

# **HAWAI`I COMMUNITY COLLEGE PROGRAM REVIEW REPORT**

## **ASSOCIATE OF APPLIED SCIENCE DEGREE – MARKETING CERTIFICATE OF ACHIEVEMENT - MARKETING**

**December 2, 2009**

**Assessment Period: July 1, 2006 to June 30, 2009**

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*Program Review at Hawai'i 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 Student Learning Outcomes is embedded in this ongoing systematic assessment. Reviewed by a college wide process, the Program Reviews are available to the college and community at large to enhance communication and public accountability.*

**HAWAII COMMUNITY COLLEGE**  
**Associate of Applied Science Degree – Marketing**  
**Certificate of Achievement – Marketing**

**A. Program Effectiveness**

1. The Marketing program at Hawaii Community College has developed over the past few years in response to the increased demand of the community. In an environment heavily focused on tourism, hospitality, and entrepreneurship businesses on the Big Island are requiring that employees be educated in the fields of sales, marketing, and customer service to a greater degree than ever before. This demand has been met with a dynamically changing marketing curriculum developed in direct response to the ever changing field, trends, and needs of business. Tying directly into the Hawaii Community College mission statement, the Marketing program remains in active communication with the community responding in real time with changes that will benefit and advance both students and businesses.

The increased demand for work life balance and the threat of an unstable economy has also inadvertently pushed a majority of individuals into entrepreneurial roles. These individuals express the dire need to be able to properly communicate their product or service offerings to the community in order to build a presence and obtain sustainable income. They are entering into the Marketing program in large numbers understanding that without the proper tools of communication provided through numerous marketing support functions their businesses will have a difficult time surviving through the dynamic cyclical changes common to the industry. Providing individuals with the information and tools necessary to properly address and meet the needs of potential customers builds confidence, increases independence, and produces the innovation and financial stability both needed and desired by the community and the world at large.

The Marketing program at Hawaii Community College continues to provide individuals with the tools and information required to succeed in the industry. Whether for profit, nonprofit, internet, or brick and mortar every sector requires the ability to communicate with the marketplace. Any defect in communication can result in lost customers, lost profits, and an eventual loss of business. Businesses cannot survive without proper communication and proper communication cannot exist without proper training. That is the focus of the training and education provided by the Marketing program at Hawaii Community College.

See Program Map - **Appendix A.**

2. See Program's Current Assessment Plan - **Appendix B.**
3. As a result of a review of the program (eg courses, curricula, and assessment plan results, economic impacts, community needs etc.) summarize what changed have been made and why.

Based on the dynamic changes currently taking place in the industry and the developing needs of the community the Marketing program has undergone a few important changes in curriculum and personnel. Some of the changes include:

- The hiring of a new full time Marketing Instructor increasing dedicated faculty from one to two full time instructors
- The introduction of a number of 100 level courses
- The addition of new courses

Discussions with the Program Evaluation team have led to a number of program changes as well. These changes include:

- The addition of a new course, MKT 130 Retail Management in response to the increased demand for retail experience in the workplace
- Partnership with Waiakea High School Marketing students
- Partnership with the Small Business Development Center
- Partnership with the University of Hawaii Graphics and Design Department.

It is the goal of the Marketing department to have these collaborations bring in a higher level of real world experience. These collaborations will also assist in resume formation and job placement upon graduation.

See Assessment Results Template – **Appendix C**

#### 4. Program Strengths and Weaknesses

##### **a. Analysis of data elements (see Table 5) – demand, efficiency, and effectiveness**

According to the Annual Report of Program Data for Marketing, demand for Marketing positions have decreased over the past three years. The number of marketing majors has also decreased as well as the amount of FTE enrollment in program classes. As a result demand health was rated “unhealthy”.

