

# ANNUAL

REPORT OF PROGRAM DATA

# 2023

A photograph of a campus landscape featuring a winding paved path, green grass, and modern buildings in the background. The image is overlaid with a semi-transparent purple filter and a white geometric design consisting of several intersecting lines forming a diamond shape.

UNIVERSITY *of* HAWAI'I

# HAWAI'I

COMMUNITY COLLEGE

**July 1, 2022 through June 30, 2023**

Marketing

## 1. Program or Unit Mission

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This program is designed to directly align students with one of three potential paths upon graduation. Paths include freelance positions in digital design, marketing, or advertising; industry employment; and transfer to a four-year institution. With courses focused on graphic arts, branding, economics, management, marketing, international relations, and a working employment portfolio created and available upon program completion, graduates will be able to apply concepts and strategies directly to the benefit and/or advancement of their professional and/or academic careers.

The Marketing Program targets individuals with an interest in business and its associated topics for purposes of self-development and/or professional employment. This target is further segmented into three categories:

1. Small business owners (current and/or future **entrepreneurs**)
2. Individuals seeking **industry** employment (marketing, management, supervision, graphic design, advertising, etc.)
3. Individuals seeking to continue their academic journey at a four-year institution (**transfer**)

These segments were created in response to feedback received from industry experts as well as from students through over ten years of classroom interactions. Students who are uncertain about whether or not to continue their education can postpone that decision without losing credits, time, or value. They can also return to that decision later in life if their academic or professional plans change. Students who are interested in opening a small business (whether freelance, online, or brick-and-mortar) will have the option to also be able to successfully perform in available industry positions while obtaining the financing needed to develop and strengthen their small business(es). Students interested in working immediately upon graduation will be equipped with the option to successfully do so (assuming hire in relevant industry positions) with the expanded option of opening a business later in life or transferring credits earned to a four-year institution if academic and/or professional plans change.

The goal of the Marketing Program is to maximize value, provide opportunities, and allow for life changes and flexibility in and for students while minimizing risks associated with financial investments that no longer align with professional and/or academic plans. Students are expected to have their needs and preferences change over time. The Marketing Program is dedicated to providing its students with a collection of courses curated (and in the case of MKT 233 and MGT 234, created) specifically to ensure that they can do just that. Successful completion of the program will continue to provide returns throughout the professional lives of students and present opportunities that will assist with the navigation of, in, and through a multitude of economic conditions and/or environments.

## **2. Program Student Learning Outcomes or Unit/Service Outcomes**

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The Marketing Program's revised program learning outcomes (PLOs) were officially approved in Fall 2023. Assessments conducted prior to the official approval were done using the program's previous learning outcomes. Both have been presented for reference below.

### **Program Learning Outcomes (no longer being utilized as of Fall 2023)**

1. Synthesize principles and concepts of marketing in developing a marketing plan.
2. Develop responsive marketing campaigns that adapt to both foreign and domestic markets.
3. Demonstrate an in-depth understanding of the marketing and management environment of Hawaii and offer innovative ideas to develop and sustain said environment.
4. Develop current technological skills and be able to utilize said skills in a simulated business environment.
5. Communicate an in depth understanding of the diverse needs of the international market through the creation of culturally responsive management plans.
6. Demonstrate the ability to effectively communicate with a global audience.
7. Design an active portfolio that demonstrates an in-depth understanding of the advertising up to and including the proper use of color, graphic design, and digital audio production.
8. Develop solutions that demonstrate the successful navigation of the current financial and legal business environment.

### **Program Learning Outcomes (approved and effective as of Fall 2023)**

1. Develop responsive marketing campaigns that adapt to both foreign and domestic markets.
2. Demonstrate an in-depth understanding of the marketing and management environment of Hawaii and offer innovative ideas to develop and sustain said environment.
3. Develop current technological skills and be able to utilize said skills in a simulated business environment.
4. Communicate an in-depth understanding of the diverse needs of the international market through the creation of culturally responsive management plans.
5. Demonstrate the ability to effectively communicate with a global audience.
6. Design an active portfolio that demonstrate an in-depth understanding of the principles of advertising up to and including the proper use of color, graphic design, and digital audio production.
7. Develop solutions that demonstrate the successful navigation of the current financial and legal business environment.

