1	2.1	1.7	
14	Overall Program Budget Allocation	\$88,937	\$90,290	\$122,897	
14a	General Funded Budget Allocation	\$85,321	\$90,290	\$110,822	

14b	Special/Federal Budget Allocation	\$0	\$0	\$0
14c	Tuition and Fees	\$3,616	\$0	\$12,041
15	Cost per SSH	\$83	\$100	\$184
16	Number of Low-Enrolled (<10) Classes	4	5	5

\*Data element used in health call calculation  
January 25, 2015

Last Updated:

Effectiveness Indicators		Program Year			Effectiveness Health Call
		11-12	12-13	13-14	
17	Successful Completion (Equivalent C or Higher)	83%	83%	86%	<b>Cautionary</b>
18	Withdrawals (Grade = W)	7	13	7	
19	*Persistence Fall to Spring	75%	79.3%	58.3%	
19a	Persistence Fall to Fall		53.5%	38.8%	
20	*Unduplicated Degrees/Certificates Awarded	8	4	9	
20a	Degrees Awarded	8	4	8	
20b	Certificates of Achievement Awarded	0	0	1	
20c	Advanced Professional Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	0	0	0	
21	External Licensing Exams Passed	Not Reported	Not Reported	N/A	
22	Transfers to UH 4-yr	6	2	3	
22a	Transfers with credential from program	3	0	1	
22b	Transfers without credential from program	3	2	2	

Distance Education: Completely On-line Classes		Program Year		
		11-12	12-13	13-14
23	Number of Distance Education Classes Taught	3	2	1
24	Enrollments Distance Education Classes	59	53	13
25	Fill Rate	66%	88%	43%
26	Successful Completion (Equivalent C or Higher)	76%	77%	54%
27	Withdrawals (Grade = W)	1	3	1
28	Persistence (Fall to Spring Not Limited to Distance Education)	73%	59%	60%

Perkins IV Core Indicators 2012-2013		Goal	Actual	Met
29	1P1 Technical Skills Attainment	90.00	92.31	Met
30	2P1 Completion	55.00	23.08	Not Met
31	3P1 Student Retention or Transfer	74.50	72.41	Not Met
32	4P1 Student Placement	65.00	63.64	Not Met
33	5P1 Nontraditional Participation	N/A	N/A	N/A
34	5P2 Nontraditional Completion	N/A	N/A	N/A

Performance Funding		Program Year		
		11-12	12-13	13-14
35	Number of Degrees and Certificates		4	9
36	Number of Degrees and Certificates Native Hawaiian		4	1

37	Number of Degrees and Certificates STEM		Not STEM	Not STEM
38	Number of Pell Recipients		22	18
39	Number of Transfers to UH 4-yr		2	3

\*Data element used in health call calculation  
January 25, 2015

Last Updated:

## B. ARPD Data Analysis

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

If this Program is scheduled for Comprehensive Review, analyze program over 3 years.

Demand Health	Efficiency Health	Effectiveness Health
<p><b>S1:</b> The increased opportunity for job placement as demonstrated by the increase of Country Prorated new and replacement positions since 2011.</p> <p><b>S2:</b> The amount of Fall full-time students has increased by 14% from 2011/12 – 2012/13 and remained steady at 58% in 2014.</p> <p><b>S3:</b> The amount of Spring part-time students has increased by 11% from 2012/13 – 2013/14</p> <p><b>S4:</b> The amount of Fall part time students remains steady at 42%</p> <p><b>W1:</b> The Program has lost seven majors between 2012/13 and 2013/14.</p> <p><b>W2:</b> The number of Native Hawaiians has decreased from 16 to 12 to 11.</p> <p><b>W3:</b> The number of Spring full time students has decreased from 60% to 61% to 50%.</p> <p><b>Overall Discussion:</b></p> <p>The decline in program majors in conjunction with the increase in new and replacement positions (from 15 in 2011/12 to 20 in 2012/13 to 47 in 2013/14) has</p>	<p><b>S1:</b> Program gained a new full time BOR appointed faculty member.</p> <p><b>S2:</b> The number of low enrolled courses remained steady with no increase in spite of the decrease in majors.</p> <p><b>W1:</b> Average class size has declined over the past three years from 18 in 2011/12 to 12 in 2013/14</p> <p><b>W2:</b> Poor major to faculty ratio</p> <p><b>Overall Discussion:</b></p> <p>The decline in overall fill rate between 2011 and 2014 has resulted in a cautionary rating. Fill rate has fallen by 25% between 2011 and 2014 with the biggest drop happening between 2011 and 2013. This drop in fill rate can be attributed to the Programs' addition of prerequisites to all of its courses, as well as the addition of online sections, and the new general education requirements. This drop also reflects the program's need to recruit new majors to offset the aforementioned changes.</p>	<p><b>S1:</b> The number of successful completers has increased from 83% (in both 2011/12 and 2012/13) to 86%.</p> <p><b>S2:</b> The number of student withdrawals has decreased from 13 in 2012/13 to 7 in 2013/14.</p> <p><b>S3:</b> The number of degrees/certificates awarded has more than doubled from 4 in 2012/13 to 8 in 2013/14.</p> <p><b>S4:</b> The number of program transfers has increased from 2 to 3 from 2012/13 to 2013/14.</p> <p><b>W1:</b> Persistence from Fall to Spring has decreased from 79% (2012/13) to 58% (2013/14)</p> <p><b>W2:</b> Persistence from Fall to Fall has decreased from 53% (2012/13) to 39% (2013/14).</p> <p><b>Overall Discussion:</b></p> <p>While the amount of degrees and certificates awarded has dropped from 8 to 4 in 2011-2013, it increased from 2013 – 2014 from 4 to 9. However, the increases in the amount of degrees and certificates awarded was not enough to offset the increase in county prorated positions, which resulted in a cautionary rating</p>

