

# HAWAI‘I COMMUNITY COLLEGE PROGRAM ANNUAL REVIEW REPORT

## Marketing Program

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Review Period  
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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 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/program-unit-review/>*

## Program Description

**Please provide a brief description of your Program. Include your Program Mission statement.**

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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.

**Mission Statement:** 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.

### Part I. Review of Program Data

**Go to the Annual Reports for Program Data (ARPD) website linked below and review the data for your program.**

<http://www.hawaii.edu/offices/cc/arpd/>

### Part II. Analysis of the Program

**Based on the ARPD data in Part 1, analyze the Program in terms of Demand, Efficiency, and Effectiveness. Include significant Program actions (e.g., new certificates, stop out, gain/loss of positions) and results of prior year's action plan. Include analysis of any Perkin's Core Indicator(s) for which the Program's goal was not met. Also discuss any trends or other factors (internal/external) affecting the Program and analyze other Program changes or information not included elsewhere.**

| <b>Demand Health</b><br><br><b>CAUTIONARY</b>   | <b>Efficiency Health</b><br><br><b>CAUTIONARY</b>  | <b>Effectiveness Health</b><br><br><b>HEALTHY</b>   |
|---|--|---|
| <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 increased from 58% in 2012-13 and 2013-14 to 71% in 2014-15. The amount of full-time students in Spring has also increased from 61% to 65%. The amount of program majors in program classes has also continued to increase from 277 to 283.</p> | <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 executive online experience moving the program's efficiency ratings from Cautionary to Healthy.</p> | <p>The number of students in the Marketing program successfully completing courses has increased from 83%-86%. Overall persistence from Fall to Spring has also increased (58.3% to 69.2%) and the program has seen a substantial rise in the amount of unduplicated degrees/certificates awarded (from 9 to 33) reflective of the implementation of certificates of completion and competence.</p> |
| <b>Overall Health</b><br><br><b>CAUTIONARY</b>  |  |   |

### **Distance Education: Completely On-line Classes**

If applicable, based on the data on Distance Education (DE) from this Program's ARPD, analyze this program's strengths and weaknesses in terms of its DE offerings. Include future plans (i.e. will increase/decrease offerings; CARP 100 was not effective online, will try CARP 101 instead; increase professional development for faculty).

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.

### **Perkins IV Core Indicators**

With the new 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 new 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.

### **Performance Funding (Graduation, Native Hawaiian, STEM, Transfer, Degree)**

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.

## **C. Trends & Other Factors**

Describe trends including comparisons to any applicable standards, such as college, program, or national standards from accrediting associations, etc. Include, if relevant, a summary of Satisfaction Survey Results, special studies and/or instruments used, e.g., CCSSE, etc. Describe any external factors affecting this program or additional program changes not included elsewhere.

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.

### Part III. Action Plan

**Describe in detail the Program's overall action plan for the current/next academic year. Discuss how these actions support the College's Mission and can lead to improvement(s) in student learning. Include specific action plans to address any ARPD Health Call scores of "Cautionary" or "Unhealthy," and any Perkin's Core Indicator(s) for which the Program's Goal was not met.**

With the success of the Certificates of Completion and Competence raising the Cautionary rating of the Effectiveness indicator to Healthy, the Marketing program is now looking at increasing the class fill rates and number of majors through the implementation of an Executive AAS Degree in Marketing that focuses on getting students to their degree faster. This plan is directly aimed at raising the Efficiency and Demand ratings from Cautionary to Healthy.

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.

### Part IV. Resource Implications

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**Please provide a brief statement about any implications of current operating resources for the Program. Budget asks are included in the 3-year Comprehensive Review, except for the following that may be included here: health and safety needs, emergency needs, and/or necessary needs to become compliant with Federal/State laws/regulations. Describe the needed item(s) in detail, including cost(s) and timeline(s). Explain how the item(s) aligns with one or more of the Strategic Initiatives of the Hawai'i Community College 2015-2021 Strategic Plan. Identify and discuss how the item(s) aligns with the Initiative's Goal, Action Strategy, and Tactic. [HAWCC Strategic Plan](#)**

The Marketing program has submitted its comprehensive program review complete with budget asks last academic year.

### Part V. Comprehensive Review Information

**Please provide a short summary regarding the last comprehensive review for this program. Discuss any significant changes to the Program since the last comprehensive review that are not discussed elsewhere.**

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As discussed previously, the program has decided to begin the process of developing an Executive AAS Degree in Marketing. Program faculty have also decided to revisit the idea of developing a management credential for the degree.

