

UNIVERSITY OF HAWAII COMMUNITY COLLEGES  
ANNUAL INSTRUCTIONAL PROGRAM REVIEW  
PROCEDURES, COMPONENTS, AND MEASURES

**Marketing**

**Introduction: Program Mission Statement and brief description of the program including a listing of program level student learning outcomes.**

**Program Mission Statement:** The Marketing Program is designed for students planning a career in the field of merchandising/marketing.

**Program Description:** The competency-based curriculum is designed to prepare students for positions such as, but not limited to: sales associate, stock clerk, display person, account assistant, assistant buyer, marketing assistant, assistant manager, and to provide basic training for possible advancement into management positions.

**Program Level Student Learning Outcomes:**

1. Synthesize principles and concepts of marketing to develop a marketing plan.
2. Devise marketing campaigns/presentations in diverse formats that are adaptable to different target markets and stakeholders.
3. Use customer relationship management strategies within any business or retail organization.
4. Use management and organizational behavior principles and skills for any marketing occupation.
5. Develop the ability to think strategically as an individual and effective team member.
6. Demonstrate work attitude and appearance consistent with professional practices.
7. Develop and retain current technology skills and the ability to utilize those skills in real world situations.
8. Develop an evolutionary understanding of globalization and the technological advancements associated with the dynamic business environment.

## Part I. Quantitative Indicators for Program Review

Demand Indicators		Fall of Year			Demand Health Unhealthy
		2005	2006	2007	
1	New & Replacement Positions (State)	28	28	21	
2	New & Replacement Positions (County)	3	3	2	
3	Number of Majors	35	39	39	
4	SSH Program Majors in Program Classes	171	217	169	
5	SSH Non-Majors in Program Classes	267	210	243	
6	SSH in All Program Classes	438	427	412	
7	FTE Enrollment in Program Classes	29.20	28.47	27.47	
8	Number of Sections Taught	11	10	11	

Efficiency Indicators		Fall of Year			Efficiency Health Cautionary
		2005	2006	2007	
10	Average Class Size	13.27	14.30	12.55	
11	Fill Rate	51.59	58.61	61.33	
12	FTE BOR Appointed Faculty	1.00	1.00	1.00	
13	Majors / FTE BOR Appointed Faculty	35.00	39.00	39.00	
14	Majors / Analytic FTE Faculty	16.91	21.67	21.67	
15	Program Budget Allocation	\$99,464.10	\$86,848.00	\$90,522.00	
16	Cost per SSH	\$227.09	\$203.39	\$219.71	
17	Number of Low-Enrolled (<10) Sections	2	2	5	

Effectiveness Indicators		Fall of Year			Effectiveness Health Cautionary
		2005	2006	2007	
19	Persistence (Fall to Spring)	68.57	76.92	69.23	
20a	Number of Degrees Earned (Annual)*	3	6	5	
20b	Number of Certificates of Achievement Earned (Annual)*	0	1	1	
21	Number Transferring (to UHM, UHH, UHWO)	0	0	0	
Perkins - Campus Actual **					
22	1P1 Academic Achievement	45.45	88.89	80	
23	1P2 Vocational Achievement	81.82	90	90	
24	2P1 Completion	27.27	70	50	
25	3P1 Placement Employment/Education	80	100	57.14	
26	3P2 Retention Employment	100	100	100	

27	4P1 Non Traditional Participation	0	0	N/A	<b>Effectiveness Health Cautionary</b>
28	4P2 Non Traditional Completion	0	0	N/A	
Perkins - State Standards **					
22	1P1 Academic Achievement	81.81	81.92	81.87	
23	1P2 Vocational Achievement	90.00	90.00	90.42	
24	2P1 Completion	36.00	37.33	38.17	
25	3P1 Placement Employment/Education	71.00	71.72	71.07	
26	3P2 Retention Employment	90.00	92.00	92.00	
27	4P1 Non Traditional Participation	14.81	14.60	14.60	
28	4P2 Non Traditional Completion	12.86	12.73	12.19	
29	Faculty FTE Workload	2.07	1.8	1.8	

<b>Overall Program Health</b>	<b>Cautionary</b>
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\*All degrees and certificates are counted based on fiscal year.

\*\* Perkins data are for CTE programs only. From report on 2006-2007 Perkins activity year

## Part II. Analysis of the Program

### ***Strengths and weaknesses in terms of demand, efficiency, and effectiveness based on an analysis of data.***

Based upon analysis of the demand, efficiency, and effectiveness data, it would appear that a primary strength of the Marketing Program is its relative consistency over the past three academic years. The vast majority of the statistics for each data element have remained relatively stable from year to year. And based upon the statistics in each data element for the previous years, the Marketing Program was deemed to have a “healthy” status in each category as well as for the overall program health.

However and despite the data elements remaining relatively unchanged, the health status of all categories were lower for this review in comparison to previous reviews apparently due to the manner in which the health indicators were determined or calculated for this annual review. Previously, the new and replacement positions for both the state and county were annual figures while the current figures are based upon just the fall of each year. And based upon this change and/or manner in which the Demand Health status is determined, the current Demand Health has been deemed to be “unhealthy”.

This “unhealthy” status is based upon 39 declared majors and only two new/replacement positions for the county in Fall 2007 which results in approximately 20 students available/being prepared for each of the two positions. Although not used to determine Demand Health, new/replacement positions for the state in Fall 2007 is stated to be 21 that would result in approximately 1.9 students for each new/replacement position and would fall within the “healthy” range for Demand Health. And if combining both state and county new/replacement positions, the ratio would be approximately 1.7 for each new/replacement position resulting in the ratio to fall in the “healthy” range for the Demand Health category.