### **Fall 2022 Assessment – MGT 124 PLO 8**

Fall 2022 had an initial assessment planned for MGT 124 which focused on PLO 8: *Develop solutions that demonstrate the successful navigation of the current financial and legal business environment.* The assessment consisted of a simulated applicant interview which required that students record themselves interviewing an individual applying for a position with which the

student had created a job description, job specification, and interview questions for in the preceding weeks. Students were graded based on their ability to appropriately greet, interview, and inform applicants of their hiring decision while strictly adhering to all requirements stipulated in, by, and through current employment law. Maximum score was set at 100 points and a rubric was the scoring method utilized.

Eighty percent of students were expected to meet standards (or earn 80 points or higher). Students exceeded expectations with 22 scoring at or above 90 points. One student did not meet standards scoring a zero for nonparticipation. This is the second time that the applicant interview assignment was done online and the first time that the assignment was assessed. Changes that have been implemented based on this assessment include the addition of a supplemental document (having the job description and specification with them at the interview to be able to simulate reviewing said documents with the applicant) and an appropriate settings requirement. These requirements were added to further align with actual industry expectations for managers tasked with interviewing potential applicants.

### **Spring 2023 Assessment – BLAW 200 PLO 3**

Spring 2023 had a closing the loop assessment planned for BLAW 200 which focused on PLO 3: *Demonstrate an in-depth understanding of the marketing and management environment of Hawaii and offer innovative ideas to develop and sustain said environment.* The assessment was changed to an initial in response to the course being cancelled in the previous term. Students were tasked with researching and reporting on a company that successfully utilized dispute resolution to solve a legal problem outside of the courtroom. Students were required to share the issue, present the solution utilized, and provide an alternative method of resolution that may have worked better for all involved. Maximum score was set at 100 points and a rubric was the scoring method utilized.

Reports were to be drafted in Word with a slideshow supplement added for the summarized presentation. Eighty percent of students were expected to meet standards (or earn 80 points or higher). Students exceeded expectations with 9 scoring at or above 90 points. One student did not meet standards scoring a zero for nonparticipation. Students did an excellent job finding relevant case studies and analyzing said case studies to determine the method of dispute resolution utilized. They were able to use the material presented in the associated week's module to determine the success and/or failure of a particular selected method and explained clearly why the method worked or what could have been done to make it work better (depending on the analysis/situation). The challenge with this assignment was the similarity in case examples. The proposed solution to be implemented in Spring 2024 is to research cases on ADR (alternative dispute resolution) and have said cases ready to assign to students prior to releasing the assignment.

## **3. Analysis of the Program/Unit**

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### [UHCC Annual Report of Program Data \(VARPD\)](#)

**Demand:** The amount of new and replacement positions has remained constant at sixty-one. The number of majors has also remained constant at thirteen. There was an increase in the number of

Native Hawaiian majors (from 2 to 4) and an increase in the total number of courses taught (from 4 to 6). This shows a consistent and positive response to the requirements of the new version of the Marketing Program with students declaring and remaining in and through the new programs launch as well as its brand-new asynchronous modality. These numbers will be closely monitored to ensure an eventual increase in number of majors.

**Efficiency:** Class fill rates have decreased from 94% to 67.1 percent. While the reported fill rate may be lower than the 2021-22 fill rate, it is higher than the 2018-19, 2019-20, and 2020-21 fill rates by 30.3%, 22.6%, and 5.6% respectively. These fluctuations are likely due to the course deletions and additions required of and for the new version of the Program which launched in 2020. The decrease in fill rates realized between 2021-22 and 2022-23 of 26.9% aligns with the addition of the MKT 233 and MGT 234 courses that were taught for the first time in Spring 2023.

These courses act as capstone courses aimed at testing the knowledge and skills of students who are close to program completion. Because the new version of the Program launched in Fall 2020 (with various stop out dates for the affected courses depending on student needs), there wasn't a large number of students who were able to meet the prerequisite requirements of the new courses. This resulted in smaller class sizes for and in both MKT 233 and MGT 234 which greatly decreased the Program's overall fill rate percentage. Fill rates will likely increase as Program majors continue to move through the new version of the program accumulating the courses needed to meet prerequisite requirements.

**Effectiveness:** Fall to Spring persistence levels have increased by 3% moving from 50% to 53% and the number of unduplicated degrees awarded have decreased from 27 to seven. This decrease is a direct reflection of the stopping out of the previous version of the Program and its associated Certificates of Competence. This is made evident by the decrease in "other certificates awarded" (from 26 to six). The Program is currently creating new Certificates of Competence that will offset this decrease while working to increase persistence levels through incentivization.

Enrollment in DE courses have continued to increase moving from 94 to 104 and successful completion rates have also increased moving from 78% to 80 percent. All Perkins indicators were met (and exceeded) and it is projected that this will remain moving forward as the recently launched program changes were curated with said indicators in mind.