Efficiency health was rated as “healthy” with increases in average class size and fill rate and decreases in cost per SSH and number of low enrolled classes. Despite the increases in persistence (fall to spring), number of degrees awarded, and certificates of achievement awarded the category of effectiveness health was rated as “cautionary.” This rating is due to the lack of data in the categories of successful completion, withdrawals, and unduplicated degrees in the 2006 and 2007 academic years. In effect overall Program health was also rated as “cautionary” reflecting the effects of the incomplete data present in the report.

##### **b. Perceptions of the use of the program’s assessment results of Program Learning Outcomes (PLO’s)**

The (Perkins) Instructional Program Learning Outcomes have been integrated within annual program reviews, and evaluations of selected artifacts have taken place in Spring 2009 and Fall 2009. To date nothing specific has come up to warrant any particular change to the overall Marketing Program or its courses. This may be due to the limited number of evaluations conducted and artifacts assessed.

As more artifacts are evaluated beneficial results of greater value will more than likely arise allowing the opportunity for program improvements if specific items clearly indicate a weakness with the program or

signals the need for further development, modification or improvement in various related program aspects.

### **Program Strengths**

- S1 Its potential to be an activity based program of excellence with a comprehensive advisory council
- S2 Two dedicated full time faculty members experienced in the industry
- S3 Dynamic curriculum focused on the changing needs of the community
- S4 Its integration of 100 level and under 100 level courses

### **Program Weaknesses**

- W1 Misrepresentation of employment opportunities for students who attain a degree or certificate in Marketing
- W2 A small advisory council
- W3 Lack of program awareness and curriculum offerings
- W4 Lack of program and course SLO assessment

### **c. Program Progress since Last Assessment**

Progress made in the goals set in the previous Comprehensive Program review includes but is not limited to:

- The continuous preparation of students for employment in sales, promotions, management, and other marketing related positions as well as general business related positions
- The continuous development of individuals with moral and ethical integrity that society requires to pass the ideal's and heritage on to future generations
- The continuous fostering of the creative talents of students
- Developmental assistance with verbal and written communication skills, quantitative skills, strategic and critical thinking skills, and intellectual tolerance
- Providing continuous in-service training opportunities to develop the skills of professionals in the community and providing service to non-majors seeking additional skills
- Providing continuous support in the form of advice and counsel to students on both a formal and informal basis

**d. Program goals/plans for the next Comprehensive Review period**

- Increase in number of students enrolled in the Marketing program through consistent faculty support and student development
- Increase in the amount and participation level of the Advisory Counsel
- Increase the number of students graduating with an AAS or Certificate of Achievement
- Develop tighter connections with community organizations
- Build confidence and self-esteem in students to help them complete their coursework and gain sustainable employment

What evidence supports these goals/plans?

- The number of faculty to majors reported in the Program Health Quantitative data is just slightly less than 2.0 indicating the potential for an increase in the amount of Marketing majors.
- The Marketing Program Advisory Council meets once a year. This may not be enough to allow for sufficient input or to keep up with program changes, developments, and plans.
- The Program Health Effectiveness data indicating the number of “completers” in relation to the number of majors is relatively low and could be improved significantly. Similarly, persistence rates could be improved as well.

**B. Action Plan for Program Improvement**

**Complete Tables 1-4 to provide justification for program budget requests**

**Table 1—Top 6 Non-Cost Items** (add rows as needed; examples given in *italics*)

Task:	Academic yr.	Who is responsible	Justifications	
			Best Fits which ADP Goal*	Addresses which strength or weakness
<i>1. Survey graduates</i>	<i>2010 - 2011</i>	<i>Program Coord.</i>	<i>A, D</i>	<i>S1, W4</i>
<i>2. Use survey results to determine better strategies for student attraction</i>	<i>Fall 2012</i>	<i>Program Coord.</i>	<i>D</i>	<i>S1, W1, W3</i>
<i>3. Network with Advisory Council members to build stronger relationships and find new members</i>	<i>Spring 2010</i>	<i>Program Coord.</i>	<i>B, C</i>	<i>S2, S3, W1, W2</i>
<i>4. Survey non</i>	<i>Spring 2012</i>	<i>Program</i>	<i>D</i>	<i>W1, W3</i>

<i>marketing students</i>		<i>Coord.</i>		
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**Key to abbreviations:**

\*ADP Goals are: A, B, C, D, E

Strengths/Weaknesses are numbered (S1, S2... W1, W2...--from A.4.)