<p>resulted in a cautionary rating. Program majors have declined from 31 in 2011/12 and 2012/13 to 24 in 2013/14. This 7 major decrease is a direct reflection of the amount of program graduates and reflects the program's need to increase its recruitment efforts to attract new majors.</p>		<p>again reflecting the program's need to increase recruitment efforts. Finally, persistence from Fall to Spring has dropped by 25% from 2011 – 2014 with the biggest drop happening between 2012-2014. Again this may be in reflection to the added prerequisite requirements and is a notable problem that the Program is attempting to offset through the creation of online sections, accelerated classes, and the creation of stackable certificates.</p>
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<p><b>Overall Health</b></p>
<p>Overall the Marketing Program has been assigned the rating of “cautionary” for 2012/13 and 2013/14 falling from its “healthy” rating in 2011/12. This has been the result of a drop in program majors, an increase in program faculty, and a drop in overall fill and persistence rates. The program has continued to hold on to its successful completion rates (increasing by 3% from 2011/12 and 2013/14) and has awarded more degrees and certificates in the last year than it did in 2011/12 and 2013/14. Attention is required in the areas of persistence in both Fall to Fall and Fall to Spring and the Program has begun to take steps to hopefully offset this drop in persistence rates. Steps include the creation stackable certificates and the creation of online sections that offer accelerated options. Attention is also required in the overall number of majors and class fill rate. This will be addressed by the Program through increased recruitment efforts aimed specifically at individuals interested in marketing as a profession.</p>

**Distance Education: Completely Online Classes** -- List and provide an analysis of courses taught completely online. (i.e., compare success to face-to-face; action strategies implemented to increase success and completion rates, e.g., working with ITSO on strategies)

The program has decreased their reported online course offerings from 3 to 1. Both fill rates and completion rates have also dropped in the reported online courses. To improve this, the program has aligned with Rural Hawaii and ITSO (Spring 2014) to develop and run accelerated online sections to better control the overall course development and assessment process. Currently there are four MKT courses being offered online. These courses are MKT 151, MKT 130, MKT 120, and MGT 124. Courses are being developed in line with the face to face courses to allow for a better comparison of performance levels in the next reporting period.

**Perkins IV Core Indicators** -- Identify core indicators (1P1, 2P1, 3P1, 4P1, 5P1, 5P2) that were not met and specify action strategies.

2P1 – Specific action taken by the program to increase completion rates:

The creation of the stackable certificates, the creation of the accelerated online courses aimed at individuals living in rural areas, and general program improvements in classroom design as requested by students.

3P1 – Specific action taken by the program to increase student retention and transfer:

The creation of stackable certificates and the creation of the accelerated online courses. While transfer is important to the program the AA plan created by the Marketing Program must be assessed to determine whether or not it is feasible. The existence of the AA in Liberal Arts with an Emphasis in Business is the encouraged route for students to take if they are interested in transfer.

4P1 – Specific action taken by the program to increase student placement levels:

The creation of a new Advisory Council. It is the plan of the Program to use the connections of the Advisory members as well as the connections formed within the community to better prepare students for industry and to possibly place students in associated organizations.

**Performance Funding (Graduation, Native Hawaiian, STEM, Transfer, Degree)** -- Describe how your program contributed to performance funding in these areas? If not, why and how do you plan to contribute in the future?

The Marketing Program has contributed to performance funding by increasing its graduates from 4 in 2012/13 to 9 in 2013/14. It has also increased the number of UH transfers from 2 to 3. Efforts will be made to encourage program completion rates and progress tracked to ensure that said efforts are working for the Native Hawaiian population.

**C. Trends & 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.

Over the past three years the Marketing Program has gone through a number of changes to revamp its curriculum and bring it up to industry standards. The Program feels a substantial need to match industry trends (as described by the Marketing Advisory Council) and feels that a solidified Program identity will be an important step to supplement its recent curriculum revamp. Currently industry expresses the need for a more mobile, collaborative work environment with access to design and production programs that can create appropriate marketing materials ready for industry competition. Surveys completed by students have also resulted in similar requests and the Program supports these recommendations.

## Part II: Analysis of the Program

### A. Alignment with Institutional Mission & Learning Outcomes (ILOs)

#### 1) College Mission Alignment

*Hawai`i Community College (HawCC) 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.*

**Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports the College’s Mission. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports.**

*Example: The SUBS program’s faculty and staff fosters excellence in education, workforce development, academic advising and co-curricular activities that focus on engaging, challenging and transforming students to strive for academic excellence, personal growth, contributing members of the Hawai`i Island Community.*

As a subset of Hawaii Community College, the Marketing program is committed to continuous improvement and 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.

