

KAPI'OLANI COMMUNITY COLLEGE
COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW
Marketing - Associate in Science Degree
Assessment Period: 2016-2019

College Mission Statement

Kapi'olani Community College

Strategic Plan: Mission, Vision, Values, and Commitments 2015-2021

Mission Statement: Kapi'olani Community College provides students from Hawai'i's diverse communities open access to higher education opportunities in pursuit of academic, career, and lifelong learning goals. The College, guided by shared vision and values, and commitment to engagement, learning, and achievement, offers high quality certificate, associate degree, and transfer programs that prepare students for productive futures.

Vision Statement: Kapi'olani Community College is a leading indigenous serving institution whose graduates strengthen the social, economic and sustainable advancement of Hawai'i's diverse communities in an evolving global community.

Values Statement: Kapi'olani Community College enacts the following values:

Kapi'olani Community College enacts the following values:

Kūpono: Practicing honesty and integrity with clarity in all relationships.

Kuleana: Sharing a common responsibility to support the future of our students, college,

Kūloa'a: Ensuring that the needs of our students are met with support and service.

Kūlia: Creating meaningful curricula and learning experiences that serve as a foundation for all to stand and move forward.

Kapi'olani Commitments – Outcome 1: Graduation

- Continue development of STAR, student pathways, student registration interface.
- Increase availability of information on mobile devices.
- Improve data system for planning and management and with DOE.
- Develop predictive analytics for student success.
- Participate in UHCC innovation fund to achieve strategic outcomes (\$1.25 million/year) related to Strategic Plan, Achieving the Dream and Hawai'i Strategy Institute.

Kapi'olani Commitments –Outcome 2: Innovation

- Develop sector visualization to display top employment sectors with salaries and degree attainment.
- Develop a tracking system to fully understand employer needs, apprenticeship, internship, clinical, and graduate placements, graduate earnings and advancement, and needs for further education and training.
- Build better workforce development system through credit and continuing education programs.

- Develop Native Hawaiians for leadership roles at the College and in the community.
- Advance the use and understanding of the Hawaiian language and culture.
- Develop community partnerships locally and globally that advance the college's indigenous serving goals.
- Develop baselines and benchmarks for place-based and international learning, undergraduate research, and teacher preparation.

Kapi'olani Commitments – Outcome 3: Enrollment

- Improve enrollment management systems.
- Eliminate cost as a barrier to education.
- Continue to increase Pell grant participation.
- Increase private fund raising for needs based aid.
- Increase external grants from \$5 million baseline in 2015.
- Implement Open Educational Resources (OER) to replace most textbooks.

Kapi'olani Commitments – Outcome 4: Modern, Sustainable, Teaching and Learning Environments

- Impart a Hawaiian sense of place on campuses through landscaping, signage and gathering spaces to enable social and cultural sustainability of campus communities.
- Improve financial management systems.
- Reduce deferred maintenance backlog.
- Implement campus technology plan and develop a system of planned equipment replacement.
- Serve as role models and consultants to the community on sustainability.
- Participate in Modern Facilities Task Force to: 1) define optimal design and learning elements for 21st century, 3rd decade educational infrastructure; 2) establish goals for state-of-the art, digitally enabled, labs, classrooms, offices, and centers to support community engagement and partnerships across the state.

Program Mission Statement

The focus of the Marketing program is career preparation with three major emphases:

1. Ensure our graduates possess the necessary skills and knowledge to enter the workforce upon graduation,
2. Prepare students and graduates to move seamlessly to 4-year institutions, and
3. Provide lifelong learning opportunities to Hawai'i workforce that is designed to improve workforce skills.

Part I. Executive Summary of Program Status Response to previous program review recommendations.

