

HAWAI‘I COMMUNITY COLLEGE ANNUAL PROGRAM REVIEW (APR)

MARKETING

Date: January 2019

**Review Period
July 1, 2017 to June 30, 2018**

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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)

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|--|--|
| 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 | http://hawaii.hawaii.edu/files/program-unit-review/docs/2014_mkt_comprehensive_program_review.pdf |
| <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> | <ul style="list-style-type: none"> • This Program review was well written and showed strong connections between research and evaluation of the program and the preparation of students for the fast-paced changes in industry. It is commendable that the Program is making considerable efforts to increase the number of students declared in the major and to continue to update and improve program courses and their delivery. • Justification for 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. • Performance funding should have included data about the number of Native Hawaiian students who graduated. • All three New Goals aligned well with the college's priorities and plans and were well developed and well written. <p><u>Author Note:</u></p> <p>All significant changes will be discussed throughout the remainder of this document.</p> |

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/>

**Hawaii Community College
2018 Instructional Annual Report of Program Data
Marketing**

Overall Program Health: Healthy

Workforce Alignment: Classification of Instructional Programs (CIP) -to- Standard Occupational Classification (SOC)

| | | | | | |
|--|--|---|--|------------------------------|--------------------------|
| <p>Marketing CIP Code = 52.1401</p> | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td style="padding: 2px;">11-2011 - Advertising and Promotions Managers</td></tr> <tr><td style="padding: 2px;">13-1161 - Market Research Analysts and Marketing Specialists</td></tr> <tr><td style="padding: 2px;">11-2021 - Marketing Managers</td></tr> <tr><td style="padding: 2px;">11-2022 - Sales Managers</td></tr> </table> | 11-2011 - Advertising and Promotions Managers | 13-1161 - Market Research Analysts and Marketing Specialists | 11-2021 - Marketing Managers | 11-2022 - Sales Managers |
| 11-2011 - Advertising and Promotions Managers | | | | | |
| 13-1161 - Market Research Analysts and Marketing Specialists | | | | | |
| 11-2021 - Marketing Managers | | | | | |
| 11-2022 - Sales Managers | | | | | |

| Demand Indicators | | Program Year | | | Demand Health |
|-------------------|---|--------------|-------|-------|----------------|
| | | 15-16 | 16-17 | 17-18 | |
| 1. | New & Replacement Positions (State) | 513 | 489 | 462 | Healthy |
| *2. | New & Replacement Positions (County Prorated) | 45 | 45 | 43 | |
| 3. | Number of Majors | 28 | 26 | 22 | |
| 3a. | Number of Majors Native Hawaiian | 12 | 13 | 12 | |
| 3b. | Fall Full-Time | 56% | 50% | 65% | |
| 3c. | Fall Part-Time | 44% | 50% | 35% | |
| 3d. | Fall Part-Time who are Full-Time in System | 0% | 3% | 0% | |
| 3e. | Spring Full-Time | 46% | 62% | 59% | |
| 3f. | Spring Part-Time | 54% | 38% | 41% | |
| 3g. | Spring Part-Time who are Full-Time in System | 4% | 5% | 6% | |
| 4. | SSH Program Majors in Program Classes | 174 | 177 | 216 | |
| 5. | SSH Non-Majors in Program Classes | 249 | 225 | 189 | |
| 6. | SSH in All Program Classes | 423 | 402 | 405 | |
| 7. | FTE Enrollment in Program Classes | 14 | 13 | 14 | |
| 8. | Total Number of Classes Taught | 16 | 12 | 12 | |

NOTE: New & Replacement jobs updated ([View Methodology](#)).

| Efficiency Indicators | | Program Year | | | Efficiency Health |
|-----------------------|--------------------------------------|--------------|-------|-------|-------------------|
| | | 15-16 | 16-17 | 17-18 | |
| 9. | Average Class Size | 9 | 11 | 11 | Cautionary |
| *10. | Fill Rate | 35.5% | 44.7% | 48.0% | |
| 11. | FTE BOR Appointed Faculty | 2 | 2 | 1 | |
| *12. | Majors to FTE BOR Appointed Faculty | 14 | 13 | 22 | |
| 13. | Majors to Analytic FTE Faculty | 14 | 26 | 22 | |
| 13a. | Analytic FTE Faculty | 2 | 1 | 1 | |
| 14. | Overall Program Budget Allocation | | | | |
| 14a. | General Funded Budget Allocation | | | | |
| 14b. | Special/Federal Budget Allocation | | | | |
| 14c. | Tuition and Fees | | | | |
| 15. | Cost per SSH | | | | |
| 16. | Number of Low-Enrolled (<10) Classes | 9 | 5 | 3 | |