#### 2) ILO Alignment

a) **ILO1:** *Our graduates will be able to communicate effectively in a variety of situations.*

**Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports this ILO. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Program doesn’t support this ILO, write “No alignment to ILO1”**

*Example: The SUBS program’s curriculum prepares our graduates to communicate effectively by requiring the students to participate in: 1) small and large group discussions, both online and face-to-face; 2) individual and group presentations; 3) role play of interviewing and counseling skills; 3) fieldwork at practicum sites; 4) service learning activities on campus and in the greater community.*

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.

b) **ILO2:** *Our graduates will be able to gather, evaluate and analyze ideas and information to use in overcoming challenges, solving problems and making decisions.*

***Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports this ILO. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Program doesn't support this ILO, write "No alignment to ILO2"***

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 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.

**c) ILO3:** *Our graduates will develop the knowledge, skills and values to make contributions to our community in a manner that respects diversity and Hawaiian culture.*

***Copy/Paste from your 2012-2013 Program Review, your description of how this Program supports this ILO. Review and revise as you feel necessary. The description you finalize in the field below will be input into PATH for future reports. If Program doesn't support this ILO, write "No alignment to ILO3"***

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 the general 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.

## **B. Program Mission – *Write Official 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 serves. 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 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.

## C. Strengths and Weaknesses

### 1) Strengths (Top 3 defined)

State Strength	Using supporting evidence, describe why this is a strength
<i>Example: Program Curriculum</i>	<i>Example: 1) Approved by the State Department of Health as meeting the addictions requirements for Certified Substance Abuse Counseling, and Certified Prevention Specialist educational requirements. 2) STEM Courses - SUBS 132, 268, 270 3) Contains sufficient SUBS core requirement courses to develop an AA Degree in SUBS 4) Indigenous course - SUBS 141 Ho`oponopono</i>
Revamped Program Curriculum	<p>The Marketing Program has defined its identity through curriculum changes aimed at increasing the oral and written communication skills of Program graduates.</p> <p>The Program has also refocused its attention on Program majors. This has led to an increased interest in Program sustainability by students who are developing methods to assist with the spreading of Program awareness through heavy community outreach.</p>
Two Dedicated Full Time Faculty Members	<p>With a commitment to continuous improvement, the Marketing faculty is consistently looking for ways to better the program. While not all plans have been approved, Program faculty continues to attempt new ideas to meet the changing needs of students and industry.</p> <p>Currently in phase two of its Program Revitalization plan, the Marketing faculty is excited to see the results of said plan and is ready to address and enforce contingency plans as needed.</p>
Active Advisory Council	<p>The Program has recently revamped its Advisory Council to include a more diverse group of industry specific partners working both on the Big Island and on the Island of Oahu. These members are entrenched in new industry trends such mobility, flexibility, and personal selling and have already proposed Program changes to transform the classroom into a more appropriate learning environment for students of industry.</p>
Summary of Strengths	<p>It is the Marketing Program's belief that a strong curriculum aimed at producing well informed industry ready individuals and supported by active, dedicated faculty and industry partners will lead to a strong, healthy program equipped with the eventual ability to successfully sustain itself.</p>

### 2) Weaknesses (Top 3 defined)

State Weakness	Using supporting evidence, describe why	Proposed solution
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	<b>this is a Weakness</b>	
<i>Example: Lacks 2-year Degree Program</i>	<i>Example: Does not meet HawCC AMP Priorities (pp 5-10): Increasing Graduates in Science, Technology, Engineering and Math (STEM).</i>	<i>Example: Proposal being made for New AMP Action Strategies that would allow and support the addition of a 2-yr Degree Program for SUBS.</i>
Decrease in number of majors	The decrease in program majors has resulted in a “cautionary” demand rating in the ARPD.	A three-phase Program Revitalization plan has been developed by Program faculty, which includes the creation of a solid Program identity that will better prepare students for classroom success, and allow for the development of a targeted recruitment plan. This targeted recruitment plan will be used to attract new majors.
Lack of targeted program identity	The lack of program identity makes it impossible to market the program successfully, which feeds directly into the drop in program majors.	Phase two of the Program Revitalization plan focuses on establishing a solid program identity through industry and alumni research. This identity will fuel the promotional campaign created in phase three.
Decrease in class fill rates	The decreased fill rate has lead to an increased cost per SSH on the ARPD.	Phase three of the Program Revitalization plan focuses on improving Program awareness through a heavy, clearly defined, accurately communicated marketing presence. This marketing presence will be used to increase class fill rates.

### Part III: Course/Program Assessment

#### A. Course(s) Assessed -- List the course(s) (Alpha/#) assessed during this reporting period.

*Example:*

*Courses: SUBS 140, 245, 268*

*PLO#1: Satisfy the addiction studies educational requirements for Hawaii State Department of Health Alcohol and Drug Division 's (ADAD) Certification:*

*Embedded in PLO#1 are PLO 's 2, 3, 4, & 5*

**Courses: MGT 124 – Fall 2013**

PLO #5: Develop the ability to think strategically as an individual and effective team member.

**MKT 185 – Spring 2014**

PLO #1: Synthesize principles and concepts of marketing in developing a marketing plan.

PLO #2: Devise marketing campaigns/presentations in diverse formats that are adaptable to different target markets and stakeholders.

