

# 2024 Annual Report of Program Data

## Marketing



### 1. Program or Unit Mission

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This program is designed to directly align students with one of three potential paths upon graduation. Paths include freelance positions in digital design, marketing, or advertising; industry employment; and transfer to a four-year institution. With courses focused on graphic arts, branding, economics, management, marketing, international relations, and a working employment portfolio created and available upon program completion, graduates will be able to apply concepts and strategies directly to the benefit and/or advancement of their professional and/or academic careers.

The Marketing Program targets individuals with an interest in business and its associated topics for purposes of self-development and/or professional employment. This target is further segmented into three categories:

1. Small business owners (current and/or future entrepreneurs)
2. Individuals seeking industry employment (marketing, management, supervision, graphic design, advertising, etc.)
3. Individuals seeking to continue their academic journey at a four-year institution (transfer)

These segments were created in response to feedback received from industry experts as well as from students through over ten years of classroom interactions.

### 2. Program Student Learning Outcomes or Unit/Service Outcomes

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#### Program Learning Outcomes

1. Develop responsive marketing campaigns that adapt to both foreign and domestic markets.
2. Demonstrate an in-depth understanding of the marketing and management environment of Hawaii and offer innovative ideas to develop and sustain said environment.
3. Develop current technological skills and be able to utilize said skills in a simulated business environment.
4. Communicate an in-depth understanding of the diverse needs of the international market through the creation of culturally responsive management plans.
5. Demonstrate the ability to effectively communicate with a global audience.
6. Design an active portfolio that demonstrates an in-depth understanding of the principles of advertising up to and including the proper use of color, graphic design, and digital audio production.
7. Develop solutions that demonstrate the successful navigation of the current financial and legal business environment.

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In Fall 2023 PLO 2 was assessed (at the initial phase). PLO 4 (MGT 234) was set to be assessed in Spring 2024 but the course was cancelled due to low enrollment.

PLO 2 (which is aligned with MKT 120s CLO 2: Explain the significance of customer relationship management) was assessed through a project that asked students to develop and create the physical elements associated with designing the aesthetics of a company. Elements included store layout, music samples, lighting samples, store temperature, and overall smell. All elements were required to directly align with the behaviors and needs of their predetermined target market. Success rates were set at 80% and all students that participated and completed the assignment passed. Seventeen students participated and five did not.

Because of the high success rate, an additional step will be added to the project that requires students to test the physical elements that they designed with individuals that fit the characteristics of their predetermined target market to collect feedback and make changes where and as needed. This additional step will complete the project and allow students to see whether or not their aesthetic decisions appropriately align(ed) with their projections.

### 3. Analysis of the Program/Unit

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#### [2024 ARPD Marketing](#)

**Demand:** The amount of new and replacement positions has decreased by ten and number of majors has decreased by one. The number of Native Hawaiian majors has continued to increase (from 4 to 5. It moved from 2 to 4 during the last reporting period) and the total amount of courses taught has decreased from six to four. The “three paths one degree” concept of the Marketing program was designed to ensure that students had options if and when industry experienced changes in demand for associated positions. Graduates in and of the Marketing program can seek employment in related fields, increase their opportunity for additional income through supplemental businesses (become entrepreneurs), or continue their education through transfer. The program will continue to track employment opportunities in related fields to ensure that the data is accurately reflecting movements in industry.

**Efficiency:** Class fill rates have increased by 26.9% (from 67.1% to 94%) with an average class size of 24 (an increase of seven from the last reporting period). There were no low enrolled courses and majors decreased by one (likely due to program completion/graduation).

**Effectiveness:** Fall to Spring persistence rates have increased by 9% (from 53% to 62%) while the number of unduplicated degrees/certificates awarded have decreased by six. This decrease is likely due to the deletion of the Program’s multiple Certificates of Competencies. These micro-credentials are currently being re-engineered and will be submitted to CRC for approval in the coming academic year.

Course completion rates are 78% and withdrawals have decreased by one (from 3 to 2). Number of transfers to UH 4-yr has increased from zero to five. This is a reflection of the Program’s focus on providing majors with a course list that offers them the option to easily transfer upon (or prior to)

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program completion. Perkins indicators were met and this is projected to continue in the coming year.

