

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

College Mission Statement

‘Ōlelo Nu‘ukia – Vision

He Kula Nui Kāko‘o ‘Ōiwi ‘o Kapi‘olani Kula Nui Kaiāulu a na kā lākou mau haumāna puka e ho‘oikaika i ke kaiāulu o ko Hawai‘i mau kaiāulu like ‘ole ma ka honua e loli mau.

Kapi‘olani Community College is a model indigenous serving institution whose graduates strengthen the social, economic, and sustainable advancement of Hawai‘i and the world.

Ala Nu‘ukia – Mission

(approved by University of Hawai‘i Board of Regents on March 23, 2017)

He hale hāmama ‘o Kapi‘olani Kula Nui Kaiāulu no nā ‘ano kaiāulu like ‘ole, e ho‘olako i nā kānaka ho‘ākea ‘ike e hiki aku i ka pahuhopu ‘imi na‘auao, ‘imi ‘oihana, a ho‘olaulā ‘ike. He loa‘a nā palapala a‘o, nā kēkelē mua puka, me nā polokalamu ho‘īli kula he kilohana wale e ho‘omākaukau i nā haumāna maoli, kūloko, kaumoku‘āna, kau‘āina no ka mua he lako.

Kapi‘olani Community College provides open access to higher education opportunities in pursuit of academic, career, and lifelong learning goals to the diverse communities of Hawai‘i. Committed to student success through engagement, learning, and achievement, we offer high quality certificates and associate degrees, and transfer pathways that prepare indigenous, local, national, and international students for their productive futures.

Nā lawena waiwai – Values

Ho‘ohanohano ‘ia ka ho‘īlina a ka Mō‘īwahine o Kapi‘olani e Kapi‘olani Kula Nui Kaiāulu ma o kēia mau lawena waiwai:

Kapi‘olani Community College honors the legacy of Queen Kapi‘olani through these values:

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

Kuleana: Sharing a common responsibility to support the future of our students, college, community, land, and sea.

Mālama: Protecting and perpetuating ancestral knowledge.

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.

Alaka‘i ‘ia mākou e kā mākou nu‘ukia like, lawena waiwai like, a me ka ho‘okō kuleana haumāna like ma o ke kāko‘o ‘i‘ini, ke a‘o, ka ho‘okō pahuhopu, me ka palapala ‘o Hawai‘i Papa o Ke Ao.

We are guided by our shared vision, values and commitments and by the recommendations of Hawai'i Papa O Ke Ao.

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

Recommendations for improving outcomes

The previous program review recommended:

Increase persistent rate. (Intended outcome - improve Effectiveness Health Score) **Executive Summary:** The persistent rate remained the same as Cautionary.

Increase the number of degrees earned. (Intended outcome - improve Effectiveness Health Score) **Executive Summary:** The Effectiveness Health Score remained Cautionary while the number of degrees earned increased from 4 in AY 2016 to 8 in AY 2018.

Increase the number of majors. (Intended outcome - improve Demand Health Score) **Executive Summary:** The Demand Health Score improved from Cautionary to Healthy and the number of majors decreased from 80 in AY 2016 to 61 in AY 2018.

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 Cautionary to Healthy and the number of certificates awarded increased from 6 in AY 2016 to 9 in AY 2018.

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 Cautionary to Healthy, and the Articulation Agreement with UHWO for Bachelors of Arts in Business Administration with a concentration in Marketing signed on May 30, 2010 remained in effect.

NOTE: The Marketing Program and the Retailing Marketing Certificate are being retired as a result of the Marketing program stop-out memo signed by the Interim Chancellor on May 9, 2018.

Part II. Program Description (2016-2019)

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 entry-level knowledge and skills necessary for performing the tasks of various positions in the field of marketing.

To upgrade skills of those currently employed in the field of 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

Design and develop marketing solutions for current retail environments by employing appropriate marketing plan strategies.