Recommendations for improving outcomes

The previous program review recommended:

1. Increase persistent rate. (Intended outcome - improve Effectiveness Health Score)
Executive Summary: The persistent rate improved from Unhealthy to Cautious.
2. Increase the number of degrees earned. (Intended outcome - improve Effectiveness Health Score)
Executive Summary: The Effectiveness Health Score improved from Unhealthy to Cautious while the number of degrees earned increased from 6 in AY 08-09 to 7 in AY 09-10, 8 in AY 10-11, and then decreased to 6 in AY 11-12.
3. Increase the number of majors. (Intended outcome - improve Demand Health Score)
Executive Summary: The Demand Health Score improved from Unhealthy to Cautious and the number of majors increased from 78 in AY 08-09 to 91 in AY 09-10, 99 in AY 10-11, and 113 in AY 11-12.
4. Complete Retailing Dual Credit Articulation Agreement with the Department of Education. (Intended outcome - improve Demand Health Score)
Executive Summary: The Demand Health Score improved from Unhealthy to Healthy. The Retailing Dual Credit Articulation with the Department of Education was completed on August 24, 2010.
5. Complete Articulation Agreement with UHWO for Bachelors of Arts in Business Administration – with a concentration in Marketing. (Intended outcome - improve Demand Health Score)
Executive Summary: The Demand Health Score improved from Unhealthy to Cautious, and the Articulation Agreement with UHWO for Bachelors of Arts in Business Administration with a concentration in Marketing was signed on May 30, 2010.

Part II. Program Description (2015-2016)

History

The Merchandise-Mid-Management program of Kapi`olani Community College was established in fall 1967 as part of the business Education Division as a two-year Associate in Science degree program. In 1975, a Certificate of Achievement program was added. The program was modified in 1979 following a federal grant to update and bring current the Merchandise-Mid-Management program. At that time the program became competency-based and an internship course was developed and added.

In 1980, the degree program was renamed Merchandising, and the certificate program was named Sales and Marketing. In 1982, all of the similar programs throughout the community college system agreed to the program name, "Sales and Marketing." In the spring 1991, the Program Coordinating Council for Sales and Marketing renumbered the courses in ascending order according to the sequence in which they should be taken by students. For the academic year 1992 – 1993, the Sales & Marketing Program offered a Certificate of Achievement for 30 credits and an Associate of Science degree for 60 credits.

The word "Sales" was deleted in fall 1997 and the program became known as The Marketing Program. In 1993, a Certificate of Completion in Entrepreneurship was added. This was an 18-credit program emphasizing design of business, marketing, and financial plans; computerized-assisted accounting; data processing applications; and small business management practices.

Currently the Marketing Program is one of three academic programs in the Business Education Department headed by a department chairperson. The two other programs are Accounting and Information Technology. The program staff includes one full-time faculty and 14 lecturers. The Marketing Program offers an exit point at 33 credits for a Certificate of Achievement in Retail Management and a terminal point at 60 credits for an Associate of Science Degree. The program also offers a Certificate of Competence in Retailing and a Certificate of Competence in Management.

Program Goals

- To provide graduates with the entry-level knowledge and skills necessary for performing the tasks of various positions in the field of sales and marketing,
- To upgrade skills of those currently employed in the field of sales and marketing.

Occupations for which this program prepares students

- Marketing Associate
- Account Manager/Coordinator
- Sales Associate/Supervisor/Manager
- Sales Representative (Services, Wholesale and Manufacturing)
- Retail Salesperson
- Wholesale and Retail Buyer
- Customer Service Representative/First-Line Supervisor
- Stock Clerk (Wholesale and Retail)
- First-Line Supervisors/Managers of Non-Retail Sales Workers

Program SLOs

1. Design and develop marketing solutions for current retail environments by employing appropriate marketing plan strategies.
2. Develop foundational skills and knowledge to maximize employee productivity.
3. Evaluate and apply marketing practices to create measurable results to meet marketing objectives.

- Utilize effective communication, problem solving and decision-making skills through the use of appropriate technology and with the understanding of the business environment.

Admission Requirements

Standard KapCC admissions.

