KAPI‘OLANI COMMUNITY COLLEGE

COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW

Marketing - Associate in Science Degree

Assessment Period: 2006-2009

College Mission Statement

Kapi‘olani Community College
Mission Statement 2003-2010

Approved October 7, 2002 by KCC Faculty Senate

Kapi‘olani Community College

- is a gathering place where Hawai‘i’s cultural diversity is celebrated, championed and reflected in the students, faculty, staff, administration and curriculum.
- is a nurturing workplace of choice for strong and caring faculty, staff, and administrators committed to a shared vision and set of values.
- strives to be the first choice for education and training for Hawai‘i’s people.
- provides open access, and promotes students’ progress, learning and success with low tuition and high quality instructional programs, student development and support services, and selective areas of excellence and emphasis.
- prepares students to meet rigorous baccalaureate requirements and personal enrichment goals by offering a high quality liberal arts program.
- prepares students to meet rigorous employment and career standards by offering 21st century career programs.
- prepares students for lives of ethical, responsible community involvement by offering opportunities for increased civic engagement.
- leads locally, nationally and internationally in the development of integrated international education through global collaborations.
- uses human, physical, technological and financial resources effectively and efficiently to achieve ambitious educational goals.
- builds partnerships within the University and with other educational, governmental, business, and non-profit organizations to support improved learning from preschool through college and lifelong.
- uses cycles of qualitative and quantitative assessment to document degrees of progress in achieving college goals and objectives.

http://quill.kcc.hawaii.edu/object/kccmissionstatement.html
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.
The previous program review recommended:

- PAR & CAR for Change to Associate Degree, Deletion of Current Associate Degrees and Addition of Certificates.
  
  **Executive Summary:** The PARs & CARs were completed, the Associate in Science in Marketing was updated (going from 66 credits down to 60 credits), Certificate of Competence in Retailing created, Certificate of Competent in Management created and Certificate of Achievement – Retail Management created;

- SLO, CAR & COL for classes, which are part of the new program. Includes writing class descriptions (and updating existing class descriptions).
  
  **Executive Summary:** SLOs for the AS degree and Certificates were written and approved. The updating of existing courses was also completed.

- CAR to delete existing classes, which will not be part of the new program.
  
  **Executive Summary:** This was not done and is being scheduled for Spring 2010.

Part II. Program Description

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 two full-time faculty and three 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 develops 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.

Admission Requirements

Standard KapCC admissions.

Credentials, Licensures Offered

None
Faculty and Staff
- David T. Nakamaejo, M.Ed., Professor, tenured, 1984 (Teaches business, entrepreneurship, marketing and management courses)
- Susan Dik, E.M.B.A., Assistant Professor, probationary, (Teaches entrepreneurship, marketing, management and ebusiness courses)

Lecturers
- Faustino Dagdag
- Kerri Lum
- Michael Ito, CPA

Resources
- Four networked class/labs with 20—30 student workstations, shared with other BE programs (accounting, marketing, entrepreneurship, management, pre-Business, and pre-ICS)
- Four instructor workstations with projection capabilities, shared with other BE programs
- One open lab, shared with other BE 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 BE programs
- Two counselors, shared with other BE programs
- One lab manager, shared with other BE programs
- One secretary, shared with other BE programs
- Two to six student assistants to staff the open lab and assist the secretary, shared with other BE programs.
- Title III grant for lab renovations, shared with other BE programs.

Articulation Agreements
- BUS 120: Principles of Business; UH Horizontal Articulation Agreement
- MKT 120: Principles of Marketing; UH Horizontal Articulation Agreement
- MKT 120: Principles of Retailing; UH Horizontal Articulation Agreement (currently being developed
- ENT 125 University of Hawai`i Horizontal Articulation Agreement
- Chaminade (outdated, undergoing review)
- HPU (outdated, undergoing review)
Community Connections, Advisory Committees, Internships, Coops