**Part VI. Program Student Learning Outcomes**

For all parts of this section, please provide information based on the PLOs (P-SLOs) that were assessed through PLO-aligned course assessments in AY 2014-15.

**A) Evidence of Industry Validation (CTE Programs)**

[General Pre-Professional Programs can skip industry validation.]

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).

The artifact evaluation team met and reviewed the artifacts independently. Each evaluation team member examined and rated the students’ work on the basis of whether or not the plan met, did not meet, or exceeded expectations in relation to the associated rubric.

**B) Expected Level of Achievement**

For each Course assessed in AY 2014-15: Discuss the rubric(s) standards and the benchmark goal(s) for student success (e.g., “85% of students will achieve Excellent or Good ratings in the assessed activity” or “90% of students will score Meets or Exceeds Standards on the assessment rubric”).

The Program set the success rate of students that will score Meets or Exceeds Standards on the assessment rubric at 85%.

**C) Courses Assessed**

List all Program Courses assessed during AY 2014-15. Also list Program Courses for which a follow-up “Closing the Loop” assessment was implemented in AY 2014-15.

| Assessed Course Alpha, No., & Title      | Semester assessed | PLO-aligned CLOs that were assessed   |
|--|-------------------|---|
| MKT 151 – Principles of Customer Service | Spring 2015       | Demonstrate knowledge in the importance of service culture<br><br>Discuss the causes of service breakdowns and the importance of recovery<br><br>Develop strategies for effective communication |
|  | <b>Semester</b>   | <b>PLO-aligned CLOs that were assessed</b>  |

| "Closing the Loop" Assessments Alpha, No., & Title | assessed       |  |
|--|----------------|--|
| MGT 124 – Principles of Management                 | Spring<br>2014 | <p>Demonstrate an understanding and knowledge of managerial functions as related to supervisory management.</p> <p>Create a management plan that integrates the concepts and principles of planning, organizing, influencing/leading, staffing and controlling</p> <p>Apply the managerial/supervisory function in practical situations</p> <p>Solve basic managerial problems through the decision making process</p> |

#### D) Assessment Strategy/Instrument

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**For each Course assessed in AY 2014-15, provide a brief description of the assessment strategy, including the type of student work or activity assessed how and when the assessment was conducted, how and why assessed artefacts were selected, and how the artefacts were analyzed.**

Utilizing the information gained from the weekly topics and lessons students were tasked with creating a Customer Service Policies and Procedures manual for their new employees. Students were also tasked with developing an advising pamphlet for a store that they mystery shopped throughout the semester using the same elements/topics discussed throughout the semester. Students were assessed based on their understanding of the topics and more importantly the recognition of the use of the topics in real life situations. Artifacts were collected in the Fall semester and assessments were conducted in the Spring. The artifacts were selected because they include all of the course outcomes as well as the course topics taught in the semester.

#### E) Results of Program Assessment

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**For each Course assessed in AY 2014-15, provide a summative description of the assessment results. Discuss how these results collectively demonstrate achievement of the Program's Learning Outcomes and support the College's Mission.**

100% of students met or exceeded standards on the assessment rubric demonstrating a solid understanding of the associated CLOs. Since the CLOs are directly aligned with the Program Learning Outcomes and Institutional Learning Outcomes, students are demonstrating a solid understanding of said PLOs and ILOs.

## F) Other Comments

Include any additional information that will help clarify the assessment results. Include comparisons to any applicable College or Program standards, or to 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.

None at this time.

## G) Next Steps

Based on the Program's overall AY 2014-15 assessment results, describe the Program's intended next steps to enhance instruction in order to improve student learning. Instructional changes may include, for example, revision to curriculum, teaching methods, learning outcome statements, student support, and other options. Please note here if proposed changes will involve Program and/or Course modifications requiring approval.

The program is looking to assess the online section of MKT 151 and compare the results with those of the in class section. It is also looking at adding more topics to the course to increase course breadth. Since students are demonstrating a solid understanding of the CLOs, adding topics to the assignment will only increase their knowledge of the overall course content.

## Part VII. Cost Per SSH

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 = \$ \_\_\_\_\_

Amounts were listed as "not yet reported"

## Part VIII. External Data

If your program utilizes external licensures, enter:

Number sitting for an exam \_\_\_\_\_  
Number passed \_\_\_\_\_  
Not applicable

[If your program does not utilize external licensures, skip Part IX.]