## 4. Action Plan

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The Marketing Program's objective over the past four years has been to successfully curate a schedule aimed at improving class fill rates, student persistence rates, graduation rates, and 4-yr-UH transfer rates with the goal of improved overall program health. Specific focus remains on increasing fall to spring persistence rates and offsetting the decrease in unduplicated degrees/certificates awarded through the creation of Certificates of Competence.

Methods currently in place aimed at achieving the goals of increased persistence rates, increased completion/graduation rates, and increased unduplicated degrees/certificates awarded were

introduced in the [Marketing Program's 2021 Comprehensive Review](#) and partially updated in the [Marketing Program's 2022 Annual Report of Program Data](#). Remaining goals are listed below.

1. The creation of specialized Certificates of Competency that can either be earned and awarded as students progress through the program towards degree or CA achievement, or specifically sought and pursued as independent certificates. Certificates will be developed in Spring 2022 and proposed in Fall 2022 with a planned official launch date of Fall 2023. This goal ties directly into the Program's overall goal of increased persistence and graduation rates.

**Update:** Certificates have been created and will be officially proposed in Spring 2024.

2. The updating of the Marketing Program's new Program Learning Outcomes on the Hawai'i Community College webpage, in Kualī, and in Campus Labs (the old PLOs currently remain in and on those particular sites). Contact will be made with the appropriate individuals in Fall 2021 with updates completed by Spring 2022.

**Update:** The revised PLOs were approved in Fall 2023 and communications can begin to ensure that the new PLOs appear in all appropriate areas with a completion date of Spring 2024.

3. The updating of Course, Program, and Institutional Learning Outcome alignments with the new Program Learning Outcomes, the new courses, and the recently revised and updated Institutional Learning Outcomes in all relevant locations (Campus Labs, Kualī, etc.). Alignment updates will be communicated to the appropriate individuals by Spring 2022.

**Update:** The revised PLOs were approved in Fall 2023. All communication/posting of PLOs and its associated alignments will be updated utilizing appropriate channels by Spring 2024.

4. The processing of the updated five-year assessment plan and its successful upload to Campus Labs. Contact was made in Fall 2021 and edits, acceptance, and official posting in Campus Labs is projected to be completed by Spring 2022.

**Update:** With the delay in PLO approval, official posting is postponed until Spring 2024.

All other objectives/goals have been met.

The goals and objectives listed in this action plan will work to monitor, assess, and improve revised program offerings and directly serve the mission of the College while assisting it in the fulfillment of its Strategic Plan (specifically HGI). A successful program will result in graduates that are ready to either enter the workforce or continue their education by transferring to a four-year institution. This directly aligns with the College's mission of "pursuing academic achievement and workforce readiness." It also directly aligns with the Hawaii Graduation Initiative by increasing the

educational capital of the state through the increased participation and completion of students focusing specifically on preparing students for success in the workforce and their communities.

\*The action plan may be amended based on new initiatives, updated data, or unforeseen external factors between now and the next Annual and/or Comprehensive Review.

## 5. Resource Implications

### Special Resource Requests **not included in operating "B" budget \***

☒ **I am NOT requesting additional resources for my program/unit.**

☐ **I AM requesting additional resource(s) for my program/unit.**

**Total number of items being requested:** \_\_\_\_\_ (4 items max.)

✓ **Item Description:**

✓ **Justification:**

✓ **Priority Criteria** (must meet at least one of the following):

1. Ensure compliance with mandates and requirements such as laws and regulations, executive orders, board mandates, agreements and contracts and accreditation requirements.
2. Address and/or mitigate issues of liability, including ensuring the health, safety and security of our Kauhale.
3. Expand our commitment to serving all segments of our Hawaii Island community through Pālanui and satellite centers
4. Address aging infrastructure.
5. Continue efforts to promote integrated student support in closing educational gaps.
6. Leverage resources, investments with returns, or scaling opportunities
7. Promote professional development.

CATEGORY	Category-Specific Information Needed			
<b>Equipment</b>	Estimated Date Needed	Quantity / Number of Units; Cost per Unit	Total Cost (with S&H, tax)	On Inventory List (Y/N); Decal #, Reason replacing
<b>Facilities Modification</b>	Estimated Date Needed	Total Cost	Monthly/Yearly Recurring Costs	Utilities Required
<b>Personnel Resource</b>	Estimated Date Needed	FTE; Position Type; Position Title	Estimated Salary	Was an Existing Position Abolished? (Y/N); Position #