Develop foundational skills and knowledge to maximize employee productivity.

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.

Faculty and Staff

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

Lecturers

Janel Denny, MA Public Administration, University of Hawaii

Timothy Kwock, MBA, Santa Clara University

Sean Moore, PhD Organizational Change and Development, Southern Cross University, Australia

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 : Memorandum of Agreement AS in Marketing and BA in Business Administration with a Concentration in Marketing

BUS 120: Principles of Business; UH System Course Articulation Agreement

MKT 120: Principles of Marketing; UH System Course Articulation Agreement

MKT 130 Principles of Retailing; UH System Course Articulation Agreement

MKT 150: Customer Service and Selling; UH System Course Articulation Agreement
MGT 120: Principles of Management; UH System Course Articulation Agreement

MGT 122: Human Relations in Management; UH System Course Articulation Agreement

MGT 124: Human Resource Management; UH System Course Articulation Agreement

ENT 125: Starting a Business; UH System Course Articulation Agreement

ENT 130: Marketing for Business; UH System Course Articulation Agreement

ENT 150: Basic Accounting and Finance for Entrepreneurs; UH System Course Articulation Agreement

Advisory Committee

NOTE: The AS Marketing Program is currently being retired as a result of the Marketing program stop-out signed by the Interim Chancellor on May 9, 2018; the Advisory Committee has not yet been informed.

Distance Learning Classes Offered

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 120: Principles of Management

MGT 122: Human Relations in Management

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. Curriculum Revision and Review

List of Marketing courses reviewed during the previous three years:

MKT 120, updated 2016 for Fall 2018

MKT 130, updated 2016 for Fall 2018

MKT 150, updated 2016 for Fall 2018

MKT 180, updated 2017 for Fall 2019

MKT 235, updated 2015 for Summer 2016

MKT 260, updated 2016 for Fall 2019

MKT 293, updated 2016 for Fall 2019

List of Management courses reviewed during the previous three years:

MGT 120, updated 2016 for Fall 2018

MGT 122, updated 2016 for Fall 2018

MGT 124, updated 2016 for Fall 2018

List of Entrepreneurship courses reviewed during the previous three years:

ENT 125, updated 2016 for Fall 2019

ENT 130, updated 2016 for Summer 2016

ENT 150, updated s016 for Fall 2019

List of eBusiness and Business courses reviewed during the previous three years:

EBUS 101, updated 2016 for Fall 2018

BUS 120, updated 2016 for Fall 2016

List of Marketing courses in process of retirement (deletion):

MKT 120, submitted 2019 for Fall 2020

MKT 130, submitted 2019 for Fall 2020

MKT 150, submitted 2019 for Fall 2020

MKT 180, submitted 2019 for Fall 2020

MKT 235, submitted 2019 for Fall 2020

MKT 260, submitted 2019 for Fall 2020

MKT 293, submitted 2019 for Fall 2020

List of eBusiness courses in process of retirement (deletion):

EBUS 101, submitted 2019 for Fall 2020

List of Management courses retired (deleted):

MGT 118, submitted in 2016 for Fall 2018

Part IV. Survey results

Student satisfaction

No formal “student satisfaction” survey other than the college’s end-of-semester CES 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 V. Quantitative Indicators for Program Review

Kapiolani Community College

2018 Instructional Annual Report of Program Data

Marketing

Part I: Program Quantitative Indicators

Overall Program Health: Cautionary

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)	375	355	340	
3.	Number of Majors	80	71	61	
3a.	Number of Majors Native Hawaiian	15	12	8	
3b.	Fall Full-Time	53%	51%	58%	
3c.	Fall Part-Time	47%	49%	42%	
3d.	Fall Part-Time who are Full-Time in System	4%	0%	6%	
3e.	Spring Full-Time	55%	55%	60%	
3f.	Spring Part-Time	45%	45%	40%	
3g.	Spring Part-Time who are Full-Time in System	4%	5%	0%	
4.	SSH Program Majors in Program Classes	399	456	495	
5.	SSH Non-Majors in Program Classes	972	912	729	
6.	SSH in All Program Classes	1,371	1,368	1,224	
7.	FTE Enrollment in Program Classes	46	46	41	
8.	Total Number of Classes Taught	25	22	23	