Credentials, Licensures Offered

None

Faculty and Staff

- Susan Dik, Executive MBA, University of Hawai'i; Tenured Professor

Lecturers

- Lisa Bellamy, MBA, Southern Connecticut State University
- Bruce Berg, MS Mathematics, Computer Application 1986; Nova University, FL
- Faustino Dagdag, BA Marketing, University of Hawai'i
- Janel Denny, MA Public Administration, University of Hawai'i
- Ken Kiyohara, MBA, Pepperdine University, CA
- Timothy Kwock, MBA, Santa Clara University
- Kerri Lum, MBA, Chaminade University, HI
- Sean Moore, PhD Organizational Change and Development, Southern Cross University, Australia
- Patricia Steiner, MBA, Upper State New York University
- Kawika Villa, MBA, Hawai'i Pacific University

Resources

- Four networked class/labs with 20—30 student workstations, shared with other BLT programs (accounting, marketing, entrepreneurship, management, pre-Business, and pre-ICS)
- Four instructor workstations with projection capabilities, shared with other BLT programs
- One open lab, shared with other BLT programs, with 20—30 student workstations
- Software as appropriate to teach current business applications, programming languages, networking operations, and database and web technologies, shared with other BLT programs
- Two counselors, shared with other BLT programs
- One lab manager, shared with other BLT programs
- One secretary, shared with other BLT programs
- Two to four student assistants to staff the open lab and assist the secretary, shared with other BLT programs.
- Title III grant for lab renovations, shared with other BLT programs

Articulation Agreements

- University of Hawai'i West O`ahu
- BUS 120: Principles of Business; UH Horizontal Articulation Agreement

- MKT 120: Principles of Marketing; UH Pathway Agreement
- MKT 130: Principles of Retailing; UH Pathway Agreement
- ENT 125: Entrepreneurship for Business; UH Pathway Agreement
- Hawai'i Pacific University

Advisory Committee

KapCC Marketing			2015 Advisory Board
First Name	Last Name	Title	Company Name
Pi'ia	Aarma	President	Pineapple Tweed
Leah	Allen	Director of Marketing	TD Food Group, Inc.
Derek	Choy	Associate Professor	University of Hawai'i West O'ahu
Steve	Craven	President	Kekepana International
John	Holman	Director	International Trade & Development
Malia	Lageman	President	Cardinal Services
Susan	Ing	EVP Marketing	Bank of Hawai'i
Nathan	Kim	Vice President	McNeil Wilson Communications
Mary Beth	Lohman	Publisher	Pacific Business News
Darise	Marino	HR Director	Safeway
Jane	Sawyer	District Director	Small Business Administration
Steve	Sue	Founder	BizGym
Naomi Midori Stafford	Young	Owner	Midori Designs

Internships

American Red Cross
 Central Union School
 Epilepsy Foundation
 Kapi'olani Community College
 Kona Brewing Company
 Montgomery Motors
 Navy Exchange
 Oceanic Time Warner Cable
 Outrigger Hotels
 Pacific Rim Connections
 ProtoHUB
 Roberts Hawaii
 Surf Simulator Events
 Waikiki Health

DOE Connections

Standard KapCC connections.

Distance Learning Classes Offered

BUS 100: Using Mathematics to Solve Business Problems

BUS 120: Principles of Business

ENT 125: Starting a Business

ENT 130: Marketing for Small Business

ENT 150: Basic Accounting and Finance

MGT 118: Principles of Supervision

MGT 122: Organizational Behavior

MGT 124: Human Resource Management

MKT 120: Principles of Marketing

MKT 130: Principles of Retailing

MKT 150: Customer Service and Selling

MKT 180: International Marketing

MKT 235: Principles of Merchandise Management

Part III. Quantitative Indicators for Program Review

Kapiolani Community College
2015 Instructional Annual Report of Program Data
Marketing

Part I: Program Quantitative Indicators

Overall Program Health: **Cautionary**

Majors Included: MKT, RETM Program CIP: 52.1401

Demand Indicators		Program Year			Demand Health Call
		12-13	13-14	14-15	
1	New & Replacement Positions (State)	210	130	140	Healthy
2	*New & Replacement Positions (County Prorated)	97	97	97	
3	*Number of Majors	104	92	88	
3a	Number of Majors Native Hawaiian	21	23	14	
3b	Fall Full-Time	48%	49%	49%	