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Company Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pi`i</td>
<td>Aarma</td>
<td>Pineapple Tweed</td>
</tr>
<tr>
<td>Noelle</td>
<td>Baker</td>
<td>[Anthology] Marketing Group</td>
</tr>
<tr>
<td>Aaron</td>
<td>Chan</td>
<td>Hawaiian Moon</td>
</tr>
<tr>
<td>Becki</td>
<td>Ward</td>
<td>Ward Research</td>
</tr>
<tr>
<td>Lance</td>
<td>Ichimura</td>
<td>Servco Auto Centers</td>
</tr>
<tr>
<td>George</td>
<td>Irion</td>
<td>AIG Insurance</td>
</tr>
<tr>
<td>Sherilyn</td>
<td>Lau</td>
<td>Department of Education</td>
</tr>
<tr>
<td>Sherrie</td>
<td>Coronas</td>
<td>Windward Mall</td>
</tr>
<tr>
<td>Malia</td>
<td>Lageman</td>
<td>Cardinal Mailing Service</td>
</tr>
<tr>
<td>Mary Beth</td>
<td>Lohman</td>
<td>Pacific Business News</td>
</tr>
<tr>
<td>Stevette</td>
<td>Santiago</td>
<td>Hawai`i USA FCU</td>
</tr>
<tr>
<td>Dennis</td>
<td>Wong</td>
<td>Hawai`i National Bank</td>
</tr>
</tbody>
</table>

Internships
- Islanda Tech
- Pacific Business News
- Servco Auto Centers
- [Anthology] Marketing Group
- Sheraton Hotels
- Hakubundo
- Macy’s
- Inspirations
- Expedia Destination Services

DOE Connections
Standard KapCC connections.

Distance delivered/Off Campus Programs, if applicable
BUS 100: Using Mathematics to Solve Business Problems
BUS 120: Principles of Business
ENT 125: Starting a Small Business
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
Part III. Quantitative Indicators for Program Review (No need to write this part. The data will come from the annual program reviews.)

Demand/Efficiency

Current and projected positions in the occupation (for CTE programs)

Annual new positions in the State (for CTE programs)

Number of applicants

Number of majors

Student Semester Hours for program majors in all program classes.

Student Semester Hours for all program classes.

FTE program enrollment

Number of classes taught

Average class size

Class fill rate

FTE of BOR appointed program faculty

Semester credits taught by lecturers

Percent of classes taught by lecturers

FTE workload (Credits taught/full teaching load.) Note: Full teaching load is generally defined as 27 or 21 credits depending on program.

Major per FTE faculty

Number of degree/certificates awarded in previous year by major

Cost of program per student major

Cost per SSH

Determination of program’s health based on demand and efficiency (Healthy, Cautionary, Unhealthy)

Outcomes

Attainment of student educational goals

Persistence of majors fall to spring
Graduation rate
Transfer rates
Success at another UH campus (based on GPA)
Licensure information where applicable
Perkins core indicators for CTE programs
Determination of program’s health based on outcomes (Healthy, Cautionary, Unhealthy)

Part IV. Assessment Results Chart for Program SLOs (3—5 year trend)

Student Learning Outcomes:

1. Design and develops 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.

<table>
<thead>
<tr>
<th>SLO #</th>
<th>Year/Semester of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO #1</td>
<td>Spring 2010</td>
</tr>
<tr>
<td>SLO #2</td>
<td>Spring 2011</td>
</tr>
<tr>
<td>SLO #3</td>
<td>Spring 2009</td>
</tr>
<tr>
<td>SLO #4</td>
<td>Spring 2012</td>
</tr>
</tbody>
</table>

Changes made as a result of findings

In Spring 2009 a rubric was designed and applied to ten (10) random and anonymous student artifacts, from the MKT 120: Principles of Marketing class (marketing plans) to assess SLO #3. The results were sixty-percent (60%) exceeded the student learning outcome and forty-percent (40%) met the student learning outcome.

The plan for improvement will be the development of a common marketing plan outline that will be used in all of the MKT 120: Principles of Marketing sections.
### Part V. Curriculum Revision and Review (Minimum of 20% of existing courses is to be reviewed each year.)