| Effectiveness Indicators | | Program Year | | | Effectiveness Health |
|--------------------------|--|--------------|-------|-------|----------------------|
| | | 15-16 | 16-17 | 17-18 | |
| 17. | Successful Completion (Equivalent C or Higher) | 89% | 96% | 86% | Healthy |
| 18. | Withdrawals (Grade = W) | 6 | 0 | 4 | |
| *19. | Persistence Fall to Spring | 59% | 59% | 64% | |
| 19a. | Persistence Fall to Fall | 27% | 46% | 42% | |
| *20. | Unduplicated Degrees/Certificates Awarded | 19 | 25 | 34 | |
| 20a. | Degrees Awarded | 2 | 3 | 7 | |
| 20b. | Certificates of Achievement Awarded | 2 | 3 | 7 | |
| 20c. | Advanced Professional Certificates Awarded | 0 | 0 | 0 | |
| 20d. | Other Certificates Awarded | 27 | 37 | 46 | |
| 21. | External Licensing Exams Passed | | | | |
| 22. | Transfers to UH 4-yr | 2 | 1 | 3 | |
| 22a. | Transfers with credential from program | 0 | 0 | 2 | |
| 22b. | Transfers without credential from program | 2 | 1 | 1 | |

| Distance Indicators | | Program Year | | |
|---------------------|--|--------------|-------|-------|
| | | 15-16 | 16-17 | 17-18 |
| 23. | Number of Distance Education Classes Taught | 3 | 0 | 0 |
| 24. | Enrollments Distance Education Classes | 15 | n/a | n/a |
| 25. | Fill Rate | 17% | n/a | n/a |
| 26. | Successful Completion (Equivalent C or Higher) | 73% | n/a | n/a |
| 27. | Withdrawals (Grade = W) | 0 | n/a | n/a |
| 28. | Persistence (Fall to Spring Not Limited to Distance Education) | 43% | n/a | n/a |

| Perkins Indicators (2016 - 2017) | | Goal | Actual | Met |
|----------------------------------|-----------------------------------|-------|--------|---------|
| 29. | 1P1 Technical Skills Attainment | 92.92 | 100 | Met |
| 30. | 2P1 Completion | 51.51 | 37.5 | Not Met |
| 31. | 3P1 Student Retention or Transfer | 81.81 | 85 | Met |
| 32. | 4P1 Student Placement | 64.51 | 30.77 | Not Met |
| 33. | 5P1 Nontraditional Participation | N/A | N/A | N/A |
| 34. | 5P2 Nontraditional Completion | N/A | N/A | N/A |

| Performance Indicators | | Program Year | | |
|------------------------|--|--------------|-------|-------|
| | | 15-16 | 16-17 | 17-18 |
| 35. | Number of Degrees and Certificates | 4 | 6 | 14 |
| 36. | Number of Degrees and Certificates Native Hawaiian | 0 | 0 | 6 |
| 37. | Number of Degrees and Certificates STEM | 0 | 0 | 0 |
| 38. | Number of Pell Recipients ¹ | 3 | 2 | 10 |
| 39. | Number of Transfers to UH 4-yr | 2 | 1 | 3 |

| | |
|---|---|
| <p>Analyze the program’s ARPD data for the review period.</p> <p>Describe, discuss, and provide context for the data, including the program’s health scores in the following categories:</p> | |
| Demand | <p>The Demand Health Call is Healthy for 2017-2018</p> <p>Indicators remain consistent with little fluctuation (+-4 or so). Things to note include the slight decrease in the number of majors, the shift from part time to full time majority in the Spring, and the decrease of non-majors enrolled in MKT courses. With a healthy demand reported in industry, the program will direct its efforts on student recruitment and exposure to program and industry opportunities with a focus on clear and succinct program-industry alignment.</p> |
| Efficiency | <p>The Efficiency Health Call is Cautionary for 2017-2018.</p> <p>While program efficiency is currently deemed "cautionary," the Marketing program has seen an increase in its fill rate and a decrease in its number of low enrolled courses. Average class size has also remained steady. The number of FTE BOR appointed faculty has dropped from 2 to 1 (faculty resignation) and there are currently no plans to replace said faculty.</p> |
| Effectiveness | <p>The Effectiveness Health Call is Healthy for 2017-2018.</p> <p>Persistence from Fall to Spring has continued to increase from 59 - 64% as did the number of unduplicated degrees and/or certificates awarded (25 to 34). The amount of student transfers have also increased slightly. The program will remain vigilant however as there was a slight drop in successful completion.</p> |
| Overall Health | <p>Overall the Marketing Program has been assigned the rating of “Healthy” for 2017/18 improving from its “Cautionary” rating in 2016/17. The program understands the need for continuous recruitment and content development and will work to ensure that students are encouraged to not only enroll and successfully complete courses but to persist through to successful degree completion (and beyond to transfer if so desired). It is the mission of the Marketing program to provide students with every opportunity to attain their goals of higher education and industry success. Even with the "healthy" rating, the Marketing program is aware of the low fill rate and low enrolled courses and is working hard to modernize its offerings to better meet the needs of a changing student body.</p> |
| Distance Education | <p>Currently the Marketing program is researching an executive path to degree completion similar to the path recently put forth by the Business Technology Department. This potential path is defined as the second step in the redevelopment process (first step being successful curriculum changes/updates), and has a projected completion date of Fall 2020.</p> |

| | |
|--|--|
| <p>Perkins Core Indicators (if applicable)</p> | <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> |
| <p>Performance Funding Indicators (if applicable)</p> | <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> |
| <p>What else is relevant to understanding the 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. Currently the Program is in phase one of said plan working on curriculum revisions/updates and reaching out to members of the CRC for assistance. Once that is complete and changes have been approved by the CRC and Senate, Program faculty can begin the development of the Executive Degree path (to be offered online by current Marketing Faculty).</p> |

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.