3c	Fall Part-Time	52%	51%	51%
3d	Fall Part-Time who are Full-Time in System	4%	1%	0%
3e	Spring Full-Time	57%	46%	53%
3f	Spring Part-Time	43%	54%	48%
3g	Spring Part-Time who are Full-Time in System	3%	3%	4%
4	SSH Program Majors in Program Classes	723	522	384
5	SSH Non-Majors in Program Classes	1,329	1,107	768
6	SSH in All Program Classes	2,052	1,629	1,152
7	FTE Enrollment in Program Classes	68	54	38
8	Total Number of Classes Taught	33	28	21

Efficiency Indicators		Program Year			Efficiency Health Call
		12-13	13-14	14-15	
9	Average Class Size	20.7	19.4	18.3	Cautionary
10	*Fill Rate	76%	77%	74.5%	
11	FTE BOR Appointed Faculty	1	1	1	
12	*Majors to FTE BOR Appointed Faculty	104	92	87.5	
13	Majors to Analytic FTE Faculty	28.7	30.7	40.0	
13a	Analytic FTE Faculty	3.6	3	2.2	
14	Overall Program Budget Allocation	\$208,613	\$181,394	\$161,176	
14a	General Funded Budget Allocation	\$152,193	\$102,699	\$135,172	
14b	Special/Federal Budget Allocation	\$0	\$0	\$0	
14c	Tuition and Fees	\$56,420	\$78,695	\$26,004	
15	Cost per SSH	\$102	\$111	\$140	

16	Number of Low-Enrolled (<10) Classes	1	2	3
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*Data element used in health call calculation

Last Updated: October 7, 2015

Effectiveness Indicators		Program Year			Effectiveness Health Call
		12-13	13-14	14-15	
17	Successful Completion (Equivalent C or Higher)	69%	67%	66%	Cautionary
18	Withdrawals (Grade = W)	70	46	38	
19	*Persistence Fall to Spring	59%	58.9%	53.6%	
19a	Persistence Fall to Fall	36.1%	32.1%	24.1%	
20	*Unduplicated Degrees/Certificates Awarded	54	37	15	
20a	Degrees Awarded	7	9	8	
20b	Certificates of Achievement Awarded	9	10	5	
20c	Advanced Professional Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	66	38	13	
21	External Licensing Exams Passed	Not Reported	Not Reported	N/A	
22	Transfers to UH 4-yr	11	4	9	
22a	Transfers with credential from program	3	0	3	
22b	Transfers without credential from program	8	4	6	

Distance Education: Completely On-line Classes	Program Year		
	12-13	13-14	14-15

23	Number of Distance Education Classes Taught	15	12	7
24	Enrollments Distance Education Classes	362	284	187
25	Fill Rate	71%	71%	76%
26	Successful Completion (Equivalent C or Higher)	62%	59%	55%
27	Withdrawals (Grade = W)	49	27	26
28	Persistence (Fall to Spring Not Limited to Distance Education)	51%	50%	45%

Perkins IV Core Indicators 2013-2014		Goal	Actual	Met
29	1P1 Technical Skills Attainment	91.00	97.50	Met
30	2P1 Completion	47.00	42.50	Not Met
31	3P1 Student Retention or Transfer	75.21	77.78	Met
32	4P1 Student Placement	68.92	28.95	Not Met
33	5P1 Nontraditional Participation	N/A	N/A	N/A
34	5P2 Nontraditional Completion	N/A	N/A	N/A

Performance Funding		Program Year		
		12-13	13-14	14-15
35	Number of Degrees and Certificates	16	19	13
36	Number of Degrees and Certificates Native Hawaiian	1	0	1
37	Number of Degrees and Certificates STEM	Not STEM	Not STEM	Not STEM
38	Number of Pell Recipients	32	26	26
39	Number of Transfers to UH 4-yr	11	4	9

