

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

**Marketing**

January 24, 2017

**Review Period  
July 1, 2015 to June 30, 2016**

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*Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College's budget process. This ongoing systematic assessment process supports achievement of Program/Unit and Institutional Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability. Please see <http://hawaii.hawaii.edu/files/program-unit-review/>*

*Please remember that this review should be written in a professional manner. Mahalo.*

## PROGRAM DESCRIPTION

<b>Describe the Program</b>	
Provide the short description as listed in the current catalog.	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.
Provide and discuss the program's mission (or goals and objectives if no program mission statement is available).	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 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.

### Comprehensive Review information: **Required for ARPD Web Submission**

Provide the year and URL for the location of this program's last Comprehensive Review on the HawCC Program/Unit Review website: <a href="http://hawaii.hawaii.edu/files/program-unit-review/">http://hawaii.hawaii.edu/files/program-unit-review/</a>	
Year	2014
URL	<a href="#">Marketing - MKT</a>
Provide a short summary regarding the last Comprehensive Review for this program. Discuss any significant changes to the	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

<p>program since the last Comprehensive Review that are not discussed elsewhere in this review.</p>	<p>Program is being determined by the results of the aforementioned surveys.</p> <p>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</p>
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## QUANTITATIVE INDICATORS

### ARPD Data

**Please attach a copy of the program's ARPD data tables and submit with the Program Review document.**

- a) **If you will be submitting the Program Review document in hard copy, print and staple a copy of the data tables to the submission; the icon to print the data tables is on the upper right side, just above the data tables.**
- OR**
- b) **If you will be submitting the Program Review document in digital form, attach a PDF copy of the data tables along with the digital submission; the icon to download the data tables as a PDF is in the upper right side, just above the data tables.**

Program data can be found on the ARPD website: <http://www.hawaii.edu/offices/cc/arpd/>

## ANALYSIS OF THE PROGRAM'S DATA

<p><b>Analyze the program's ARPD data for the review period.</b> Describe, discuss, and provide context for the data, including the program's health scores in the following categories:</p>	
<p>Demand</p>	<p>Our CIP is too narrow, when in reality, there are more marketing positions available.</p> <p>Industry demand for students with knowledge in marketing has increased along with the number of majors. The amount of Fall full-time students in the program has decreased from 71% in 2014-15 to 56% in 2015-16. The number</p>

	<p>of full-time students in Spring has also decreased from 65% to 46%. The number of program majors in program classes has also decrease from 283 to 189. The total number of majors is 28.</p>
Efficiency	<p>Average class size has decreased with the program’s addition of its 8 week online courses most of which have been run concurrently cannibalizing a few of the physical courses. This has also led to an increase in the number of low enrolled courses. The program believes that as it continues to grow and build its online presence it will attract new majors from other campuses and segment its market into two - students looking for the in class, full term experience, and those wanting the online experience. The number of students in the Marketing program successfully completing courses has increased from 86% to 88%. Overall persistence from Fall to Spring has decreased (69.2% to 59.3%) and the program has seen a decline in the number of unduplicated degrees/certificates awarded (from 33 to 19).</p>
Effectiveness	<p>The number of students in the Marketing program successfully completing courses has increased from 86%-88%. Overall persistence from Fall to Spring has decreased (69.2% to 59.3%) and the program has seen a decline in the number of unduplicated degrees/certificates awarded (from 33 to 19).</p>
Overall Health	<p>Overall the Marketing Program has been assigned the rating of “unhealthy” for 2015/16 falling from its “cautionary” rating in 2014/15. This has been the result of a drop in program majors and a drop in overall fill and persistence rates. The program has continued to hold on to its successful completion rates, increasing by 2% point from 2014/15. 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 of 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	<p>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.</p>

Perkins Core Indicators (if applicable)	With the current 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 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 (2P1, 3P1, 4P1). 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 Indicators (if applicable)	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 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.
Describe any trends, and any internal and/or external factors that are relevant to understanding the program's data.	The Marketing program has been researching the demand for online courses and assessing the unmet need of students looking to attain an AAS degree in a shorter amount of time. Discussions with the advisory board have led to the idea of developing an Executive AAS Degree in Marketing. Discussions have also caused the program to revisit its plan to add a Management focus to the degree. This will both segment (students looking for flexibility and a faster route to graduation and students looking for the traditional experience) and expand (students interested in management and students interested in marketing) the market increasing the amount of potentially interested students.
Discuss other strengths and challenges of the program that are relevant to understanding the program's data.	Afternoon classes are tough to fill because students have jobs or family to attend to.  Enrollment is down across the system.