<table>
<thead>
<tr>
<th>SUBJ</th>
<th>CRS#</th>
<th>TITLE</th>
<th>Last Approved</th>
<th>ACTION*</th>
<th>f09</th>
<th>sp10</th>
<th>f10</th>
<th>sp11</th>
<th>f11</th>
<th>sp12</th>
<th>f12</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS</td>
<td>100</td>
<td>Using Math to Solve Business Prob.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS</td>
<td>120</td>
<td>Principles of Business</td>
<td>200840</td>
<td>update</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS</td>
<td>150</td>
<td>Personal Finance</td>
<td>199410</td>
<td>delete</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS</td>
<td>191D</td>
<td>Topics in Business Education I</td>
<td>200430</td>
<td>delete</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS</td>
<td>191V</td>
<td>Topics in Bus Ed (Variable)</td>
<td>200330</td>
<td>delete</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS</td>
<td>220</td>
<td>Business Seminar</td>
<td>200010</td>
<td>delete</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS</td>
<td>220B</td>
<td>Topics in Retailing Seminar</td>
<td>200210</td>
<td>delete</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS</td>
<td>250</td>
<td>Applied Math in Business</td>
<td></td>
<td>update</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>BUS</td>
<td>291V</td>
<td>Topics in Business Education II</td>
<td>199730</td>
<td>delete</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS</td>
<td>55</td>
<td>Computational Prob. in Business</td>
<td>1984430</td>
<td>delete</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUS</td>
<td>56</td>
<td>Advance Comp. Prob. in Business</td>
<td>198130</td>
<td>delete</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>eBus</td>
<td>101</td>
<td>Teamwork Fundamental</td>
<td></td>
<td>update</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>eBus</td>
<td>110</td>
<td>Cust. Rel. Mgt. Fundamentals</td>
<td>200240</td>
<td>delete</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>eBus</td>
<td>210</td>
<td>Advance Cust. Rel. Mgt.</td>
<td>200240</td>
<td>delete</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>eBus</td>
<td>220</td>
<td>Persuasive Bus. Communication</td>
<td>200740</td>
<td>delete</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>eBus</td>
<td>230</td>
<td>Supply Chain Management</td>
<td>200240</td>
<td>delete</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>eBus</td>
<td>240</td>
<td>Bus Intel. And Legal Issues</td>
<td>200240</td>
<td>delete</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>eBus</td>
<td>280</td>
<td>Building eBusiness Relationships</td>
<td>200240</td>
<td>delete</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>eBus</td>
<td>290</td>
<td>eBusiness Seminar</td>
<td>200310</td>
<td>delete</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENT</td>
<td>125</td>
<td>Starting a Business</td>
<td>200740</td>
<td>update</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>ENT</td>
<td>130</td>
<td>Marketing for the Small Business</td>
<td>200740</td>
<td>update</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>ENT</td>
<td>150</td>
<td>Basic Acc. &amp; Fin. For Entrepre.</td>
<td>200740</td>
<td>update</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>MGT</td>
<td>118</td>
<td>Principles of Supervision</td>
<td>200740</td>
<td>update</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>MGT</td>
<td>122</td>
<td>Organizational Behavior</td>
<td>200740</td>
<td>update</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>MGT</td>
<td>124</td>
<td>Human Resource Management</td>
<td>200740</td>
<td>update</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>MKT</td>
<td>120</td>
<td>Principles of Marketing</td>
<td>200740</td>
<td>update</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>MKT</td>
<td>130</td>
<td>Principles of Retailing</td>
<td>200740</td>
<td>update</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>MKT</td>
<td>135</td>
<td>Merchandise Management</td>
<td>200030</td>
<td>delete</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MKT</td>
<td>150</td>
<td>Cust. Rel. Mgt. and Selling</td>
<td>200740</td>
<td>update</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>MKT</td>
<td>152</td>
<td>Principles of Sales Management</td>
<td>200030</td>
<td>delete</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MKT</td>
<td>160</td>
<td>Principles of Advertising</td>
<td>200740</td>
<td>delete</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MKT</td>
<td>160L</td>
<td>Principles of Advertising Lab</td>
<td>199840</td>
<td>delete</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MKT</td>
<td>180</td>
<td>International Marketing</td>
<td>200930</td>
<td>update</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>MKT</td>
<td>185</td>
<td>e-Commerce Marketing</td>
<td>200030</td>
<td>delete</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MKT</td>
<td>230</td>
<td>Global Supply Chain Mgt.</td>
<td>200740</td>
<td>delete</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part VI. Survey results

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

Occupational placement in jobs (for CTE programs)
2008-9 only: Goal—50% (Perkins); Actual—87.5%--See 2008-9 Annual Report Data for Information Technology.