*Data element used in health call calculation

Last Updated: October 7, 2015

Part IV. Curriculum Revision and Review

SUBJ	CRS#	TITLE	Last Approved	ACTION*	f12	sp13	f13	sp14	f14	Sp15
BUS	100	Using Math to Solve Business Prob.	CurrCom	fall 2010						
BUS	120	Principles of Business	200840	update	X					X
BUS	150	Personal Finance	199410	delete	X					
BUS	191D	Topics in Business Education I	200430	delete	X					
BUS	191V	Topics in Bus Ed (Variable)	200330	delete	X					
BUS	220	Business Seminar	200010	delete	X					
BUS	220B	Topics in Retailing Seminar	200210	delete	X					
BUS	250	Applied Math in Business		update			X			
BUS	291V	Topics in Business Education II	199730	delete	X					
BUS	55	Computational Prob. In Business	1984430	delete	X					
BUS	56	Advance Comp. Prob. In Business	198130	delete	X					
eBus	101	Teamwork Fundamental		update						X
eBus	110	Cust. Rel. Mgt. Fundamentals	200240	delete	X					
eBus	210	Advance Cust. Rel. Mgt.	200240	delete	X					
eBus	220	Persuasive Bus. Communication	200740	delete	X					
eBus	230	Supply Chain Management	200240	delete	X					
eBus	240	Bus Intel. And Legal Issues	200240	delete	X					
eBus	280	Building eBusiness Relationships	200240	delete	X					
eBus	290	eBusiness Seminar	200310	delete	X					
ENT	125	Starting a Business	200740	update						X
ENT	130	Marketing for the Small Business	200740	update						X
ENT	150	Basic Acc. & Fin. For Entrepre.	200740	update						X
MGT	118	Principles of Supervision	200740	update			X			X
MGT	122	Organizational Behavior	200740	update			X			X
MGT	124	Human Resource Management	200740	update			X			X
MKT	120	Principles of Marketing	200740	update			X			X
MKT	130	Principles of Retailing	200740	update						X
MKT	135	Merchandise Management	200030	delete	X					
MKT	150	Cust. Rel. Mgt. and Selling	200740	update						X
MKT	152	Principles of Sales Management	200030	delete	X					
MKT	160	Principles of Advertising	200740	delete	X					
MKT	160L	Principles of Advertising Lab	199840	delete	X					
MKT	180	International Marketing	200930	update Sp2013						X
MKT	185	e-Commerce Marketing	200030	delete	X					
MKT	230	Global Supply Chain Mgt.	200740	delete	X					

MKT	235	Principles of Merchandise Mgt.	200940	new						X
MKT	250	Advanced Cust. Rel. Mgt.	200740	delete	X					
MKT	260	Integrated Marketing Comm.	200740	update Sp2013						X
MKT	293	Marketing Internship	200740	update Sp2013						X

Part V. Survey results

Student satisfaction

No formal “student satisfaction” survey other than the college’s end-of-semester eCafe Student Feedback Survey were done.

Occupational placement in jobs (for CTE programs)

Data not available.

Employer satisfaction (for CTE programs)

Data not available.

Graduate/Leaver (for CTE programs)

Data not available.

Part VI. Analysis of Program

Alignment with mission: Strengths and weaknesses based on analysis of data.

The Marketing Program was awarded accreditation with the Accreditation Council of Business Schools and Programs (ACBSP) in May 2015.

Program Mission Statement

The primary mission of the Marketing program is to prepare students for careers in Marketing with three major emphases to:

1. Ensure our graduates possess the necessary knowledge, skills, and abilities to enter the workforce upon graduation.
2. Prepare students and graduates to move seamlessly and successfully to University of Hawai'i at Manoa, UH-West O'ahu, and other four-year institutions.
3. Provide lifelong learning opportunities for Hawai'i's workforce that are designed to improve workforce skills and career progression.

The Accreditation Council of Business Schools and Programs (ACBSP) accredited the Marketing Program in May 2015. The overall health of the Marketing Program remained unchanged though one of the individual indicators changed. For the year under review, the Demand Indicator improved to Healthy from Cautionary while the Effectiveness and Efficiency Indicators remained Cautionary.

Demand: Healthy

The significant cause of the rise of the Demand Indicator from Cautionary to Healthy is the continuing effect of the 2012 recalibration of the Industry Code measure for the program. As the measurements included in the Demand Indicator have leveled off, the Indicator signals a move from Cautionary to Healthy.