### 4. Action Plan

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As stated in the [Marketing Program's 2023 Annual Program Review](#) and first introduced in the [Marketing Program's 2021 Comprehensive Program Review](#), the Marketing Program's objective over the past five years has been to successfully curate a schedule aimed at improving class fill rates, student persistence rates, graduation rates, and 4-yr UH transfer rates. To date the Program has been able to produce positive results in three of the four aforementioned categories (all except increased graduation rates/degrees awarded) and has completed all goals stipulated in the comprehensive program review except one (the creation of specialized Certificate of Competencies).

In order to complete the final goal, the Program first needed to analyze the efficiency of its current course offerings and assess student performance. Having been able to run the Program as is for three academic years, allowed for the analysis of course requirements and their impact on the ability of students to fulfill the learning outcomes of the Program's two unofficial capstone courses (MGT 234 and MKT 233). Courses that did not feed into a student's ability to successfully complete a project or portfolio in the aforementioned courses are on schedule to be removed from program requirements and more appropriate courses have been created and/or added (upon approval) to take their place.

Courses that are on schedule to be removed from Program requirements are HWST 101 and MGT 234. MGT 121 – Service Excellence (which is an articulated course with Leeward CC) and MKT 141 – Artificial Intelligence and Business (which is a brand new course that was created specifically for the MKT program) were added in their place. HWST 201 is still required and MGT 234 is being merged with MKT 233 to create one final unofficial capstone course. After teaching both MKT 233 and MGT 234, it was determined that the courses could easily be combined to allow students a more efficient path to graduation and a more comprehensive understanding of the relationship between management and marketing concepts with respect to cultural communications and technological consistency.

The decision to combine the courses also feeds into the goal of increased class fill rates. Because both courses are set up to be program assessment courses (or capstone courses), there are a number of program specific courses that serve as prerequisites. These prerequisites limit the number of students that qualify to take the courses leading to low enrollment and potential class cancellations. Combining the courses reduces the number of potentially low enrolled courses from two to one and leaves room for the addition of lower-level courses that build student skills in industry relevant areas such as artificial intelligence and customer service (a need that was determined through the analysis of student work in both MKT 233 and MGT 234).

Curriculum proposals have been submitted and upon approval will take effect in Fall 2025. Micro-credentials will then be created with the revised course requirements (and submitted to CRC) in an effort to encourage student persistence and fulfill the final objective of increased degrees/certificates awarded.

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The final element of concern for the Program was the appropriateness of modality. COVID-19 required that courses be moved online. This move led to an increase in class fill rates and student persistence rates and over time proved sufficient in teaching the essential concepts of the Program as determined by the meeting of industry (outcome) requirements. [Additional analysis](#) was conducted on the performance levels of Marketing students in face-to-face courses and Marketing students in online courses testing the means of both populations to determine whether or not significant deviations existed. Results showed that there were no significant differences in the performance of students. These findings combined with the ability of the online offerings to increase class fill rates and student persistence without compromising the quality of course offerings, resulted in the Program's decision to not only remain online, but to also improve and perfect those online methods and offerings (which is currently ongoing).

The Program is now confident in both its current modality and its curated list of course offerings and has moved its focus to student recruitment. With no additional changes planned, it is time for the Program to work to attract new majors. Because this new version of the Marketing degree was launched at the peak of the pandemic, no marketing was done to increase awareness or educate the public of the changes or potential outcomes of said changes. The value that was added to the degree by the additional elements/options of small business development and transfer (along with the attainment of the skills needed to succeed in industry) has never been shared or communicated with the community. A targeted campaign aimed at informing the public about the new version of the Marketing program would allow the Program to increase its number of majors and retain said majors through graduation.

### **Action Plan**

In order to fulfill this substantial and important need, the Marketing program requires assistance in and with student recruitment and graduate placement/tracking efforts. This can be done with a short-term APT hire (that can be shared with all interested CTE programs) whose job will be to increase student majors, develop a system to track program graduates, and develop a blueprint on successful student recruitment efforts complete with an active database of contacts, events, and successful marketing/promotional initiatives and mediums that have been tested and used by the hire themselves during their time of employment.