PLO #8: Develop an understanding of evolutionary globalization and the technological advancements associated with the dynamic business environment.

#### B. Expected Level of Achievement -- Describe the different levels of achievement for each characteristic of the learning outcome(s) that were assessed. That 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."

MGT 124 – 70% of students will meet or exceed expectations demonstrating work at the proficient or near proficient levels.

MKT 185 – 70% of students will meet or exceed expectations demonstrating work at the proficient or near proficient levels.

#### C. Assessment Strateg(y/ies) & Instrument(s) -- Describe what, why, where, when, and from whom assessment artifacts were collected.

*Example:*

*SAMPLING: College records for seven (all) 2009 program graduates*

**Strategy/Instrument:** MGT 124 – Management plans requiring students to develop and report on the motivation, training, orientation, and employee review plans and actions (as experienced in their community outreach project involving third graders at St. Josephs Elementary School), were presented in class by all students of the associated course.

**Strategy/Instrument:** MKT 185 – Presentation of E-Marketing Case Studies which required students to:

Research background information on selected case studies in e-business and

- Identify e-business/e-commerce products/services (or sources of revenue)
- Understand how micro and macro environment affects e-businesses

- Determine technology and e-marketing strategies utilized
- Comprehend how competitive analysis& customer relationship management works
- Identify globalizing and technological advances
- Apply personal opinion/experience as it relate to case study topic/e-business

**D. Results of Course Assessment** - *Provide a summary of assessment results.*

*Example:*

*RESULTS: 86% (6/7) program graduates met or exceeded expectations: completed SUBS 140,245, 268 with a “C” grade or better. 1/7 students received an incomplete grade.*

MGT 124: an average of 100% of the students’ logistical presentations met the expectations of the assignment resulting in scores that either demonstrated “proficiency” of “approaching proficiency.”

MKT 185: an average of 100% of students meet or exceed expectations resulting in scores that either demonstrated “proficiency” of “approaching proficiency.”

<b>Changes Implemented as a result of Assessment</b>	<b>Evaluation of the changes that were implemented</b>
<p><i>Change 1:</i> MGT 124: Based on the discussion of the advisory council and the results of the assessment project, the program will continue to incorporate community organizations into class projects. The program will adjust the project to incorporate another layer of community involvement by basing the focus on the project on community outreach.</p> <p>MKT 185: There will be an ongoing effort to improve general teaching methods, strategies, techniques, and evaluation instruments to help students keep up with current issues and new technologies to better achieve course and program learning outcomes. New measures were created for the next assessment cycle.</p>	<p><i>Evaluation of Change 1:</i></p> <p>MGT 124: Course will be evaluated again with the new measures in Spring 2017. Information on overall success rate will be documented at that time.</p> <p>MKT 185: Course will be evaluated again with the new measures in Spring 2016. Information on overall success rate will be documented at that time.</p>

**E. Next Steps --** *Based on your experience with Assessment so far, what do you plan to do in the future? Include any changes that are planned for the Program as a result of course assessments. For example, changes to rubrics, changes to level of expectation, any Program and/or curriculum modifications, etc.*

The rubrics for MGT 124 will be adjusted to include a more in depth analysis of project requirements. The course itself will be redesigned to better prepare students for the successful completion of the associated project by extending the time for project preparation. The project will be expanded to include more management elements and the results will be presented on a larger scale.

**F. 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.*

These assessment plans were analyzed with the help of the Marketing Programs' Advisory Council. Changes to the courses as well as the assessment plans were done in direct response to the opinions and suggestions of said members.

## Part IV Action Plan

### A. 20% Course Review

a) **Courses Reviewed** -- *List the Course Alpha/Number and Course Title of courses that were reviewed in AY 2013-2014.*

Course Alpha Number	Course Title
MGT 124	Principles of Supervision
MKT 185	Principles of E-Marketing

### b) 20% Course Review Schedule

*Input the Program's 20% Course Review Schedule for the next 5 years. If a schedule cannot be located, refer to HAW 5.250 Course Review Policy (<http://hawaii.hawaii.edu/ovcadmin/admin-manual/haw5-250.pdf>) to create a new schedule.*

Course Alpha Number	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
MGT 124			X		
MKT 120		X			
MKT 151	X				
MKT 193V				X	
MKT 157					X
BUS 120		X			
ECOM 100	X				
MKT 185			X		
MKT 121					X
MKT 130				X	
<b>COURSES TO BE DELETED IN FALL 2015 (thus requiring no assessment)</b>					

MGT 20, MKT 158, MKT 159					

## B. Previous Goals (Program Actions) & Planning

All previous goals from last year's report are used to update the program actions in the Academic Master Plan (AMP) Appendix.

- List and discuss all program actions listed for your program in the AMP Appendix, not including crossed out items. (<http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>)
- Review and specify which program actions were addressed or completed during Review Period AY 2013-2014.
- Give a progress report for each program action that is not yet address/completed and describe the degree to which the goal was achieved over the review period.
- Specify program actions that are no longer being pursued by the program and should be deleted from the AMP.