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

Efficiency Indicators		Program Year			Efficiency Health
		15-16	16-17	17-18	
9.	Average Class Size	18	21	18	Cautionary
*10.	Fill Rate	68.8%	72.4%	64.1%	
11.	FTE BOR Appointed Faculty	1	1	1	
*12.	Majors to FTE BOR Appointed Faculty	80	71	61	

13.	Majors to Analytic FTE Faculty	27	36	20
13a.	Analytic FTE Faculty	3	2	3
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	7	2	1

Effectiveness Indicators		Program Year			Effectiveness Health
		15-16	16-17	17-18	
17.	Successful Completion (Equivalent C or Higher)	63%	66%	71%	Cautionary
18.	Withdrawals (Grade = W)	53	55	44	
*19.	Persistence Fall to Spring	56%	61%	62%	
19a.	Persistence Fall to Fall	25%	15%	17%	
*20.	Unduplicated Degrees/Certificates Awarded	21	35	28	
20a.	Degrees Awarded	4	3	8	
20b.	Certificates of Achievement Awarded	6	5	9	
20c.	Advanced Professional Certificates Awarded	0	0	0	
20d.	Other Certificates Awarded	24	52	37	
21.	External Licensing Exams Passed				
22.	Transfers to UH 4-yr	10	10	12	
22a.	Transfers with credential from program	6	5	1	
22b.	Transfers without credential from program	4	5	11	

39.	Number of Transfers to UH 4-yr	10	10	12
-----	--------------------------------	----	----	----

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:

Ensure our graduates possess the necessary knowledge, skills, and abilities to enter the workforce upon graduation.

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.

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 as 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. Additional Entrepreneurship faculty position will be requested during the planning of the AS degree in the 2020 academic year.

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)

Design and develop marketing solutions for current retail environments by employing appropriate marketing plan strategies.

Develop foundational skills and knowledge to maximize employee productivity.

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.

All courses included under the Marketing Program umbrella were assessed during the 2016-2017 academic years. The KCC campus requirement is to review programs and course competencies at least once every five years, which qualifies all course competencies in compliance.

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. Each instructor summarizes his/her students' results on the target competency(ies) being assessed, using his or her own criteria. All courses assessed met the expected level of achievement.

During the 2016-2017 academic year the following courses were assessed: MKT 120, MKT 130, MKT 150, MKT 180, MKT 235, MKT 260, MKT 293, MGT 118, MGT 122, MGT 124, BUS 120, EBUS 101, ENT 125, ENT 130, and ENT 150.

Given the current stop-out of the Marketing Program, course updates have been determined to be unnecessary.

Part VII. Tactical Action Plan (2016-2019)

Strategy for Improving Program Outcome/Indicator and related Strategic Outcome

The Interim Chancellor signed the stop-out of The Marketing[Office1] Program on May 9, 2018.

CCAO approved the ATP – Authorization to Plan for the AS in Entrepreneurship was granted in March of 2019. The new AS degree will be developed and implements as the stop-out of the marketing program concludes during the 2020 academic year.

Performance measure to assess program strategy and related Strategic Performance Measure

The Interim Chancellor signed the stop-out of The Marketing Program on May 9, 2018, so no performance measure to assess the program strategy is required.

Data to be gathered to determine the success of the strategy

The Interim Chancellor signed the stop-out of The Marketing Program on May 9, 2018, so no data will be gathered to determine the success of the strategy.

Position(s) Responsible

Marketing Program Coordinator Susan Dik is responsible for initiating curricular and program stop-out processes.

Synergies with other programs, units, emphases and initiatives.