**Table 2 —Top 6 Cost Items** (add rows as needed; examples given in *italics*)

Task:	Academic Yr.	Who is responsible	\$ amount & budget category Except R/M	Justifications	
				Best fits which ADPGoal*	Addresses which strength or weakness
<i>1. Program review stipends</i>	<i>Spring 2010</i>	<i>Program Coord.</i>	<i>\$20K, S1x</i>	<i>A, B, C</i>	<i>W2, W3</i>

**Key to abbreviations:**

\*ADP Goals are: A, B, C, D, E

Budget Categories: P=Personnel; S1x=Program Review Special Fund;

SE=Supplies Enhanced; Eq=Equipment

Strengths/Weaknesses are numbered (S1, S2, S3, W1, W2, W3—from A.4)

**Table 3.--Repair and Maintenance**

Nature of Problem	Describe Location: e.g. Building(s) & Room(s)
None	

**Table 4—Equipment Depreciation, if applicable** (add rows as needed; examples given in *italics*)

Program Assigned Equipment (E) and Controlled Property (CP) (List in order of chronological depreciation date)	Category: CP or E	Expected Depreciation Date	Estimated Replacement Cost
<i>None</i>			

**Key to abbreviations:**

CP=Controlled Property w/item value \$1K-\$5K

E=equipment w/item value >\$5K;

Annual Report of Program Data for Marketing  
Hawaii Community College Program Major(s): MKT

<b>Overall Program Health</b>					<b>Cautionary</b>
<b>Demand Indicators</b>					<b>Demand Health Unhealthy</b>
		<b>Academic Year</b>			
		<b>Fall 06</b>	<b>Fall 07</b>	<b>08-09</b>	
1	New & Replacement Positions (State)	28	21	2,366	
2	New & Replacement Positions (County Prorated)	3	2	98	
3	Number of Majors	39	39	30	
4	SSH Program Majors in Program Classes	217	169	221	
5	SSH Non-Majors in Program Classes	210	243	443	
6	SSH in All Program Classes	427	412	664	
7	FTE Enrollment in Program Classes	28	27	22	
8	Total Number of Classes Taught	10	11	15	
<b>Efficiency Indicators</b>					<b>Efficiency Health Healthy</b>
		<b>Academic Year</b>			
		<b>Fall 06</b>	<b>Fall 07</b>	<b>08-09</b>	
9	Average Class Size	14.3	12.6	15.4	
10	Fill Rate	59%	61%	76%	
11	FTE BOR Appointed Faculty	1.0	1.0	1.7	
12	Majors to FTE BOR Appointed Faculty	39.0	39.0	17.5	
13	Majors to Analytic FTE Faculty	21.7	21.7	20.4	
13a	Analytic FTE Faculty	1.8	1.8	1.4	
14	Overall Program Budget Allocation	\$86,848	\$90,522	\$76,013	
14a	General Funded Budget Allocation	n/a	n/a	\$76,013	
14b	Special/Federal Budget Allocation	n/a	n/a	\$0	
15	Cost per SSH	\$203.39	\$219.71	\$114.48	
16	Number of Low-Enrolled (<10) Classes	2	5	3	
<b>Effectiveness Indicators</b>					
		<b>Academic Year</b>			
		<b>2006</b>	<b>2007</b>	<b>08-09</b>	
17	Successful Completion (Equivalent C or Higher)	n/a	n/a	83%	
18	Withdrawals (Grade = W)	n/a	n/a	9	
19	Persistence (Fall to Spring)	77%	69%	72%	

20	Unduplicated Degrees/Certificates Awarded	n/a	n/a	9	<b>Effectiveness Health Cautionary</b>
20a	Number of Degrees Awarded	6	5	7	
20b	Certificates of Achievement Awarded	1	1	2	
20c	Academic Subject Certificates Awarded	n/a	n/a	0	
20d	Other Certificates Awarded	n/a	n/a	0	
21	Transfers to UH 4-yr	0	0	0	
21a	Transfers with degree from program	n/a	n/a	0	
21b	Transfers without degree from program	n/a	n/a	0	

C/P denotes that the measure is provided by the college, if necessary.