AMP Program Actions	Progress Evaluation & Evidence of Achievement
<i>Example:</i> 26.1 2009-2010: Recruit and Hire New SUBS -- FTE BOR Appointed Faculty	<i>Example:</i> The CERC and HawCC administration approved new faculty position for program, which was submitted to UH system. However, this writer was informed that the position request got "lost" in the UH system, and therefore never forwarded to the State legislature for approval.
Survey Graduates	Completed and continuous: Upon program completion graduates are surveyed on their perception of the overall program and offer suggestions for program improvement. Graduates are contacted again a year later and asked (now with industry experience) to offer suggestions for improvement. This will continue.
Use survey results to determine better strategies for student attraction	Completed and ongoing: The program has responded to industry and student requests by adding courses to program requirements to increase both oral (SPCO 130 or 151) and written (ENG 100) communication skills. The program has also begun plans to address new survey results by revamping the classroom environment to increase mobility and foster creativity.
Network with Advisory Council members to build stronger relationships and find new members.	Completed – The Marketing Program has gained four new Advisory Council members as of Spring 2014.
Change the AAS degree to an AS degree	In progress – With the assistance of the Halaulani Transfer Success Center the Marketing Program has instead created a plan to develop an AA degree. The plan still needs to be assessed to determine whether or not this is the right move for the program. While this may improve transfer rates, with the current AA in Liberal Arts with an emphasis in Business, an AA in Marketing may result in accidental cannibalization resulting in even smaller class sizes. The program will confer with the

	appropriate supervisors to discuss further.
Offer PLA as an option for professionals seeking a degree credential.	Completed – PLA has been offered as an option since Fall 2013.

### C. New Goals (Action Strategies) and Alignment – Describe New Goals, if any

#### Define Goal (Action Strategy) 1

<i>Example: Establish AA Degree in SUBS</i>
Develop a strong Program identity using industry and alumni data.

#### Alignment of Goal 1 to ILO(s)

<b>Explain how Goal 1 aligns with ILO(s) and provide supporting rationale</b>
Example: Goal 1 aligns with ILO2 (Critical Thinking) by ... Goal 1 aligns with ILO3 (Community contribution) by ...
No Alignment

#### Alignment of Goal 1 to Strategic Plan (SP)

[http://hawaii.hawaii.edu/docs/HawCCStrategicPlan\\_2008-2015\\_10-29-09.pdf](http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf)

<b>Explain how Goal 1 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 1 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.</b>
Examples: <i>Goal 1 <u>aligns</u> with SP Action Strategy A1.1.c Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved) by ...</i> <i>Goal 1 <u>does not align</u> to a listed strategy, but aligns with SP Performance Measure A1.1 (Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved) by ...</i>
Goal 1 aligns with SP Action Strategy B.2.b. Survey employers and incumbent workers to determine higher education needs of workers, scheduling of classes and curriculum by actually using the direct suggestions of employers (Advisory Council) and workers (alumni and current students) to create a program that meets the changing needs of the workforce. The actual identity of the Program is being determined by the results of the aforementioned surveys.

<b>Proposed New SP Action Strategy/Strategies (if applicable) – If Goal 1 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and</b>
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Units could also align their goals to them in the future.

## Alignment of Goal 1 to Academic Master Plan (AMP)

Academic Master Plan: [http://hawaii.hawaii.edu/docs/HawCCStrategicPlan\\_2008-2015\\_10-29-09.pdf](http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf)

AMP Appendix: <http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>

Indicate which Academic Master Plan (AMP) Action Priorities Goal 1 aligns with and provide supporting reasoning.

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
<i>Example: Establishing an AA Degree in SUBS will increase the number of STEM Degree programs at HawCC and meet the Workforce push for more STEM graduates.</i>	X	X				X
Developing a strong Program identity using industry and alumni data will allow for a more established marketing message which will feed directly into the creation of solid marketing materials that will successfully reach individuals interested in pursuing a degree in Marketing. This direct communication will increase the success rate of the marketing materials, which will then lead to an increase in Program majors.						X

### UH System Collaboration (if applicable)

- Include collaboration efforts w/other campuses.
- Include alignment with the UHCC Initiatives <http://uhcc.hawaii.edu/OVPCC/> (listed on the left of John Morton's picture).

*Example: There is dialogue among MauiCC, KauaiCC, and HawaiiCC to establish a common AA Degree in SUBS.*

### Calendar of planned activities for Goal 1 -- In chronological order, briefly describe the procedures/activities planned to achieve Goal 1

Activity	When will the activity take place
<i>Example: Collaborating with other CCs complete SUBS AA Degree Authorization to Plan (AtP)</i>	<i>Example: Fall 2015</i>
Survey data from alumni and the Advisory Council has been collected and requests made to fund the	Spring 2015

suggested changes. Program will now work on developing a brand identity through the creation of appropriate marketing messages administered through appropriate mediums by creating a Program marketing plan.	

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**Define Goal (Action Strategy) 2**

Develop marketing materials based on industry, alumni, and current student input.

**Alignment of Goal 2 to ILO(s)**

- ILO 1 – Goal two aligns with ILO 1 by assigning the creation of Program marketing materials to Marketing students. Properly communicating a direct and specific message to the public in a variety of marketing materials (as well as the presentation of said ideas to make those materials to classmates, alumni, and Program faculty) is essential when creating a successful marketing campaign. Students will be guided through the process of drafting, researching, and refining a solid message aimed at various stakeholders increasing their ability to effectively communicate in a variety of situations.
- ILO 2 – Goal two aligns with ILO 2 by allowing students to help develop the marketing materials for the Program. To do so students will need to analyze the data already collected by Program faculty and turn that data into useful information to help the Program attract new majors.
- ILO 3 – Goal two aligns with ILO 3 by allowing students to develop the marketing materials for the Program students are not only communicating directly with the community in a manner that respects and speaks to diversity, they are also making a direct contribution to the community by creating marketing materials for the Marketing Program at Hawaii Community College.