All heads of campus programs, units, emphases and initiatives were included in the memo sent by the Interim Chancellor to stop-out the Marketing Program on May 9, 2018.

Key Community Partners (if any)

The Advisory Board for the Marketing Program will be sent an email informing them of the stop-out of the Marketing Program.

CTE Internship Collaboration Model

The CTE programs at Kapi`olani (ACC, CULN, HOST, IT, MKT, LAW) are collaborating around an innovative solution for a hospitality workforce urgent need. The goal is to create a powerful academic and operations partnership that delivers an enhanced training component to the current academic programs course sequences increasing energy and excitement for students to better persist and complete while providing them a direct pipeline to the hospitality industries employment demand for all CTE career pathways.

The HosT Sector Partnership is an industry-led collaboration of CEOs and Executives of Hospitality and Tourism organizations in Hawaii. The Partnering with Education Committee has been collecting information on hospitality industry training programs, enrollment, and graduation for the sector's highest in-demand jobs. (October 2018). They would like to now focus on identifying critical occupations and streamlining internships, externships and other work-based learning opportunities.

The Collaborative "Ignite" Internship Experience is a collaboration of CTE programs, faculty, administrators, program coordinators, and students... an "Interdisciplinary Innovation Center" that leverages the culinary and hospitality industry as a powerful connection for our CTE students who are seeking and discovering a career pathway with upwardly mobility opportunities for career expansion and earning opportunities for the "Ignite" internship experience completers.

CTE programs have submitted and received approval (April-2019) for a \$200,000 collaborative Perkins Grant along with growing corporate partnerships to provide support for the development, engagement, scaling of the concept, and sustainability strategy for the Ignite Collaborative Internship Program.

Part VIII. Resource and Budget Implications

Identify the human, physical, and fiscal resources required to implement strategies and indicate the appropriate funding sources: existing appropriated funds, tuition, and other specific fees, grants, etc.

The Marketing Program ceased accepting Marketing majors as of Fall 2018; however, the campus is obligated to existing Marketing majors to offer courses required to complete their degrees. As such, funding will be required to offer potentially low-enrolled Marketing classes until Spring 2020 for existing

Marketing majors to complete their AS in Marketing.

Identify the technology resources required to implement strategies and indicate the appropriate funding sources: existing appropriated funds, tuition, and other special fee, grants, etc.

The Marketing Program ceased accepting Marketing majors as of Fall 2018; however, the campus is obligated to existing Marketing majors to offer courses required to complete their degrees. As such, funding will be required to offer existing technology needed for potentially low-enrolled Marketing classes until Spring 2020 for existing Marketing majors to complete their AS in Marketing.

The CTE programs at Kapi`olani CC (ACC, CULN, HOST, IT, PARALEGAL, and MKT) all share the following resource needs:

- Awareness outreach support
- Student Success Pathways support
- Tutor support
- Summer advising support
- Technology resources

Program Support

The Business, Legal, and Technology department requests that Position 0078295T, Academic Support: Educational Specialist – Tony Yi be converted to a permanent FT APT position. This position is primarily concerned with addressing the information technology (IT) infrastructure and instructional needs of the department.

The position is responsible for the maintenance, troubleshooting, recording, and deployment of a majority of the BLT department technology assets. This position is also tasked with the purchase of the department's technology needs in conjunction with the department secretary and CELTT, and is familiar with the University's rules and regulations in this regard, as well as their associated Administrative Procedures.

The position oversees the BLT computer lab and classroom, responsible for supervising the lab assistants and tutors, managing daily operations, scheduling BLT room reservations both within the department and with other departments, and other ancillary tasks.

The loss of this temporary unbudgeted position due to any budget crisis or cutbacks would be very damaging to BLT operations and service to our students. This is critical position and should be given the appropriate permanency and consistency for support the BLT department programs – Accounting, IT, Paralegal, and marketing/entrepreneurship.