

# Marketing



## 2020 ANNUAL REPORT OF PROGRAM DATA



UNIVERSITY of HAWAII®  
**HAWAII**  
COMMUNITY COLLEGE

## **1. Program or Unit Description**

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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.

The Marketing program is targeted to and for individual's (employed and unemployed) currently living on Hawaii Island with a heavy focus on in person course offerings. However, the required online presence associated with Covid-19 has expanded said target to allow for statewide participation. While not the original target, this extended opportunity allows for increased familiarity with both the program and the program's recent Memorandum of Agreement with the University of Hawaii – West Oahu's Bachelor of Arts in Business Administration with a Concentration in Marketing. The Marketing program will continue working with the statewide target until in person courses resume at which time the program will assess the status of enrollment, engagement, and completion rates and work with the appropriate individuals (DC, Dean, etc.) to determine next steps.

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

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Discuss the Program's or Unit's strengths and areas to improve in terms of Demand, Efficiency, and Effectiveness based on an analysis of the program's Quantitative Indicators or comparable unit-developed measures or program-developed metrics. Include a discussion of relevant historical-trend data on key measures (i.e., last three years).

The Marketing program has received approval to launch the new version of its program as of Fall 2020. This exciting news has put into motion the action plans detailed in the previous APR and CPR. The timing of the Fall 2020 launch comes at an opportune moment for students with respect to potential employment as the current quantitative indicators under analysis illustrate a program that offers its students healthy employment placement opportunities upon graduation with new and replacement county positions holding at forty-two.

The revised program has also streamlined course offerings deleting seven courses, a majority of which have contributed to low class fill rates that have helped produce and maintain the continued cautionary efficiency indicator (although class fill rates have increased from 36.8% in 2018-2019, to 44.5% in 2019-2020). The majors to FTE board appointed faculty has decreased from 16 in 2018-2019 to 14 in 2019-2020. Fall to spring persistence rates have risen by 10% recovering almost completely from the 14% loss experienced between the 2017-2018 through the 2018-2019 time period. This has allowed the program to generate an improvement in the effectiveness indicator from unhealthy to cautionary even with the 3-point (24 in 2018-2019 to 21 in 2019-2020) drop in the number of unduplicated degrees/certificates awarded.

It is the goal of the program that (with the deletion of low enrolled courses and the addition of industry relevant courses) it eventually be able to generate a healthy effectiveness and efficiency

label moving the overall program health indicator from cautionary to healthy. It is understood that these changes may take time as the new degree offerings are communicated and experienced to and by students but if successfully managed, the new program has the potential to increase the number of majors, encourage a higher persistence percentage, and increase the number of degrees awarded.

The program has met all four of its Perkins indicators. This is projected to remain as the recently launched program changes were curated specifically with these indicators (along with a multitude of other considerations) in mind. Placement, retention, transfer, and completion rates were the main factors that fed into the program's decision to revise program offerings and will remain the main factors to be observed, analyzed, and measured moving forward.

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

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a) List of the Program Student Learning Outcomes or Unit/Service Outcomes

**Program Learning Outcomes -**

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

b) Program or Unit/Service Outcomes that have been assessed in the year of this Annual Review.

In Fall 2019, ECOM 100 was scheduled for assessment. Assessment action was postponed because of low enrollment, which required the course be offered through independent study (2 students total). ECOM 100 has recently been deleted (as of Fall 2020) and will not be kept on the program's recently revised assessment schedule. In Spring 2020, MKT 185 was

scheduled for assessment but assessment action was postponed due to course cancellation. MKT 185 has recently been deleted (as of Fall 2020) and will not be kept on the program's recently revised assessment schedule.

The start of the revised five-year assessment schedule aligns with the official Fall 2020 launch of the new version of the Marketing program. Course assessments scheduled for the Fall 2020 and Spring 2021 terms are MGT 124 and BLAW 200 (which is a course being offered for this first time) both in their initial assessment phase.

c) Assessment Results.

As explained in section "b" above, the Marketing program (in its previous form) was not able to conduct assessments in the Fall 2019 or Spring 2020 semesters because of low enrollment, which led to course cancellations and/or independent study requirements.

d) Changes that have been made as a result of the assessment results.