Efficiency: Cautionary

The most significant cause of the fall of the Efficiency Indicator from Healthy to Cautionary in 2012 -- the loss of one full-time faculty member as measured by the "majors to FTE BOR Appointed Faculty" -- remains significant in 2015. This is a measure used in the health calculation for the Efficiency Indicator. A hiring committee was previously organized to replace the retired faculty, recommendations were made, but the hiring process was not completed. Repeated efforts to begin another hiring process have been met with resistance and thus have not been successful. When the ACBSP accredited the Marketing Program in May 2015, the sole point for program improvement was the addition of one full-time faculty to the Marketing discipline. Additionally, continuing reductions of 44% in the Overall Budget Allocation (reduced from \$328,374 in 2010 to \$181,394 per annum in 2014) serve as a further challenge to maintain the Efficiency health of the program.

Effectiveness: Cautionary

The Effectiveness rating improved from "Unhealthy" in 2010 to "Cautionary" every year since 2010. During the past academic year, program curriculum was revised and updated to more accurately target the knowledge, skills, and abilities of Marketing Program graduates to meet current business needs as defined by the Marketing Advisory Board, a Honolulu County Business Community survey, O*NET and the Department of Labor as well as to significantly increase the beginning annual salary of our graduates from \$21,140 to \$43,400. Repeated submissions for curriculum approval to the department were met with significant resistance and thus were not successful.

Distance Education

The number of distance education Marketing classes is decreasing as hybrid (also referred to as flipped) classes are increasing. However, enrollment numbers indicate that distance education classes fill with more students than face-to-face classes in Entrepreneurship and Management classes specifically.

Perkins IV Indicators

Perkins Core Indicators for Technical Skills Attainment and Student Retention or Transfer were met. Perkins Core Indicators for Completion and Student Placement were not met. Whereas Skills Attainment and Student Retention are largely functions of the classroom, Completion and Student Placement are largely functions of student advising and counseling. Based on Perkins IV Indicators, more attention needs to be placed on student advising and counseling as they relate to completion and student placement.

Major Strengths:

- Lecturers are enthusiastic about their classes and their students.
- All MKT, MGT, EBUS, ENT, and BUS 120 classes share a standard format for their syllabi

Major Weaknesses:

- Same skills are taught at the same level in various classes; caused student confusion

- Grade inflation may be occurring.

Current Situation

Internal: At least one more full-time Marketing faculty is needed.

External: The Marketing Program structure and outcomes will change and improve as needed as it begins the accrediting process with the ACBSP.

Assessment Results for Program SLOs (3-5 year trend)

Program Learning Outcomes: (List and Dates Assessed)

1. Design and develop marketing solutions for current retail environments by employing appropriate marketing plan strategies.
2. Develop foundational skills and knowledge to maximize employee productivity.
3. Evaluate and apply marketing practices to create measurable results to meet marketing objectives.
4. Utilize effective communication, problem solving and decision-making skills through the use of appropriate technology and with the understanding of the business environment.

Program Student Learning Outcomes

For the 2012-2013 program year all of the P-SLOs were reviewed by the program:

Assessed this year?		Program Student Learning Outcomes
1	Yes	1 Design and develop marketing solutions for current retail environments by employing appropriate marketing strategies.
2	Yes	2. Apply knowledge to basic management skills to maximize employee productivity.
3	Yes	3. Evaluate and apply marketing practices to create measurable results to meet marketing objectives.
4	Yes	4. Use foundational skills and knowledge to remain current with marketing and management strategies and trends and employ them in new business environments.
5	Yes	5. Utilize effective communication, problem solving and decision-making skills through the use of appropriate technology and with the understanding of the business environment.

A) Evidence of Industry Validation

The Marketing Program was awarded accreditation with the Accreditation Council of Business Schools and Programs (ACBSP) in May 2015; the accreditation is valid for 10 years.

B) Expected Level Achievement

The Expected Level of Achievement in all the Business, Marketing, Management, and Entrepreneurship courses required for an AS Marketing degree is for 70% of the students to score 70% or higher on the assessment tools.

