

HAWAI‘I COMMUNITY COLLEGE PROGRAM ANNUAL REVIEW (APR)

Marketing

November 12, 2017

Review Period
July 1, 2016 to June 30, 2017

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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.

PART 1: PROGRAM DATA AND ACTIVITIES

Program Description (required by UH System)

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.
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Comprehensive Review information (required by UH System)

Provide the year and URL for the location of this program's last Comprehensive Review on the HawCC Program/Unit Review website: http://hawaii.hawaii.edu/files/program-unit-review/	
Year	2014
URL	Marketing - MKT
<p>Provide a short summary of the CERC's evaluation and recommendations from the program's last Comprehensive Review.</p> <p>Discuss any significant changes to the program that were aligned with those recommendations but are not discussed elsewhere in this report.</p>	<p><i>CERC: 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.</i></p> <p>The CERC evaluation and recommendations were very positive. Areas for improvement included:</p> <ul style="list-style-type: none"> • Distance Education discussion would be strengthened with more specific information about the online courses offered. • Perkins IV Core Indicators discussion could be better understood if the reader was given the definition of each indicator. However action strategies were provided. • Performance Funding should have included data about the number of Native Hawaiian students who graduated.

	<ul style="list-style-type: none"> • Course/Program Assessment would be strengthened by an increase in the number of courses evaluated, which is addressed in the new course review schedule. However the discussion of the two courses assessed was thorough and demonstrated the need to make and use more instruments for evaluation. • The Justification for the Program Existence could have been strengthened by the inclusion of more data regarding graduates and employment outcomes. It was strengthened by the inclusion of strategies to increase the numbers of new students into the program. <p>Program Response: The actual identity of the Program is being determined by the results of the aforementioned surveys. An ongoing effort to 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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ARPD Data: Analysis of Quantitative Indicators (required by UH System)

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

Please attach a copy of the program's data tables and submit with this Annual Program Review (APR).

a) If you will be submitting the APR 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 APR in digital form (WORD or PDF), 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 of the screen, just above the data tables.

Analyze the program's ARPD data for the review period.

Describe, discuss, and provide context for the data, including the program’s health scores in the following categories:	
Demand	<p>The Demand Health Call is Healthy for 2016-2017.</p> <p>The New and Replacement County Positions has increased from 12 to 13, but the number graduates (degrees and CA awarded) increased from 2 to 6 which resulted in a Healthy rating. The amount of Fall full-time students in the program has decreased from 56% in 2015-16 to 50% in 2016-17. The number of full-time students in Spring has increased from 46% to 62%. The number of program majors increased from 12 to 13.</p>
Efficiency	<p>The Efficiency Health Call is Cautionary for 2016-2017.</p> <p>Average class size has increased from 9.1 to 11.1. This has also led to a decrease in the number of low enrolled courses from 9 to 5. 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. At this time the program does not have sufficient students to offer both options. Therefore, more serious consideration to an online degree and/or certificate should be explored.</p> <p>The number of analytic FTE faculty is 1.2 with 2 FTE BOR appointed faculty in 2016-2107. However, one faculty resigned in 2017 and the position has not been refilled.</p>
Effectiveness	<p>The Effectiveness Health Call is Cautionary for 2016-2017.</p> <p>The number of students in the Marketing program successfully completing courses has increased from 88% to 95%. Overall persistence from Fall to Fall has increased, 26.6% to 46.4%, and the program has seen an increase in the number of unduplicated degrees/certificates awarded, from 19 to 25.</p>
Overall Health	<p>Overall the Marketing Program has been assigned the rating of “Cautionary” for 2016/17 improving from its “Unhealthy” rating in 2015/16. This has been the result of a drop in program majors and increase in County positions and an increase in overall fill and Fall to Fall persistence rates. The program has continued to hold on to its successful completion rates, increasing by 7% from 2015/16.</p>