Employer satisfaction (for CTE programs)
(no data)

Graduate/Leaver (for CTE programs)
(no data)

Part VII. Analysis of Program

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

The Marketing program’s mission has three emphasis: 1) insuring that our graduates possess the necessary skills and knowledge to enter the workforce upon graduation, 2) preparing students and graduates to move seamlessly and successfully to four-year institutions, and 3) providing lifelong learning opportunities for Hawaii’s workforce that is designed to improve workforce skills.

The CTE Occupational Placement goal for CTE programs is 50% and our placement rate of 87.5% is clearly “healthy.” Class fill rate is healthy at eighty-four percent (84%).

Emphasis #1: insuring that our graduates possess the necessary skills and knowledge to enter the workforce upon graduation is being met with a placement rate of 87.5%. A glaring weakness in the program is the low number of graduates, seven for AY 2008 – 2009. Another weakness is the low number (78) of majors as compared to the New and Replacement Positions (1,148).

Emphasis #2: preparing students and graduates to move seamlessly and successfully to four-year institutions is an area that needs updating. The articulation agreement with Hawai‘i Pacific University and Chaminade needs review, with a new agreement signed. Goals have been set to complete a marketing articulation agreement with University of Hawai‘i West-O‘ahu campus.
Emphasis #3: providing lifelong learning opportunities for Hawai‘i’s workforce that is designed to improve workforce skills is being actively worked on. The Certificate of Achievement in Retail Management reflects current industry demand. The certificate has the support of the Western Association of Food Chain (WAFC) stores, which includes Safeway, Foodland, Food Pantry, Times, Whole Foods, KTA (Big Island) and Costco. More retailers are expected to join.

Another curriculum change for the marketing program is the Certificate of Competence in Retailing and Certificate of Competence in Management. The certificates align with emphasis #3 and are part of the AS Marketing degree.

The SLO assessment process provides an opportunity for the marketing faculty to examine program and course outcomes. The process will identify areas where improvements are needed to increase proficiency in basic knowledge concepts, theory, and process and proficiency in application skills. This will further align the program with emphasis #3 by providing lifelong learning opportunities and improve workforce skills.

**Evidence of Quality**

The faculty in the Marketing Program has been stable for the past six years, which provides consistency in the delivery of instruction. The full-time as well as the part-time faculty have industry experience as well as formal education in the area they are teaching. The instructor for the Accounting for the Entrepreneur Quickbooks (the most widely used accounting software for small business) class is a CPA and a certified user of the software.

Staying current with business trends is important, the faculty are active members of the Sales and Marketing Executive Association, Society of Human Resource Management, Hawai‘i Society of Certified Public Accountants, and Honolulu Executive Association. Participation in these professional organizations keeps faculty current.

As technology changes and grows, so do the demands for increased training. This additional training almost always rests on the foundation of earlier, legacy technologies. Ultimately, the curriculum grows and we are forced to create a new pathway for IT workers who want to continue their studies. To this end, we have worked to develop an Advanced Professional Certificate that, along with our AS in IT, will transfer wholly to UHWO into their BAS with a Concentration in IT Program. This expansion also reflects a quality program, a program that is responsive to community and industry needs and grows at an appropriate rate.

The business community has been very supportive of the Marketing Internship course, which reflects the quality of the marketing student. As listed earlier in this report, internship stations have been at businesses such as Macy’s, INspirations (furniture store), Servco Auto Center, and Pacific Business News, just to name a few. Neiman Marcus has requested interns this past semester, however we did not have available students.
Of those students who have completed the internship course, the evaluations done by their supervisors have been very positive. The employers have commented on the quality of work the students have done at the internship station.