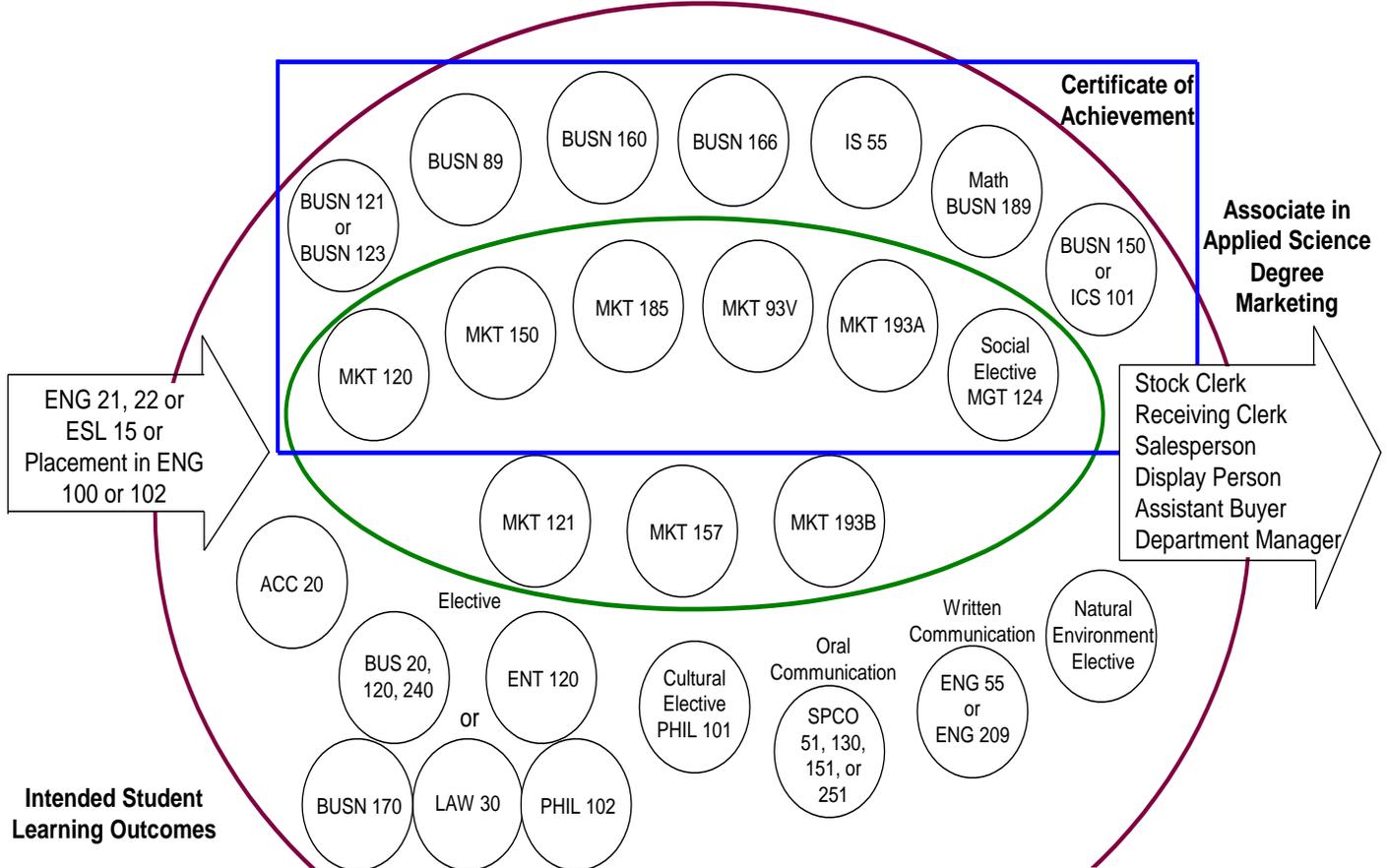
Data current as of: 8/19/2009 - 3:30:PM

Distance Education Completely On-line Classes		Academic Year		
		Fall 06	Fall 07	08-09
22	Number of Distance Education Classes Taught	n/a	n/a	0
23	Enrollment Distance Education Classes	n/a	n/a	0
24	Fill Rate	n/a	n/a	0%
25	Successful Completion (Equivalent C or Higher)	n/a	n/a	0
26	Withdrawals (Grade = W)	n/a	n/a	0
27	Persistence (Fall to Spring Not Limited to Distance Education)	n/a	n/a	0%
<b>Perkins IV Core Indicators</b>				
<b>Perkins IV Measures 2007-2008</b>		<b>Goal</b>	<b>Actual</b>	<b>Met</b>
28	1P1 Technical Skills Attainment	90.00	93.33	Met
29	2P1 Completion	44.00	53.33	Met
30	3P1 Student Retention or Transfer	55.00	70.37	Met
31	4P1 Student Placement	50.00	20	Did Not
32	5P1 Nontraditional Participation	25.00	n/a	n/a
33	5P2 Nontraditional Completion	25.00	n/a	n/a
Distance Education Completely On-line Classes		Academic Year		
		Fall 06	Fall 07	08-09
22	Number of Distance Education Classes Taught	n/a	n/a	0
23	Enrollment Distance Education Classes	n/a	n/a	0
24	Fill Rate	n/a	n/a	0%
25	Successful Completion (Equivalent C or Higher)	n/a	n/a	0
26	Withdrawals (Grade = W)	n/a	n/a	0
27	Persistence (Fall to Spring Not Limited to Distance Education)	n/a	n/a	0%
<b>Perkins IV Core Indicators</b>				
<b>Perkins IV Measures 2007-2008</b>		<b>Goal</b>	<b>Actual</b>	<b>Met</b>
28	1P1 Technical Skills Attainment	90.00	93.33	Met