**Alignment of Goal 2 to Strategic Plan (SP)**

[http://hawaii.hawaii.edu/docs/HawCCStrategicPlan\\_2008-2015\\_10-29-09.pdf](http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf)

**Explain how Goal 2 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 2 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.**

Goal 2 aligns with SP Action Strategy B.2.b. Survey employers and incumbent workers to determine higher education needs of workers, scheduling of classes and curriculum by using the direct survey responses of employers (Advisory Council) and workers (students and alumni) to create the marketing materials needed to communicate the identity agreed upon by industry and alumni responses.

**Proposed New SP Action Strategy/Strategies (if applicable)** – If Goal 2 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.

## Alignment of Goal 2 to Academic Master Plan (AMP)

Academic Master Plan: [http://hawaii.hawaii.edu/docs/HawCCStrategicPlan\\_2008-2015\\_10-29-09.pdf](http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf)

AMP Appendix: <http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>

Indicate which Academic Master Plan (AMP) Action Priorities Goal 2 aligns with and provide supporting reasoning.

	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
Students will be working on helping with the development of marketing materials based on industry, alumni, and current student input. This will lead to a solid Program message that can now be communicated to all individuals and lead to increase in Program awareness (which includes an accelerated online option for various certificates aimed at individuals living in rural populations). This will also lead to an eventual increase in Program majors.				X		X

**UH System Collaboration (if applicable)** –

- Include collaboration efforts w/other campuses.
- Include alignment with the UHCC Initiatives <http://uhcc.hawaii.edu/OVPCC/> (listed on the left of John Morton's picture).

**Calendar of planned activities for Goal 2** -- In chronological order, briefly describe the procedures/activities planned to achieve Goal 2

Activity	When will the activity take place
Develop student projects focused on creating marketing materials for the Program.	Summer 2015
Implement student projects	Fall 2015
Refine and finalize marketing materials	Winter 2015

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### Define Goal (Action Strategy) 3

Find funding to implement marketing strategies and support the launch of the Program's new marketing materials.

### Alignment of Goal 3 to ILO(s)

No Alignment

### Alignment of Goal 3 to Strategic Plan (SP)

[http://hawaii.hawaii.edu/docs/HawCCStrategicPlan\\_2008-2015\\_10-29-09.pdf](http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf)

**Explain how Goal 3 aligns with an Action Strategy in the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale. If Goal 3 does not align with a listed strategy, explain how it aligns to a SP Performance measure. Then, propose a new action strategy in the next field.**

Goal 3 aligns with AP B.2.c Seek funding for specialized program and student needs identified by survey.

**Proposed New SP Action Strategy/Strategies (if applicable) – If Goal 3 does not align with a listed HawCC Action Strategy, indicate above how it aligns with a Performance Measure, and then use the field below to propose a new Action Strategy to be added to the HawCC Strategic Plan. New action strategies should be written in generalized terms so that other Programs and Units could also align their goals to them in the future.**

### Alignment of Goal 3 to Academic Master Plan (AMP)

Academic Master Plan: [http://hawaii.hawaii.edu/docs/HawCCStrategicPlan\\_2008-2015\\_10-29-09.pdf](http://hawaii.hawaii.edu/docs/HawCCStrategicPlan_2008-2015_10-29-09.pdf)

AMP Appendix: <http://hawaii.hawaii.edu/docs/academic-master-plan-appendix-priority-actions.pdf>

Indicate which Academic Master Plan (AMP) Action Priorities Goal 3 aligns with and provide supporting reasoning.						
	STEM	Graduation Remediation Workforce	Student Transfer	Underserved Populations	Green Curricula	Program Development
Being able to create and distribute marketing materials that have been strategically developed to				X		X

communicate a solid and accurate message directly reflective of the Program's offerings will increase the Program's reach into the community thus potentially increasing the amount of Program majors. With current courses in place focused on underserved populations, this media distribution will communicate that information to the underserved populations that these courses have been developed to meet.						

<p><b>UH System Collaboration (if applicable) –</b></p> <ul style="list-style-type: none"> <li>• <i>Include collaboration efforts w/other campuses.</i></li> <li>• <i>Include alignment with the UHCC Initiatives <a href="http://uhcc.hawaii.edu/OVPCC/">http://uhcc.hawaii.edu/OVPCC/</a> (listed on the left of John Morton's picture).</i></li> </ul>

**Calendar of planned activities for Goal 3 - In chronological order, briefly describe the procedures/activities planned to achieve Goal 3**

<b>Activity</b>	<b>When will the activity take place</b>
Meet with DC Robert Yamane to discuss potential finance options	Winter 2015
Pursue potential funding options	Winter 2015
Launch new marketing campaign	Spring 2015