C) Courses Assessed

All courses were assessed during the 2012-2013 academic year. The KCC campus requirement is to review programs and course competencies at least once every five years.

D) Assessment Strategy/Instrument

Marketing Program and courses were assessed using tests and quizzes, team presentations, case studies, reflection papers, and research projects. Programs and courses are due to be assessed again during the 2017-2018 academic year. However, since the Marketing Program is scheduled to be stopped out effective Fall 2016, the current Marketing Program and courses will not be assessed again.

However, the campus is currently adopting Quali Curriculum Management as its curriculum tool and Taskstream as its assessment tool. Quali will be used to build the Entrepreneurship program learning outcomes, course curriculum, and course competencies. Taskstream will be used to build both program and course assessments for the Entrepreneurship Program.

E) Results of Program Assessment

The Marketing Program and all marketing courses have undergone the required five-year assessment requirement of the KCC campus and not scheduled for additional assessment until 2017-2018. Since the Marketing Program is scheduled to be stopped out in Fall 2016, there will be no additional assessments for the Marketing Program.

Part VII. Tactical Action Plan (2016-2019)

1. Action Plan.

- a. Introduction. Although the Marketing AS degree program received its ACBSP accreditation for 10 years, it is time for the Marketing Program to continue its evolution. The Marketing AS degree program exists as a loose amalgamation of two disciplines -- Marketing and Management -- with the addition of an auxiliary Entrepreneurship certificate consisting of three ENT courses. It is noteworthy that the course credits earned in Entrepreneurship are not required courses for an AS degree in Marketing, and while this has been a continuing conundrum for the Program, the time for correction has arrived. By moving Entrepreneurship from an auxiliary position to the primary program focus, with emphasis on both entrepreneurial marketing and entrepreneurial management, an Entrepreneurship AS degree program can address the needs of 96% of the businesses in Hawaii more specifically.

- b. BLT Strategic Outcomes
 - i. The Entrepreneurship Program will support the 2016-2021 College Mission Statement:
 1. Kapi'olani Community College provides students open access to higher education opportunities in pursuit of academic, career, and lifelong learning goals. The College, guided by shared vision and values, and commitment to engagement, learning, and achievement, offers high quality certificate, associate degree, and transfer programs that prepare students for productive futures.
 - ii. The Entrepreneurship Program will support the following Kapi'olani Commitments:
 1. Strategic Outcome #2: Innovation
 2. Strategic Outcome #3: Enrollment Growth
 3. Strategic Outcome #4: Modern, Sustainable, Teaching and Learning Environments
 - iii. The Action Plan to begin the Entrepreneurship Program evolution includes the following steps.
 1. The Spring 2016 Authorization to Plan for an AS degree in Entrepreneurship.
 2. The Fall 2016 Stop-Out of the Marketing Program.
 3. Hiring a full-time tenure-track ENT faculty in Spring 2017.
 4. Visiting or engaging with mainland community college(s) who offer just-in-time Entrepreneurship in AY 2017.
 5. Creating curriculum for both credit and continuing education just-in-time classes on Kualii in AY 2017.