29	2P1 Completion	44.00	53.33	Met

<b>30</b>	<b>3P1 Student Retention or Transfer</b>	55.00	70.37	Met	
<b>31</b>	<b>4P1 Student Placement</b>	50.00	20	Did Not	
<b>32</b>	<b>5P1 Nontraditional Participation</b>	25.00	n/a	n/a	
<b>33</b>	<b>5P2 Nontraditional Completion</b>	25.00	n/a	n/a	

C. Table 5 – Data Elements

Appendix A  
Marketing Program Map  
2008 - 2009



**Intended 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.

**Appendix B  
Program Assessment Plan**

**Hawai'i Community College  
Instructional Program Assessment Plan for Learning Outcomes  
Associate in Applied Science Degree – Marketing**

**Semester:** Spring 2009

**Student Learning Outcome (program level) for Assessment\* (taken from Appendix):** Synthesize principles and concepts of marketing to develop a marketing plan. (SLO #1)

**Step 1 – Identify the artifacts(s) (i.e. student work) for assessment and course(s) from which selected:**

Name/Description of artifact:
Marketing Plan from MKT 120 – Principles of Marketing

**Step 2 – Develop the assessment tool (e.g., rubric) to be used with 3 levels of assessment, if applicable—**

Level 1=does not meet expectations; Level 2=meets expectations; Level 3=exceeds expectations. Attach the assessment tool.

**Step 3 – Set the Performance Rate:** 70% of artifacts examined by the Assessment Team will meet or exceed expectations.