	<p>The creation of stackable certificates may have contributed to the increase in the number of Other Certificates from 27 to 37. Attention is also required to 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/lecturers will attend workshops and information sessions to make the DE courses offered as successful and beneficial to students as possible.</p> <p>Several Marketing online courses were developed through the Rural Hawaii grant back in 2014-2015, so the online option is a reality.</p>
Perkins Core Indicators (if applicable)	<p>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. 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.</p>
Performance Funding Indicators (if applicable)	<p>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.</p>
What else is relevant to understanding the	

<p>program's data? Describe any trends, internal/external factors, strengths and/or challenge that can help the reader understand the program's data but are not discussed above.</p>	<p>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.</p>
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PROGRAM ACTIVITIES

Report and discuss all major actions and activities that occurred in the program during the review period, including the program's meaningful accomplishments and successes. Also discuss the challenges or obstacles the program faced in supporting student success and explain what the program did to address those challenges.

For example, discuss:

- Changes to the program's curriculum due to course additions, deletions, modifications (CRC, Fast Track, GE-designations), and re-sequencing;
- New certificates/degrees;
- Personnel and/or position additions and/or losses;
- Other changes to the program's operations or services to students.

Curriculum modifications included replacing BUSN 189 with BUSN 188 and deleting BUSN 89, which affected the MKT AAS, CA, CO-Business Essentials and the CO-Entrepreneurship degree/certificates.

The program's only faculty was on sabbatical in spring 2017 and fall 2017. Therefore, no program actions are being submitted at this time. Her sabbatical research will impact future curriculum changes.

PROGRAM WEBSITE

Has the program recently reviewed its website? Please check the box below that best applies and follow through as needed to keep the program's website up-to-date.

Program faculty/staff have reviewed the website in the past six months, no changes needed.

Program faculty/staff reviewed the website in the past six months and submitted a change request to the College's webmaster on _____ (date).

Program faculty/staff recently reviewed the website as a part of the annual program review process, found that revisions are needed, and will submit a change request to College's webmaster in a timely manner.

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>

PART 2: PROGRAM ACTION PLAN

AY17-18 ACTION PLAN

Provide a detailed narrative discussion of the program's overall action plan for AY17-18, based on analysis of the Program's AY16-17 data and the overall results of course learning outcomes assessments conducted during the AY16-17 review period. This Action Plan should identify the program's specific goals and objectives for AY17-18, and must provide benchmarks or timelines for achieving each goal.

The programs only faculty was on sabbatical in spring 2017 and fall 2017. Therefore, no program actions are being submitted at this time. Her sabbatical research will impact future curriculum changes.

An ongoing effort to 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. This will occur when the program faculty returns from sabbatical (starting in spring 2018).

ACTION ITEMS TO ACCOMPLISH ACTION PLAN

For each Action Item below, describe the strategies, tactics, initiatives, innovations, activities, etc., that the program plans to implement in order to accomplish the goals described in the Action Plan above.

For each Action Item below, discuss how implementing this action will help lead to improvements in student learning and their attainment of the program’s learning outcomes (PLOs).

Action Item 1:

N/A

RESOURCE IMPLICATIONS

NOTE: General “budget asks” are included in the 3-year Comprehensive Review. Budget asks for the following three categories only may be included in the APR: 1) health and safety needs, 2) emergency needs, and/or 3) necessary needs to become compliant with Federal/State laws/regulations.

Provide a brief statement about any implications of or challenges due to the program’s current operating resources.

N/A

BUDGET ASKS

For budget ask in the allowed categories (see above):

Describe the needed item(s) in detail.	N/A
Include estimated cost(s) and timeline(s) for procurement.	N/A

<p>Explain how the item(s) aligns with one or more of the strategic initiatives of <u>2015-2021 Strategic Directions</u>:</p> <p>http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf</p>	<p>N/A</p>
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PART 3: LEARNING OUTCOMES ASSESSMENTS

For all parts of this section, please provide information based on CLO (course learning outcomes) or PLO (program learning outcomes) assessments conducted in AY16-17.

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 (if applicable) from an organization granting certification/accreditation in the program’s industry/profession. If the program/degree/certificate does not have a certifying body, you must submit evidence of the program’s advisory committee’s/board’s recommendations for approval of, and/or participation in the program’s assessment(s).

