

KAPI'OLANI COMMUNITY COLLEGE

COMPREHENSIVE PROGRAM REVIEW

Marketing - Associate in Science Degree

Assessment Period: 2013-2016

College Mission Statement

**Kapi'olani Community College
Mission Statement 2008-2015**

- is a gathering place where Hawai'i's cultural diversity is celebrated, championed and reflected in the curriculum, pedagogy, support services and activities, students, faculty, staff, and administration.
- is a nurturing workplace of choice for strong and caring faculty, staff, and administrators committed to effective communication and shared vision, values, mission, and responsibilities.
- strives to provide the highest quality 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 associate and baccalaureate requirements and personal enrichment goals by offering a high quality liberal arts and other articulated transfer programs.
- delivers high quality 21st century career programs that prepare students for rigorous employment standards and to meet critical workforce immediate and long-term needs and contribute to a diversifying state economy.
- prepares students for lives of ethical and social responsibility by offering opportunities for increased service-learning and community engagement.
- leads locally, regionally, nationally and internationally in the development of integrated international education, enriched through global collaborations.
- uses human, physical, technological and financial resources effectively and efficiently to achieve ambitious educational goals and generate a solid return on the public's investment for a sustainable future.
- builds partnerships within the University and with other educational, governmental, business, and non-profit organizations to support improved lifelong learning.
- uses ongoing cycles of planning, best practice research, budgeting, implementation, assessment, and evaluation to drive continuous program and institutional improvement.

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's workforce that are 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 University of Hawai`i—West O`ahu (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

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 (AS) degree program. In 1975, a Certificate of Achievement (CA) 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 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 (CC) 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 four academic programs in the Business, Legal and Technology Education Department (BLT) headed by a department chairperson. The three other programs are Accounting, Information Technology, and Paralegal. 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 (CA) in Retail Management and a terminal point at 60 credits for an Associate of Science Degree (AS). The program also offers a Certificate of Competence (CO) in Retailing and a Certificate of Competence (CC) 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. Apply knowledge of basic management skills to maximize employee productivity.
3. Evaluate and apply marketing practices to create measurable results to meet marketing objectives.
4. Use foundational skills and knowledge to remain current with marketing and management strategies and trends and employ them in new business environments.
5. 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 Kapi`olani Community College admissions.

Credentials, Licensures Offered

None

Faculty and Staff

- Susan Dik, Executive MBA, 1988, University of Hawai`i ; Associate Professor, tenured 2011

Lecturers

- Lisa Bellamy, MBA, Southern Connecticut State University
- Bruce Berg, M.S. Mathematics, Computer Application 1986; Nova University, FL
- Eric Burgoyne, MBA, University of Reading, Berkshire, England
- Randall Chang, PhD Asian Studies, Claremont Graduate School
- Faustino Dagdag, BA Marketing, University of Hawai`i
- Ken Kiyohara, MBA, 1998; Pepperdine University, CA
- Timothy Kwock, MBA, Santa Clara University
- Kerri Lum, MBA, 1990, Chaminade University, HI
- Sean Moore, PhD Organizational Change and Development, Southern Cross University, Australia
- William Moylan, MBA, University of Hawai`i
- Atilla Pohlman, PhD Marketing Candidate, University of Hawai`i
- Elizabeth Rider, MBA, 1989, University of Hawai`i
- Patricia Steiner, MBA, Upper State New York University
- Kristi Inkinen Yanagihara, MHRM, 2004, University of Hawai`i
- Kawika Villa, MBA, Hawai`i Pacific University
- BJ Whitman, MBA, Chaminade

Resources

- Four networked class/labs with 20-30 student workstations, shared with other BLT programs (Accounting, Marketing, and Paralegal)
- 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
- One half-time clerical assistant, shared with other BLT programs
- Two to six student assistants to staff the open lab and assist the secretary, shared with other BLT programs.
- Special funding 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			2011 Advisory Board
First Name	Last Name	Title	Company Name
Pi`ia	Aarma	President	Pineapple Tweed
Chris	Bannister	District Director	Safeway
Derek	Choy	Associate Professor Marketing/Business	University of Hawai`i West O`ahu
Steve	Craven	President	Kekepana International
John	Furstenwerth	Director	Small Business Development Center
Signer	Godfrey	President	Olsten Staffing 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
Millie	Taksue	VP and General Mgr	All Nippon Airways
Kevin	Yim	VP Advertising, Brand, and Promotion	Bank of Hawai`i

Internships

- Hotel Travel Industry Federal Credit Union
- Juvenile Diabetes Foundation
- Ralph Lauren at Ala Moana Center
- 808 Urban
- The Festival Companies an Royal Hawaiian Shopping Center
- Family Food Company, Inc.