## Part V: Resource Implications

### A. Cost Item 1

Description	<b>Type</b> <ul style="list-style-type: none"> <li>● Personnel</li> <li>● Facilities</li> <li>● Equipment</li> <li>● Health/Safety</li> <li>● Others (Define)</li> </ul>	Estimated Cost
Replace the above ground metal box outlets in building 346-101 and replace them with in ground outlets to increase classroom accessibility.	Health and Safety and Facilities	Unknown

### Alignment of Cost Item 1 to Strategic Plan (SP)

<b>Explain how Cost Item 1 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale</b>
Example: Cost Item 1 aligns with SP A1.1 (Increase Native Hawaiian enrollment by 3% per year particularly in regions that are underserved.) by ...
Cost Item 1 aligns with SP A2.1.g (seek funding to provide accommodations and services to students with disabilities) by requesting funding for the removal of above ground electric boxes in room 346-101 that inhibit classroom mobility and endanger student safety.

### Alignment of Cost Item 1 to Academic Master Plan (AMP)

<b>Explain how Cost Item 1 aligns with the Academic Master Plan (AMP) Action Priorities.</b>
Example: Cost Item 1 aligns with Action Priority STEM because an instructor is necessary to develop the program.
Cost item 1 aligns with Action Priorities “Graduation” and “Program Development” because it increases student safety, classroom access, and the overall comfort level of students which encourages student retention and persistence to graduation.

### Alignment of Cost Item 1 to Strength(s)

<b>Explain how Cost Item 1 aligns with program Strength (From Part II. Section C). Address and provide supporting rationale. If there’s no alignment, write “No Alignment.”</b>
Example: No Alignment
No Alignment

## Alignment of Cost Item 1 to Weaknesses(s)

**Explain how Cost Item 1 aligns with Weakness (From Part II. Section C). Address and provide supporting rationale. If there's no alignment, write "No Alignment."**

Cost item 1 aligns with weaknesses one (decrease in Program majors) and three (decreased fill rate). A safe classroom environment is at the most basic level of meeting student needs and remedying this situation feeds directly into increased student attraction, retention, and satisfaction.

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## B. Cost Item 2

Description	<b>Type</b> <ul style="list-style-type: none"> <li>● Personnel</li> <li>● Facilities</li> <li>● Equipment</li> <li>● Health/Safety</li> <li>● Others (Define)</li> </ul>	Estimated Cost
<b>Classroom workstations</b> reflective of industry changes and student needs as communicated by the Advisory Council, alumni, and current students. These workstations will be presented as a package but have been itemized for ease of reference.	Equipment Facilitates Other - Program development	\$18,420  (see itemized list below)
7 height adjustable standing desks to act as workstations for student work groups. These desks would be placed along the sides of the classroom leaving the center of the room open for active presentations.	Equipment	\$1,800 total
7 24" iMACs , one for each work station. These computers will allow students to complete presentations in class making better use of their professional, personal, and academic time.	Equipment	\$9,000 total
7 Wireless remote presenters to place at workstations that allow students to control presentations from anywhere in the room.	Equipment	\$280.00
7 graphics tablets (one for each workstation) to allow students to draw out their ideas and develop solutions which transfer directly to the classroom computer in real time.	Equipment	\$600.00
25 rolling adjustable chairs (4 per station one extra)	Equipment	\$2,750 total
Photoshop Suite and Adobe Audition for the 7 iMACs to allow students to create professional marketing materials including posters, fliers, radio advertisements, and the like.	Equipment	\$1,680
Microsoft Office for the 7 iMACs to allow students to create documents in Word and PowerPoint.	Equipment	\$1,050

Office items for stations (stapler (7), scotch tape (7), scissors (7), three hole punch (7), Sharpee set (7), dry erase pen set (7), paperclips (7), rulers (7))	Equipment	\$100.00
2 whiteboards to line the sides of the classroom	Equipment	\$260.00
Digital camera/camcorder for students to assist in successful project completion. Students are often asked to present videos and pictures in class and have been using their smartphones to do so.	Equipment	\$250.00
Air printer and scanner to allow students to print their marketing materials	Equipment	\$100.00
Podium with microphone to allow students to present in a manner reflective of industry presentations.	Equipment	\$550.00

### **Alignment of Cost Item 2 to Strategic Plan (SP)**

<b>Explain how Cost Item 2 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale</b>
<p>Cost Item 2 aligns with SP B.2.a (provide support services for re-entering adults) because it offers nontraditional students returning to the classroom the equal opportunity to succeed in meeting class requirements by allowing them to utilize computers, software, and technological equipment similar to those used in industry without having to spend additional funds. It also increases their participation in group activities by providing them with the same resources and therefore the same level of responsibility for project completion.</p> <p>Cost Item 2 aligns with SP B.2.b (survey employers and incumbent workers to determine higher education needs of workers, scheduling of classes and curriculum) and SP B.2.c (seek funding for specialized program and student needs identified by surveys) because it is directly tied to survey results of alumni, Advisory Council members, and current students both employed and unemployed. Because of the increased need for flexibility and mobility in today's workforce, students past and present have expressed the desire to have all of the required equipment to complete course projects available in the classroom and organized in a manner similar to their work environment. The Program supports these requests and agrees that it will be a beneficial change to the success of the overall program. It will also increase the quality of student projects which will be poured back into the institution through the assistance of marketing efforts for various programs as requested.</p>