Please attach copy of industry validation for the year under review.

Courses Assessed

List all program courses assessed during AY16-17, including Initial and “Closing the Loop” assessments.			
Assessed Course Alpha, No., & Title	Semester assessed	CLOs assessed (CLO#s)	PLO alignment (PLO#s)
ECOM 100 Introduction to E-Commerce	S17	1 2 3 4 5 6	1, 2, 7, 8 1, 2, 3, 7,8 2, 7, 8 4, 6 4, 5, 6 7, 8
MKT 130 Principles of Retailing	S17	1 2 3	3, 4, 5 3, 6 7, 8

“Closing the Loop” Assessed Course Alpha, No., & Title	Semester assessed	CLOs assessed (CLO#s)	PLO alignment (PLO#s)
		N/A	

Assessment Strategies

For each course assessed in AY16-17 listed above, provide a brief description of the assessment strategy, including:

- a description of the type of student work or activity assessed (e.g., research paper, lab report, hula performance, etc.);
- a description of how student artefacts were selected for assessment (e.g., the assessment included summative assignments from all students in the course, OR a sample of students’ summative assignments was randomly selected for assessment based on a representative percentage of students in each section of the course);
- a brief discussion of the assessment rubric/scoring guide and the criteria/categories and standards used in the assessment.

Course Alpha/#: ECOM 100

- Group project-PowerPoint presentation with E-commerce website
- All artifacts assessed.
- The evaluation team will consist of one Marketing program faculty and two e-marketing industry members.
- Exceeds expectations-All elements of the assignment are present
- Meets expectations-At least 5 of the required elements are present
- Does not meet expectations-Less than five of the required elements are present in the presentation.
- 70% should meet or exceed expectations.

Course Alpha/#: MKT 130

- Devise marketing campaigns/presentations in a diverse format that are adaptable to different target markets and stakeholders.
- Students simulated opening a retail establishment on their own. Students create a presentation of their research, analysis and proposal for their new store.
- The evaluation team consisted of one Marketing program faculty and two marketing/retail industry members.
- The assignment will be evaluated with the following criteria:
 - Retail strategy designed and properly explained
 - Floor plan logically designed and properly explained

- Store fixtures logically selected and properly explained
- In store displays designed and properly displayed
- Parking lot logically designed and properly explained
- Store’s location logically chosen and properly explained
- Store’s exterior logically designed and properly explained
- Company’s slogan logically created and properly explained
- All artifacts will be collected and assessed.
- Criteria/Rubric
 - Exceeds expectations-All elements of the assignment are present
 - Meets expectations-At least 5 of the required elements are present
 - Does not meet expectations-Less than five of the required elements are present in the presentation.
- 70% should meet or exceed expectations.

Expected Levels of Achievement

For each course assessed in AY16-17 listed above, state the standard (benchmark, goal) for student success for each CLO assessed AND the percentage of students expected to meet that standard for each CLO.

Example: “CLO#1: The standard for student success is that students will answer 80% of the questions on the final exam related to CLO#1 correctly. The expectation is that 85% of students will meet this standard for CLO#1.”

Example: “CLO#4: The standard for student success is that students will be able to perform skills associated with CLO#4 with 80% proficiency. The expectation is that 75% of students will meet this standard for CLO#4.”

Assessed Course Alpha, No., & Title	Assessed CLO#	Standard for Success	% of Students Expected to Meet Standard
ECOM 100 Introduction to E- Commerce	1-6	Exceeds expectations-All elements of the assignment are present Meets expectations-At least 5 of the required elements are present	70%

MKT 130 Principles of Retailing	1-3	Exceeds expectations-All elements of the assignment are present Meets expectations-At least 5 of the required elements are present	70%
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Results of Course Assessments