With the help of the Student Recruitment Officer and Data Analyst ([See Potential Job Description](#)), the Marketing program seeks to:

1. Increase the number of student majors to 45 by the end of 2027.
  - a. Develop and launch a targeted marketing campaign to promote the revised program
  - b. Assess the returns of the marketing campaign and increase marketing efforts in the areas that work while revising marketing efforts in the areas that generate little to no return.
2. Retain at least 90% of student majors up until graduation and track student majors after graduation to determine employment and/or track degree path selection (industry, small business development, or transfer).
3. Develop a plan that can be used by all programs moving forward to assist with successful and focused student recruitment, retention, and post-graduation analysis.

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By serving as a bridge between our College and the community, the Student Recruitment Officer and Data Analyst (SRODA) is promoting lifelong learning and providing community members with direct access to programs that assist with, and are dedicated to, workforce readiness. The SRODA also directly aligns with Ka'ika'i Oihana. Connecting the community to our diverse programs increases the amount of highly trained and qualified employees who are able to meet the needs of an ever changing and developing workforce. It also produces graduates that have the ability to contribute to the Hawaii Island economy through the offering of unique products and services, the creation of jobs and job opportunities, and the ability to communicate and network with partners both foreign and domestic (Ka'ika'i Noi'i).

Without this excruciatingly important bridge, there is little to no consistent connection between the exceptional programs offered by the College and the community members in need of living wages to support their families. There is also no consistent connection between the value that our programs provide and the lack of qualified employees currently being experienced by industry partners in desperate need of what our College is ready to produce; a trained, innovative, and hardworking workforce.

## 5. Resource Implications

### Special Resource Requests not included in your operating "B" budget

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

I AM requesting additional resource(s) for my program/unit.

Total number of items being requested: 1 (4 items max.)

✓ **Item Description:** The hiring of an APT Student Recruitment Officer and Data Analyst (SRODA)

✓ **Justification:** The Marketing program is one of many programs in need of marketing assistance. It is an excellent program with the amazing potential to produce graduates that can directly feed into the Hawaii Island community and raise the quality of life for individuals and families alike through increased employment opportunities and small business development. It is in need of a focused marketing campaign and a high level of community engagement that goes beyond what the one full time faculty member can provide. The hiring of a dedicated Student Recruitment Officer and Data Analyst would allow the Program to focus on ensuring quality performance while building its student body and developing a recruitment plan/blueprint that can be used by all programs moving forward. The Marketing program will gladly share its Student Recruitment Officer and Data Analyst with all CTE programs and assist with employee supervision, performance reviews, and the assurance of the creation and fulfillment of outcomes that can benefit all programs far beyond the employee's contract period.

✓ **Alignment to the [Ka'ao Ka'ika'i Strategic Plan AY2023 - AY2029](#):**

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Each resource request must align with one or more of our Strategic Plan Core Commitments: Please see section four action plan for the explanation of Strategic Plan alignment.

<b>Ka'ika'i Kuleana</b>	Fulfill kuleana to Native Hawaiians and Hawai'i Island.
<b>Ka'ika'i Haumāna</b>	Develop successful students for a better future.
<b>Ka'ika'i Oihana</b>	Meet Hawai'i Island's workforce needs of today and tomorrow.
<b>Ka'ika'i Noi'i</b>	Diversify Hawai'i Island's economy through innovation and multi-sector partnerships.
<b>Ka'ika'i Kauhale</b>	Build and Maintain the Wellbeing of the College Kauhale.

<b>ALLOWED CATEGORIES</b>	<b>Category-Specific Information Needed</b>			
<b>Personnel Resource</b>	Estimated Date Needed	FTE; Position Type; Position Title	Estimated Salary	Was an Existing Position Abolished? (Y/N); Position #
	Fall 2025 (or sooner if possible)	APT Student Recruitment Officer and Data Analyst	\$21.24 per hour	N