### **Alignment of Cost Item 2 to Academic Master Plan (AMP)**

<b>Explain how Cost Item 2 aligns with the Academic Master Plan (AMP) Action Priorities.</b>
<p>Cost item 2 aligns with Action Priorities "Graduation" and "Program Development" by providing all students equal access to technological equipment and computer programs that will lead to success in the course and Program in general. These workstations provide students with the proper tools to perform at their best and alleviate the financial and emotional burdens associated with the need to fund or find their own accommodations (especially for students who have little flexibility in their schedules) which not only supports the development of the Program, it also increases the likelihood of student persistence to graduation.</p>

**Alignment of Cost Item 2 to Strength(s)**

**Explain how Cost Item 2 aligns with program Strength (From Part II. Section C). Address and provide supporting rationale. If there’s no alignment, write “No Alignment.”**

Cost item 2 aligns with strengths one (revamped curriculum) and three (active Advisory Council). Now that the Program has implemented the curriculum change requests that resulted from numerous conversations with industry and alumni, it is supporting those changes and implementing the next phase of requested changes with a much-needed update to the classroom environment. These requested changes offer students equal access to necessary resources in an efficient (eliminates the need for students to spend additional time that they don’t have on campus, eliminates the need for students to return to campus to use campus resources) and effective (exact equipment and programs needed) manner.

**Alignment of Cost Item 2 to Weaknesses(s)**

**Explain how Cost Item 2 aligns with Weakness (From Part II. Section C). Address and provide supporting rationale. If there’s no alignment, write “No Alignment.”**

Cost item 2 aligns with weaknesses one (decrease in number of majors), two (lack of Program identity), and three (decrease in class fill rate). Providing students with adequate resources to enable successful course and program completion can work to increase the attractiveness of the Program, which will increase the amount of Program majors and overall class fill rates. The workstations also support the new, more focused curriculum and helps to support and align the Marketing Program’s new identity.

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**C. Cost Item 3**

Description	<b>Type</b> <ul style="list-style-type: none"> <li>● Personnel</li> <li>● Facilities</li> <li>● Equipment</li> <li>● Health/Safety</li> <li>● Others (Define)</li> </ul>	Estimated Cost
Classroom 2 whiteboards to line the sides of the classroom	Equipment	\$260.00

**Alignment of Cost Item 3 to Strategic Plan (SP)**

**Explain how Cost Item 3 aligns with the Strategic Plan (SP). Include SP Reference(s) and provide supporting rationale**

Cost item 3 aligns SP B.2.a (provide support services for re-entering adults) and SP B.2.b (survey employers and incumbent workers to determine higher education needs of workers, scheduling of classes and curriculum) because it directly supports student learning by providing students access to support materials making re-entry into the classroom easier as suggested through various surveys conducted by alumni and Advisory Council members.

**Alignment of Cost Item 3 to Academic Master Plan (AMP)**

**Explain how Cost Item 3 aligns with the Academic Master Plan (AMP) Action Priorities.**

Cost item 3 aligns with “Graduation” and “Program Development” by increasing student preparedness and support. This leads to an increased likelihood of persistence to graduation and new student interest.

**Alignment of Cost Item 3 to Strength(s)**

**Explain how Cost Item 3 aligns with program Strength (From Part II. Section C). Address and provide supporting rationale. If there’s no alignment, write “No Alignment.”**

Cost item 3 aligns with strengths one (revamped curriculum) and three (active Advisory Council) by using the ideas offered by the active Advisory Council to support the revamped curriculum with the proper resources to assist in student learning and ultimate success.

**Alignment of Cost Item 3 to Weaknesses(s)**

**Explain how Cost Item 3 aligns with Weakness (From Part II. Section C). Address and provide supporting rationale. If there’s no alignment, write “No Alignment.”**

Cost item 3 aligns with weaknesses one (decrease in number of majors), two (lack of Program identity), and three (decrease in class fill rate). Providing students with the appropriate materials to succeed in the Program can lead to an increase in the number of majors and class fill rate which will help communicate and support the Program’s new identity.

## Part VI: Justification for Program Existence

**Write a brief statement describing the value of this Program to the College. Is your Program sustainable? If so, briefly state why. If not, briefly state why the College should continue to keep your Program open.**

(Sources include Industry Validation, ARPD Data Validation, Trends and Other Factors.)

With the increase in County Pro-rated positions, demand for quality graduates in the field of Marketing has grown. The Marketing Program will meet that demand by attracting new majors and increasing its class sizes and has done extensive research to determine potential avenues to do just that. The Program will be actively implementing the strategies, goals, and plans set forth in this comprehensive review, analyzing the results, and providing contingency plans as needed.

The curriculum offered in the Marketing Program is so important to overall employment health touching upon the topics of proper management, employee relations, customer treatment, and financial success. It teaches students to be ethical, responsible, confident, educated business leaders and provides them with the ability to create their own employment opportunities if desired. As the only Marketing Program on the Island, this program is essential to community health and success. Ethical, qualified, educated managers lead to increased employee retention, which leads to a decrease in displaced workers on the Island of Hawaii. The Marketing Program recognizes that responsibility and will find a way to ensure its continued existence by transforming itself into a sustainable, healthy program through the implementation of the very strategies that it teaches to its students.