For one, if the state position count is not used to determine the status of any indicator, it seems unnecessary to include with the other data elements. Secondly, whether state or county, the data appears to be incorrect...especially given the annual numbers provided previously and

based upon the reality that specific occupations within the Marketing field vary greatly. It appears those who provided the new/replacement numbers probably did not take into account the variety of occupations falling under the Marketing “umbrella”.

Furthermore, in previous years, the annual new and replacement position numbers for the state was 804 and 15 for the county. The data provided this and previous years are 28 and three respectively for Fall 2005 and Fall 2006. It just cannot be that great a difference simply by looking at fall positions in comparison to other “seasons” or quarters. If so, the fall figures should be higher since many businesses and especially those in retail, hire seasonal help. The bottom line is the figures for new and replacement positions for the state and county provided cannot be accurate and likely due to excluding many occupations that are within the Marketing field and for which the Marketing Program prepares students.

However, without accurate numbers of new/replacement positions, it is extremely difficult to nearly impossible to accurately determine the status of the Demand Health category.

One Demand indicator that has shown a noticeable decline in Fall 2007 is in the student semester hours for program majors. However, that was offset by a significant increase in student semester hours by non-program majors. The average class size and fill rate have remained relatively constant so the drop in student semester hours by program majors and corresponding increase by non-program majors is likely due to students not declaring Marketing as their major in a timely manner. The total number of Marketing majors remained exactly the same at 39 in Fall 2006 and Fall 2007.

The average class size was just slightly lower in Fall 2007, but the class fill rate was almost 3% higher. This was probably due to an additional section of a Marketing class scheduled in a classroom with a lower enrollment capacity.

The cost per student semester hour appears to be in line with other programs in the division. However, the accuracy and reliability of the data are questionable since there appears to be difficulty differentiating between Marketing and Cisco Networking Academy courses since the one full-time Marketing instructor has been conducting both marketing and academy courses.

The Efficiency Health status is stated to be “cautionary” based upon the ratio of program majors to BOR faculty of 39. A ratio between 15 and 35 is deemed to be “healthy” so this indicator is only slightly above the level to be deemed “healthy”.

One Effectiveness Health indicator used to determine the status of this category is the ratio of number of degrees earned to the number of program majors which is about 15.4% and barely above the 15% mark equal to an “unhealthy” status. It is noted that in the future, the degrees earned will be unduplicated, but using the total number of program majors may not be the more appropriate either.

Included in the total number of program majors are those who have entered for the first time or are in the middle of their coursework. Perhaps a better measure of effectiveness may be the number of students earning a certificate/degree within a year for a certificate and within two years or five semesters for a degree. And it also seems that effectiveness cannot only be measured or determined strictly by the academic credentials earned.

One weakness of the Marketing Program may be the number of academic credentials earned in relation to persistence and number of majors. With persistence rate and number of majors being relatively high, the number of students earning an academic credential appears to be disproportionately low. There could be a number of reasons for the low number of graduates,

but since a specific study or survey has not been conducted, the possible reasons cited below would be purely speculative and based upon anecdotal evidence.

- Students may have obtained gainful employment prior to graduation.
- Marketing program requirement changes and higher expectations from students.
- Students may have changed majors or transferred to a four-year institution.
- Students may have chosen to double-major prior to graduation.

Although it was previously stated that the persistence rate was deemed to be relatively high, the Fall 2007 figure of 69.23% falls within the 60% to 74% “cautionary” status. While this may be considered a weakness to an extent, there were changes to the Marketing curriculum that could have affected the persistence rate. In the last several years, there were modifications that involved changing course numbers and content to the 100-plus level which increased expectations and performance levels and could have had an impact on student retention.

The overall program health status has been deemed “cautionary”, but that status appears to be based upon the somewhat questionable manner in which various indicators for certain health categories were determined. However and disregarding how the indicators were determined, other than the Demand Health that was deemed to be “unhealthy”, the Efficiency and Effectiveness Health indicators were only slightly away from what would have been considered “healthy”. Therefore, the Marketing Program is viable though there is always room for improvement regardless of the overall status of the program or status of each health category.

### **Part III. Action plan**

Work to integrate or incorporate the (Perkins) Instructional Program Assessment Plan for Learning Outcomes into the continued review, development, and assessment of the Marketing Program.

Continue to keep the program current with the needs of industry and employers by making appropriate program and course modifications as well as with topics class offerings.

While an official Retail Management certificate and/or degree may not be established in the coming year, a more concerted effort may be made to publicize or specifically offer a series of the WAFC endorsed courses and work with Leeward Community College to confer the associated academic credentials. (WAFC does not require an academic credential to be associated with the endorsed courses though it is preferred.)

Assuming the plan to hire a full-time Marketing instructor is successful, recruitment efforts at respective high schools and other activities that can be conducted should help to better publicize and attract students to the Marketing Program.

### **Part IV. Resource Implications (physical, human, financial)**

Items in the action plan other than hiring a full-time Marketing Instructor are essentially non-cost items and expected to be carried out as part of the normal duties and responsibilities of the designated Marketing program faculty. The salary for the full-time instructor and other normal annual operating expenses for the coming year would likely include the following items whose cost would be covered with general funds and as part of the normal division budget:

- Full-time instructor (\$40,000)
- Printer/copy paper (\$100).
- Laser printer supplies (\$150).

- Professional development activities for two people (\$1,000).
- Upgrade of Web design and related software (\$2,500).