<p>For each course assessed in AY16-17 listed above, provide:</p> <ul style="list-style-type: none"> • a statement of the quantitative results; • a brief narrative analysis of those results.
<p>Course Alpha/#: ECOM 100 Introduction to E-Commerce</p> <p>With the only program faculty on sabbatical, a lecturer was asked to assist with assessment. The program will attempt to complete the assessment results reports for this course assessed in AY16-17 and will report those results in next year’s Review.</p>
<p>Course Alpha/#: MKT 130 Principles of Retailing</p> <p>With the only program faculty on sabbatical, a lecturer was asked to assist with assessment. The program will attempt to complete the assessment results reports for this course assessed in AY16-17 and will report those results in next year’s Review.</p>

Other Comments

<p>Include any additional information that will help clarify the program’s course assessment results, successes and challenges.</p>
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Assessment Plans were filed in a timely manner for the two courses assessed in AY16-17, but the results are unavailable at this time. The program will attempt to complete these assessments and report the results in the next Annual Program Review.

Discuss, if relevant, a summary of student survey results, CCSSE, e-CAFE, graduate-leaver surveys, special evaluations, or other assessment instruments that are not discussed elsewhere in this report.

None

Next Steps – ASSESSMENT ACTION PLAN for AY17-18

Describe the program’s intended next steps to improve student learning, based on the program’s overall AY16-17 assessment results.

Include any specific strategies, tactics, activities or plans for improvement to program or course curriculum or instructional strategies, or changes in program or course assessment practices.

- When program faculty returns from sabbatical, a review of the assessment results will be conducted.
- The Marketing Program will be re-evaluated and courses re-assessed based on research done by program faculty while on sabbatical leave.

PART 4: ADDITIONAL DATA

Cost Per SSH (to be provided by Admin)

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

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

External Data*

If your program utilizes external licensures, enter:

Number sitting for an exam _____

Number passed _____

***This section applies to NURS only.**

Effectiveness Indicators		Program Year			Effectiveness Health Call
		14-15	15-16	16-17	
17	Successful Completion (Equivalent C or Higher)	86%	88%	95%	Cautionary
18	Withdrawals (Grade = W)	10	6	0	
19	*Persistence Fall to Spring	69.2%	59.3%	58.6%	
19a	Persistence Fall to Fall	39.1%	26.6%	46.4%	
20	*Unduplicated Degrees/Certificates Awarded	33	19	25	
20a	Degrees Awarded	7	2	3	
20b	Certificates of Achievement Awarded	0	0	3	
20c	Advanced Professional Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	48	27	37	
21	External Licensing Exams Passed	Not Reported	N/A	N/A	
22	Transfers to UH 4-yr	3	2	1	
22a	Transfers with credential from program	3	2	1	
22b	Transfers without credential from program	0	0	0	

Distance Education: Completely On-line Classes		Program Year		
		14-15	15-16	16-17
23	Number of Distance Education Classes Taught	6	3	0
24	Enrollments Distance Education Classes	59	18	N/A
25	Fill Rate	33%	20%	N/A
26	Successful Completion (Equivalent C or Higher)	71%	72%	N/A
27	Withdrawals (Grade = W)	4	0	N/A
28	Persistence (Fall to Spring Not Limited to Distance Education)	47%	43%	N/A

Perkins IV Core Indicators 2015-2016		Goal	Actual	Met
29	1P1 Technical Skills Attainment	92.00	84.62	Not Met
30	2P1 Completion	51.00	38.46	Not Met
31	3P1 Student Retention or Transfer	81.00	56.52	Not Met
32	4P1 Student Placement	63.87	58.33	Not Met
33	5P1 Nontraditional Participation	N/A	N/A	N/A
34	5P2 Nontraditional Completion	N/A	N/A	N/A

Performance Measures		Program Year		
		14-15	15-16	16-17
35	Number of Degrees and Certificates	7	4	6
36	Number of Degrees and Certificates Native Hawaiian	2	0	0
37	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
38	Number of Pell Recipients ¹	14	12	2
39	Number of Transfers to UH 4-yr	3	2	1

*Data element used in health call calculation

Last Updated: October 29, 2017

¹PY 16-17; Pell recipients graduates not majors