The Marketing Program is currently in the process of updating its course offerings and potentially changing its degree from an AAS to an AS. Draft changes have been created and Program faculty will be working with CRC to improve said changes before resubmitting course proposals in Kualu. Program faculty has developed an in depth plan for the new program and will be using said plan as a roadmap for the next three years. The complete plan includes:

- the deletion of MKT 121, 151, 130, 193V, 185, 157, ECOM 100, BUSN 121, 123, 150, 164, 188, BUS 120, ACC 120, and 124
- the addition of ART 112, 115, 209, ECON 130, 131, BLAW 200, MATH 135, HAWST 101, 201, MKT 233, MGT 233, and ACC 202.
- and the continued offering of MKT 120, 292, MGT 124, ACC 201, SpCo 130, 151, ICS 101, ENG 100, and the required electives.

The Marketing Program will be working on the aforementioned changes in coming years but preliminary plans for said changes have been in the works with drafts beginning this past year.

There have been a number of challenges to date both with the current Program and its potential new direction. This is in fact the third version of a potentially updated degree path. The two previous plans were found inadequate and led to the Program Coordinator requesting sabbatical in 2017 to be able to focus completely on the proper development of an appropriate degree with the best potential for employment and/or transfer upon graduation.

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

AY18-19 ACTION PLAN

Provide a detailed narrative discussion of the program's overall action plan for AY18-19, based on analysis of the Program's AY17-18 data and the overall results of course learning outcomes assessments conducted during the AY17-18 review period.

This Action Plan should identify the program's specific goals and objectives for AY18-19 and must provide benchmarks or timelines for achieving each goal.

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: Curriculum proposals completed and submitted by the end of Spring 2019.

Program coordinator will arrange a meeting with the CRC to work on curriculum changes. Changes will be completed and submitted by April 2019.

Action Item 2: Changes/updates as requested completed by the end of Fall 2019.

Program coordinator will continue communication with the CRC complete curriculum changes and have said changes submitted to the Senate by November 2019.

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.

BUDGET ASKS

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

| | |
|--|---|
| Describe the needed item(s) in detail. | The Marketing program's redevelopment plan requires no additional capital and will be implemented by the current FTE BOR appointed faculty member. No additional resources are needed at this time. |
| Include estimated cost(s) and timeline(s) for procurement. | N/A |
| Explain how the item(s) aligns with one or more of the strategic initiatives of <u>2015-2021 Strategic Directions</u> : http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf | N/A |

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 AY17-18.

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 AY17-18, including Initial and "Closing the Loop" assessments. | | | |
|---|----------------------|--------------------------|--------------------------|
| Assessed Course Alpha, No., & Title | Semester assessed | CLOs assessed (CLO#s) | PLO alignment (PLO#s) |
| No courses were assessed in AY17-18 | | | |
| | | | |

Assessment Strategies

For each course assessed in AY17-18 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 artifacts 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

Expected Levels of Achievement

For each course assessed in AY17-18 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 |
|--|--------------------------|---------------------------------|--|
| | | | |

Results of Course Assessments

For each course assessed in AY17-18 listed above, provide:

- a statement of the quantitative results;
- a brief narrative analysis of those results.

Course Alpha/#:

Other Comments

Include any additional information that will help clarify the program’s course assessment results, successes and challenges.

The Marketing Program’s only FTE BOR appointed faculty was on sabbatical in Spring and Fall of 2017. The Program is currently catching up on missing assessments and will be making changes and updates in the coming months (deadline set at the end of April 2019).

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.

N/A

Next Steps – ASSESSMENT ACTION PLAN for AY18-19

Describe the program’s intended next steps to improve student learning, based on the program’s overall AY17-18 assessment results.

Include any specific strategies, tactics, activities or plans for improvement in program or course assessment practices, methods or tools, rubrics, schedules, etc.

A substantial amount of focus has been placed on the updating of the Marketing program. Curriculum changes have been proposed and will be revised through Spring/Summer 2019 to assist with CRC and Senate approval. The Program will be reaching out to members of the CRC to determine what can be done to ensure course and program change requests are properly submitted and communicated. Program modification requests will be resubmitted with suggested changes in time for the Fall 2019 deadline. Changes include the proposed deletion of courses that are no longer industry relevant or that can be absorbed by other related courses and the addition of relevant courses that are currently being offered at the College by other departments (Economics, Business Law, Cultural Studies, Digital Media, etc.). There is a large demand for students to be able to communicate successfully with the global market and the current program does little to ensure that they will have the tools necessary to compete in the ever developing online business environment. It is of utmost priority that the program adapts to continue to remain relevant and to be able to provide students with the tools that they need for success.

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.**