**Analyze the program's IRO data for the year under review.**  
Discuss how data/analysis provided by the Institutional Research Office has been used for

program improvement. (For example, how results from CCSSE or IRO research requests have impacted program development.)	
Describe, discuss, and provide context for the data.	n/a
Discuss changes made as a result of the IRO data.	n/a

<b>Report and discuss all major/meaningful actions and activities that occurred in the program during the review period. For example:</b>	
Changes to the program's curriculum due to course additions, deletions, modifications (CRC, Fast Track, GE-designations), and re-sequencing	Lead faculty is on sabbatical, writer is unable to complete this section.
Personnel and position additions and/or losses.	No change during this review period.
Other major/meaningful activities, including responses to previous CERC feedback.	Updated posters & website content.

**Describe, analyze, and celebrate the program's successes and accomplishments. (For example, *more students were retained/graduated OR the program successfully integrated new strategies/technologies.*)**

<p>Discuss what the program has been doing well. Are there areas that needs to be maintained and strengthened?</p> <p>Please provide evidence if applicable (ex: program data reports, relevant URL links, etc.).</p>	<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>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>The Program’s Advisory Council includes a 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 as 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>
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<b>Describe, analyze, and discuss any challenges and/or obstacles the program has faced.</b>	
Identify and discuss the program’s challenges/obstacles.	Better to have small class sizes than not being able to offer a variety of class
Discuss changes and actions taken to address those challenges, and any results of those actions.	With the success of the Certificates of Completion and Competence, the Marketing program is now looking at increasing the class fill rates and number of majors focuses on getting students to their degree faster and adding more Management aspects to the current program. This plan is directly aimed at raising the Efficiency and Demand ratings from Unhealthy to Cautionary to Healthy.
Discuss what still needs to be done in order to successfully meet and overcome these challenges.	The Marketing program will continue to find ways to better meet the needs of its students and the community in general. Expanding its offerings to reach a new subset of individuals with flexible educational options, the Marketing program will continue to embrace 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.
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**PROGRAM ACTION PLAN**

<b>Discuss the program’s prior year's (AY14-15) action plan and results.</b>	
Describe the program’s action plan from the prior review period and discuss how it was implemented in AY15-16.	Lead faculty is on sabbatical, writer is unable to complete this section.
Discuss the results of the action plan and the program’s success in achieving its goals.	
Discuss any challenges the program had in implementing that action plan or achieving its goals.	

- Did the program review its website during AY15-16? Please check the box below that applies.

Reviewed website, no changes needed.

Reviewed website and submitted change request to webmaster on \_\_\_(date) 2015\_\_.

Reviewed website and will submit change request to webmaster.

*Please note that requests for revisions to program websites must be submitted directly to the College’s webmaster at <http://hawaii.hawaii.edu/web-developer>*

<b>Discuss the program’s overall action plan for AY16-17, based on analysis of the Program’s data and the overall results of</b>	<b>Benchmarks and Timelines for</b>
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<b>course assessments of student learning outcomes conducted during the AY15-16 review period.</b>	<b>implementation and achievement of goals.</b>
<b>Action Goal 1:</b> Marketing instructor has taken sabbatical to develop management course	<b>Benchmarks/Timelines:</b>
How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)?  To be addressed upon lead faculty's return from sabbatical.	
<b>Action Goal 2:</b>	<b>Benchmarks/Timelines:</b>
How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)?	
<b>Action Goal 3:</b>	<b>Benchmarks/Timelines:</b>
How can this action Goal lead to improvements in student learning and attainment of the program's learning outcomes (PLOs)?	

## RESOURCE IMPLICATIONS

***NOTE: General budget asks are included in the 3-year Comprehensive Review. Budget asks for the following categories only may be included in the Annual review: health and safety needs, emergency needs, and/or necessary needs to become compliant with Federal/State laws/regulations.***

**Please provide a brief statement about any implications of or challenges with the program's current operating resources.**

Budgetary constraints for updated software and will be requesting in the next comprehensive review.

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For budget asks in the allowed categories (see above):	
Describe the needed item(s) in detail.	
Include estimated cost(s) and timeline(s) for procurement.	
Explain how the item(s) aligns with one or more of the strategic initiatives of <u>2015-2021 Strategic Directions</u> .	

<http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf>

**LEARNING OUTCOMES ASSESSMENT**

For all parts of this section, please provide information based on CLO (course learning outcomes) assessments conducted in AY 2015-16, and information on the aligned (PLOs) program learning outcomes assessed through those course assessments.