6. Creating both program and course student learning outcomes to be assessed and setting assessment measurement tools on Taskstream in AY 2017.
 7. Begin offering both credit and continuing education curriculum in AY 2018.
 8. Continue course offerings and begin program and course assessments in AY 2019.
 9. The Marketing Program will evolve into the Entrepreneurship Program during the timeframe from Spring 2016 to Fall 2018
- c. Data to be gathered: e.g. ARPD, IEMs, CCSSS, program-specific data (Means of Assessment)
 - i. ARPD (degrees and certificates awarded, persistence, transfer)
 - ii. Standard OFIE tracking
 - iii. Signed MOAs and updated documents with UH-West O'ahu (UHWO), Hawai'i Pacific University (HPU), and the Department of Education (DOE)
 - iv. Tracking enrollment with the department chair and counselor
 - v. Tracking certificate completion with the counselors
 - vi. Tracking degree completion with OFIE
 - d. Positions Responsible.
 - i. Unit dean, department chair, program coordinators, counselors, faculty, OFIE staff, appropriate UHWO, HPU, and DOE personnel
 - e. Synergies with Other Programs, Units, Emphases and Initiatives.
 - i. Culinary, Hospitality, Information Technology, Accounting, Health, New Media Arts, OFIE, FYE, TYE, UHCC System CTE/Perkins Initiatives, CELTT, other CTE programs.
 - f. Key Community Partners (if any).
 - i. Department of Education, UH-West O'ahu, UHCC System and other CTE related partners, National Association for Community College Entrepreneurship (NACCE), Small Business Administration, Chamber of Commerce
2. Program Action Plan (based on ARPD results)
 - a. Actions to be taken to increase enrollment by 2% each AY include but are not limited to:
 - i. Continue to add online and hybrid courses to increase participation by techie students, nontraditional students, and off-island students.
 - ii. Work on vertical articulation agreements with DOE for the Entrepreneurship program.
 - iii. Work on articulation agreements with Hawai'i Pacific University for the Entrepreneurship program.
 - b. Actions to be taken to provide engaging and challenging learning and student support strategies that lead to successful graduation with high proficiency in knowledge, behavior and skills include but are not limited to:

- i. Establishing and assessing program student learning outcomes
 - ii. Developing student engagement activities to increase student retention and achievement
 - iii. Assisting students in understanding the value of short certificates, associate and baccalaureate degrees, and continuing education
 - iv. Improving communication regarding BLT scholarship information and application deadlines
 - v. Merging BLT scholarship information with the UHCC scholarship initiatives
 - vi. Continuing program specific tutoring assistance and other learning support
- b. Actions to be taken to increase support for faculty and staff resources (to include technology and professional development) to assure technological and globally rich instructional expertise and to expand instructional delivery systems include but are not limited to:
- i. Establish just-in-time online continuing education and credit classes for ENT students
 - ii. Submit annual budget allocation request
 - iii. Seek other funding resources for upgrading of technology/equipment to meet industry standards and/or professional development
 - iv. Recruit full-time faculty in Entrepreneurship
 - v. Mentor and assist probationary instructors and lecturers with the preparation of their syllabi, basic usage of Laulima's online tools as determined by the program coordinator, understanding the use and completion of college forms, grading, assessment for continuous improvement, working with students with disabilities, etc.

Part VIII. Resource and Budget Implications

- 1) Resources needed for the development of a new Entrepreneurship Program include:
- a) \$500 outreach to industry partners such as SBA, Entrepreneurs Foundation of Hawaii, and the Young Entrepreneurs Organization.
 - b) \$500 outreach to internal markets to be served by the program, such as the Health, Culinary, New Media Arts, BLT, and OCET programs.
 - c) \$500 test market research for entrepreneurial needs.
 - d) \$5,000 - \$10,000 to investigate mainland campuses offering just-in-time online Entrepreneurship education
 - e) \$60,000 (??) Addition of new fulltime tenure-track faculty
 - f) \$750 membership to NACCE

- g) CTE Deans office at KapCC is collaborating to create economies of scale for the three departments in the CTE Cluster to better utilize resources for those departments.

Part IX. Evaluation of Data and Measurable Improvements

- 1) Evaluation of Data identified in Part VII-1-c, 2-c, 3-c
 - a) Given that the Marketing Program is in transition to be stopped out and replaced by the Entrepreneurship Program, evaluation of data and measurable improvement is not applicable at this time.
- 2) Improvements in Last 12 months (list)
 - a) Increased enrollment in MGT, ENT, BUS 120, and lower-level MKT classes by offering them online Updated curriculum to all MKT, MGT, EBUS, and ENT courses but repeated submissions for curriculum approval to the department were met with significant resistance and thus were not successful.
 - b) Updated BUS 120 curriculum successfully
- 3) Improvements to be made in the next 12 months (list)
 - a) Receipt of authorization to plan the Entrepreneurship Program from the Board of Regents
 - b) Hiring of a fulltime tenure-track ENT faculty member
 - c) Creation of curriculum and assessment strategy for ENT courses to support the ENT Program