**Step 4 – Describe the Method used to Collect the Artifacts:**

Where or from whom artifacts will be collected: Artifacts collected will be from MKT 120 – Principles of Marketing.
When will artifacts be collected: Artifacts will be collected by Dec 17, 2009.

**Step 5 – Describe the Sampling Method used to Collect the Data:**

MKT 120: 100% of artifacts submitted will be examined.
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**Step 6. Describe the Composition of the Assessment Team (AT) (add more rows as needed):**

Evaluator(s):
One Marketing faculty member
One Advisory Committee member or a representative from a local business
One graduate of the Marketing Program

**Step 7 – The Assessment Team uses the assessment tool (rubric) to evaluate the data.**

**Step 8 – The Program will summarize and interpret the results, and determine the implications for program improvement. Note: a summary will be included in the comprehensive program review.**

## Appendix C

### Marketing Program Artifact Assessment Results November 26, 2009

#### **Composition of the Evaluation Team:**

The composition of the evaluation team was stated in the assessment plan as consisting of at least: One Marketing faculty member; one Advisory Committee member or representative from a local business; and one graduate of the Marketing Program.

The actual evaluation team consisted of the two Marketing Program faculty, Donala Kawa'auhau and James Yoshida; and Jade Peralta and Susan Yugawa, Marketing Program Advisory Committee Members.

Unfortunately, attempts to include a graduate from the program were unsuccessful as finding a day/time when everyone was available was extremely difficult. Therefore, it was decided to just go when the majority of the people were available.

#### **Program Learning Outcome Selected for Assessment:**

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

#### **Artifact and Sampling Method Selected:**

Advertising portfolios created by students in the MKT 193B – Marketing Practicum class were the identified artifacts to be collected in the Spring 2009 semester and all (100%) would be examined. The total number collected and examined was five (5) advertising portfolios.

#### **Rubric/Criteria for Evaluation and Performance Rate:**

Essentially, the advertising portfolios were evaluated in relation to containing four different types of advertisements with certain criteria:

- Radio advertisement accompanied by the stations of investment and the demographics of that target.
- Flyer with distribution plan.
- Newspaper advertisement accompanied by the publications investment and the demographics of that target.
- Magazine advertisement accompanied by the publications investment and the demographics of that target.

The performance rate was set at 70% of the selected artifacts should meet or exceed expectations.

**Results:**

The artifact evaluation team met on November 25, 2009 with each evaluation team member examining and rating each advertising portfolio independently on the basis of whether or not the plan met, did not meet or exceeded expectations in relation to the associated rubric.

Overall, an average of 80% of the marketing plans met or exceeded expectations and is well above the minimum performance rate set at 70%.

Individual evaluation results were:

<b>Team Member</b>	<b>Number Did Not Meet Expectations</b>	<b>Number Meeting Expectations</b>	<b>Number Exceeding Expectations</b>	<b>Percentage Meeting and Exceeding Expectations</b>
1	1	3	1	80.0%
2	1	3	1	80.0%
3	1	3	1	80.0%
4	1	3	1	80.0%
<b>Total</b>	4	12	4	<b>80.0% Average</b>

**Implications:**

Although a small sample size, the majority of the students have been able to achieve the designated program learning objective. However, a larger sample size would be preferred, but the actual number of artifacts collected in a particular class will be limited to enrollment.

To better determine the achievement level of particular Program Learning Outcomes, it may be necessary to collect multiple artifacts from one or more classes associated with a specific Program Learning Outcome.

**Planned Action:**

Recognizing a larger sampling size would be better, the Marketing Program Assessment Plan for this Fall 2009 and Spring 2010 semesters includes the collection of multiple artifacts that are associated with the Program Learning Outcome(s) selected for evaluation in the next semester. Hopefully this will help with the statistical validity and reliability of the results from assessing the artifacts.

In addition to an attempt to improve the statistical reliability and validity of results, there will be an ongoing effort to improve general teaching methods, strategies, techniques, and evaluation instruments to help students to better achieve course and program learning outcomes.