The Marketing program has been in the process of drastically changing its course offerings for the past three years. These changes were drafted, discussed, analyzed, and collaboratively reworked through the official curriculum process and approved for Fall 2020 launch in and by the Academic Senate. The result is a streamlined, hyper-focused program that both assessments and ARP data have had a heavy hand in creating. The success of the new version of the program will be closely monitored and revised as needed through and by the updated five-year assessment plan of courses and program offerings, and the continuous review of ARP data moving forward.

## 4. Action Plan

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Based on findings in Parts 1-3, develop an action plan for your program or unit from now until your next Comprehensive Review date. Be sure to focus on areas to improve identified in ARPD data, student learning or unit/service outcomes, results of survey data, and other data used to assess your program or unit. This plan should guide your program/unit through to the next program/unit review cycle and must detail measurable outcomes, benchmarks and timelines. Include an analysis of progress in achieving planned improvements.

The Fall 2020 launch of the revised version of the Marketing program will be monitored closely in the next few years to determine the success of recent changes. The focus of the analysis will remain on persistence, retention, and the rates of class fill and successful program completion.

As reported in the Marketing program's 2019-2020 APR, the new version of the program directly aligns with HGI Action Strategies 2 ("[i]mplement structural improvements that promote persistence to attain a degree and timely completion") and 3 ("[a]nticipate and align curricula with community and workforce needs."). The new course plan recently launched is an excellent example of a structural change implemented to promote student persistence and timely completion by removing unnecessary courses that do not directly feed into industry needs and/or requirements.

2020 Hawai'i Community College ARPD  
Program: Marketing

The new course path is also an excellent example of aligning curricula with community and workforce needs. Each of the courses proposed and deleted to and from the current Marketing Program have been proposed and deleted in direct response to the current and projected future needs of industry. These changes will create graduates who are better prepared to succeed in marketing related fields.

Focus has also been placed on industry specific skills that have previously been overlooked such as graphic design and videography. Providing students with such skills will produce graduates who are more attractive to employers, which is predicted to increase student placement. It is the expectation of the program that increased emphasis on aligning the new degree brand with its associated benefits, will result in increased understanding of said benefits, and eventually increased utilization.

The Marketing Program's 2019-2020 APR action plan partially reiterated above, still stands. However, with the recent (official) launch of its new course requirements it can now be monitored, assessed, and adjusted as needed. The Marketing program remains dedicated to increasing its number of declared majors, its class fill rates, and its completion statistics and now that it has successfully launched in its new form, the program will renew its focus on creating and disseminating value driven promotional communications and materials to inform, attract, encourage, and retain both current and potential students. These objectives will assist the program in its overall goal of generating ARPD results that allow for it to obtain a "healthy" program classification.

The program anticipates a transition period especially with its recent deletion of certificates offered which will in effect lower the amount of certificates (of completion) awarded in the ARPD effectiveness category. The program will counter this with the creation of new program certificates (of completion) that will bundle appropriate courses and provide students with continued opportunities for specialized acknowledgement in fields relevant to industry as they work to complete their AAS degree. The program acknowledges that this too is a process (although not as rigorous) that will be worked out with the appropriate campus specific bodies and in effect may not have measurable results that are as timely as desired. However, the notable change in program health associated with the introduction of the previously offered certificates of completion stands as an excellent measurement of potential future success.

It is the goal of the Marketing program that the aforementioned success coupled with the revised program offerings will translate into an improved overall program health rating (from cautionary to healthy) that will be monitored and maintained for years to come. This anticipated improvement is expected even with the current program changes made in response to the Covid-19 requirements. There has never been a more important time for a program such as this one to be available to members of the community. The courses offered in and through the Marketing program have the ability to afford community members with the opportunity to pursue a variety of methods to not only obtain employment but to provide employment to others who may be in need. An uncertain job market is navigable with the appropriate tools and those tools are provided and available in each of the purposefully selected courses in the Marketing program's carefully curated offerings.

The program is well aware that Covid-19 has changed the economy. There will be an increase in demand for affordable opportunities in higher education. There will be an increased demand for those looking for independent employment and technologically supported, low cost, small business development. The Marketing program stands ready to serve and is honored to equip individuals (and the community) with the opportunity to utilize the latest technological tools to adapt, rebuild, and expand as needed.

## **5. Resource Implications**

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Detail any resource requests, including reallocation of existing resources (physical, human, financial)

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