If applicable, please also include information about any PLO assessment projects voluntarily conducted by the program’s faculty/staff.

**Evidence of Industry Validation and Participation in Assessment (for CTE programs only)**

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, you may submit evidence of the program’s advisory committee’s/board’s recommendations for, approval of, and/or participation in assessment(s). **Please attach copy of industry validation for the year under review and submit with the document.**

**Courses Assessed**

- List all program courses assessed during AY 2015-16, including those courses for which a follow-up “Closing the Loop” assessment was implemented during the review year.

<b>Assessed Course Alpha, No., &amp; Title</b>	<b>Semester assessed</b>	<b>CLOs assessed (CLO# &amp; text)</b>	<b>CLO-to-PLO alignment (aligned PLO# &amp; text)</b>
No assessment available on file for AY 2015-16			
<b>“Closing the Loop” Assessments Alpha, No., &amp; Title</b>	<b>Semester assessed</b>	<b>CLOs assessed (CLO# &amp; text)</b>	<b>CLO-to-PLO alignment (aligned PLO# &amp; text)</b>
No “Closing the Loop” assessment available on file for AY 2015-16			

### Assessment Strategies

**For each course assessed in AY 2015-16 listed above, provide a brief description of the assessment strategy, including:**

a description of the type of <u>student work or activity assessed</u> (e.g., research paper, lab report, hula performance, etc.);	No assessment available on file for AY 2015-16
a description of <u>who conducted the assessment</u> (e.g., the faculty member who taught the course, or a group of program faculty, or the program’s advisory council members, etc.);	
a description of <u>how student artefacts were selected for assessment</u> (did the assessment include summative student work from all	

students in the course or section, <u>OR</u> were student works selected based on a representative sample of students in each section of the course?);	
a brief discussion of the <u>assessment rubric/scoring guide</u> that identifies criteria/categories and standards.	

**Expected Levels of Achievement**

- For each course assessed in AY 2015-16, indicate the benchmark goal for student success for each CLO assessed.
  - example 1: “85% of students will Meet Standard or Exceed Standard for CLO#1”;
  - example 2: “80% of students will attain Competency or Mastery of CLO#4.”

Assessed Course Alpha, No., & Title	Benchmark Goal for Student Success for Each CLO Assessed

**Results of Course Assessments**

<b>For each course assessed in AY 2015-16:</b>	
provide a <u>description of the summative assessment results</u> in terms of students’ attainment of the CLOs and aligned PLOs.	No assessment available on file for AY 2015-16

**Other Comments**

<b>Include any additional information that will help clarify the program’s course assessment results.</b>	
Include comparisons to any applicable College or related UH-System program standards, or to	No state or federal data

any national standards from industry, professional organizations, or accrediting associations.	
Include, if relevant, a summary of student survey results, CCSSE, e-CAFE, graduate-leaver surveys, special studies, or other assessment instruments used that are not discussed elsewhere in this report.	n/a

### Next Steps – Assessment Action Plan

<b>Describe the program’s intended next steps to improve student learning, based on the program’s overall AY 2015-16 assessment results.</b> Include any specific strategies, tactics, activities, or plans for instructional change, revisions to assessment practices, and/or increased student support.	
Instructional changes may include, for example, revisions to curriculum, teaching methods, course syllabi, course outlines of record (CORs), and other curricular elements.	No assessment available on file for AY 2015-16
Proposals for program modifications may include, for example, re-sequencing courses across semesters, or re-distribution of teaching resources, etc.	
Revisions to assessment strategies or practices may include, for example, revisions to learning outcome statements (CLOs and/or PLOs), department or course assessment rubrics (criteria	

and/or standards), development of multi- section/course summative assignments or exams, etc.	
Student support and outreach initiatives may include, for example, wrap-around student services, targeted tutoring and/or mentoring, etc.	

**Part VI. Cost Per SSH**

**Please provide the following values used to determine the total fund amount and the cost per SSH for your program:**

➤ Lead faculty is on sabbatical, writer is unable to complete this section.

General Funds = \$ \_\_\_\_\_  
 Federal Funds = \$ \_\_\_\_\_  
 Other Funds = \$ \_\_\_\_\_  
 Tuition and Fees = \$ \_\_\_\_\_

**Part VII. External Data**

If your program utilizes external licensures, enter:

Number sitting for an exam \_\_\_\_\_  
 Number passed \_\_\_\_\_