**Evidence of Student Learning**

The Marketing Program has four SLOs in a four-year cycle of assessment. This past spring 2009 semester, program SLO #3: *Evaluation and apply marketing practices to create measurable results to meet marketing objectives* was assessed. As stated in Part IV: Assessment Results Chart for Program SLOs, writing a marketing plan, sixty-percent (60%) exceeded the student learning outcome and forty-percent (40%) met the student learning outcome. More importantly, what came out of the process was the lack of a consistent format for the marketing plan projects. Each instructor had a slightly different format for the marketing plan. Therefore, the plan for improvement will be the development of a common marketing plan format that will be used in the MKT 120: Principles of Marketing sections.

The next SLO assessment will be completed in Spring 2010 on SLO #1, *Design and develops marketing solutions for current retail environments by employing appropriate marketing plan strategies.*

**Resource Sufficiency**

There are new desktop computers in Mamane 101 and a replacement cycle should be implemented so that monies are budgeted and replacement of the computers in three to four years can occur smoothly.

Release time for faculty to develop cable courses for ENT 125: Starting a Business and ENT 130: Marketing for the Small Business would provide the community another source of instruction.

**Recommendations for improving outcomes**

The recommendations for improving outcomes are:

1. Increase persistent rate. (Intended outcome - improve Effectiveness Health Score)
2. Increase the number of degrees earned. (Intended outcome - improve Effectiveness Health Score)
3. Increase the number of majors. (Intended outcome - improve Demand Health Score)
4. Complete Retailing Dual Credit Articulation Agreement with the Department of Education. (Intended outcome - improve Demand Health Score)
5. Complete Articulation Agreement with UH-WO for Bachelors of Arts in Business Administration – with a concentration in Marketing. (Intended outcome - improve Demand Health Score)
Part VIII. Action Plan

“Three-year period is often the target for medium-term plans. Short-term plans are generally for one year or less.” (Strategic Planning, Fry and Stoner, pg. 13, Upstart Publishing) The Marketing Program Action Plan will be considered a medium-term plan and aligns with the campus’ long-range 10-year plan. Therefore this action plan will cover AY 2009 –2010, AY 2010 –2011, and AY 2011 – 2012.

Action Plan will be based on the following:
1. Goals and tactics align with the college’s strategic plan.
3. Contain 16 goals.
4. AY 2009 – 2010 Marketing Unit Goals and Action Strategies are in the Fall 2009 Annual Instructional Program Review.

AY 2009 – 2010
Marketing Unit – Goal 1
Improve Effectiveness Health Score from Unhealthy to Cautious.

Marketing Unit – Goal 2
Improve Demand Health Score from Unhealthy to Cautious.

Marketing Unit – Goal 3
Maintain “class fill rate” of 84%.

Marketing Unit – Goal 4
Complete Retailing Dual Credit Articulation Agreement with the Department of Education.

Marketing Unit – Goal 5
Start the articulation agreement discussions with UH-WO for the Bachelors of Arts in Business Administration – with a concentration in Marketing.

Marketing Unit – Goal 6
Explore new international business area of study.

AY 2010 – 2011
Marketing Unit – Goal 1
Improve Effectiveness Health Score from Cautious to Healthy.

Marketing Unit – Goal 2
Improve Demand Health Score from Cautious to Healthy

Marketing Unit – Goal 3
Maintain Healthy “class fill rate.”

Marketing Unit – Goal 4
Complete articulation agreement with UH-WO.

Marketing Unit – Goal 5
Complete Dual Credit Articulation in the Entrepreneurship Program of Study.

Marketing Unit – Goal 6
Report results of exploration of new international business area of study.
AY 2011 – 2012
Marketing Unit – Goal 1
   Maintain Healthy Effectiveness Health Score.
Marketing Unit – Goal 2
   Maintain Healthy Demand Health Score.
Marketing Unit – Goal 3
   Maintain Healthy “class fill rate.”
Marketing Unit – Goal 4
   Integrate international business into curriculum.

Part IX. Budget Implications
(No data available)