- Tradewinds Global Company, LLC
- The Wedding Shop

DOE Connections

Standard Kapi`olani Community College 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 2012 Instructional Annual Report of Program Data

Marketing

Part I: Program Quantitative Indicators

Overall Program Health: **Cautionary**

Majors Included: MKT, RETM

Demand Indicators	Program Year			Demand Health Call
	09-10	10-11	11-12	
1 New & Replacement Positions (State)	1,852	1,039	148	Cautionary

2	*New & Replacement Positions (County Prorated)	706	626	107
3	*Number of Majors	91	99	113
4	SSH Program Majors in Program Classes	495	675	798
5	SSH Non-Majors in Program Classes	1,110	2,889	2,316
6	SSH in All Program Classes	1,605	3,564	3,114
7	FTE Enrollment in Program Classes	54	119	104
8	Total Number of Classes Taught	22	51	46

Efficiency Indicators		Program Year			Efficiency Health Call
		09-10	10-11	11-12	
9	Average Class Size	24.3	23.3	22.6	Cautionary
10	*Fill Rate	90%	86%	85%	
11	FTE BOR Appointed Faculty	2	2	1	
12	*Majors to FTE BOR Appointed Faculty	45.5	49.5	113	
13	Majors to Analytic FTE Faculty	39	17.8	22.1	
13a	Analytic FTE Faculty	2.3	5.6	5.1	
14	Overall Program Budget Allocation	\$328,374	\$183,957	\$245,452	
14a	General Funded Budget Allocation	\$328,374	\$183,957	\$237,829	
14b	Special/Federal Budget Allocation	\$0	\$0	\$0	
14c	Tuition and Fees	Not Reported	Not Reported	\$7,623	

15	Cost per SSH	\$205	\$52	\$79
16	Number of Low-Enrolled (<10) Classes	1	6	0

Effectiveness Indicators		Program Year			Effectiveness Health Call
		09-10	10-11	11-12	
17	Successful Completion (Equivalent C or Higher)	61%	65%	72%	Cautionary
18	Withdrawals (Grade = W)	47	137	81	
19	*Persistence (Fall to Spring)	66%	54%	60%	
20	*Unduplicated Degrees/Certificates Awarded	7	25	42	
20a	Degrees Awarded	7	8	6	
20b	Certificates of Achievement Awarded	1	3	5	
20c	Advanced Professional Certificates Awarded	0	0	0	
20d	Other Certificates Awarded	0	31	57	
21	External Licensing Exams Passed	Not Reported	Not Reported	Not Reported	
22	Transfers to UH 4-yr	3	7	8	
22a	Transfers with credential from program	0	1	1	
22b	Transfers without credential from program	3	6	7	

Distance Education: Completely On-line Classes		Program Year		
		09-10	10-11	11-12
23	Number of Distance Education Classes Taught	6	14	15
24	Enrollment Distance Education Classes	189	434	417
25	Fill Rate	90%	94%	83%
26	Successful Completion (Equivalent C or Higher)	56%	62%	63%
27	Withdrawals (Grade = W)	25	59	45
28	Persistence (Fall to Spring Not Limited to Distance Education)	57%	56%	58%

Perkins IV Core Indicators 2010-2011		Goal	Actual	Met
29	1P1 Technical Skills Attainment	90.10	88.00	Not Met
30	2P1 Completion	45.00	32.00	Not Met
31	3P1 Student Retention or Transfer	56.00	66.67	Met
32	4P1 Student Placement	51.00	57.14	Met
33	5P1 Nontraditional Participation	16.25	36.26	Met
34	5P2 Nontraditional Completion	15.15	15.79	Met

Last Updated: August 6th, 2012

Part IV. Curriculum Revision and Review

SUBJ	CRS#	TITLE	Last Approved	ACTION*	f10	sp11	f11	sp12	f12	Sp13
BUS	100	Using Math to Solve Business Prob.	CurrCom	fall 2010						
BUS	120	Principles of Business	200840	update	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			
MGT	122	Organizational Behavior	200740	update			X			
MGT	124	Human Resource Management	200740	update			X			
MKT	120	Principles of Marketing	200740	update						
MKT	130	Principles of Retailing	200740	update						X
MKT	135	Merchandise Management	200030	delete	X					
MKT	150	Cust. Rel. Mgt. and Selling	200740	update						
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						
MKT	250	Advanced Cust. Rel. Mgt.	200740	delete	X					
MKT	260	Integrated Marketing Comm.	200740	update Sp2013						
MKT	293	Marketing Internship	200740	update Sp2013						

Part V. Survey results

Student satisfaction

No formal “student satisfaction” survey other than the college’s end-of-semester eCafe Student Feedback Surveys 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’s mission has three emphases: 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 Hawai‘i’s workforce that is designed to improve workforce skills is being actively worked on.

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 105%. A glaring weakness in the program had been a mis-identification with the Standard Occupational Classification (SOC) code or Classification of Instructional Programs (CIP) code to the number of positions available for graduates with a one-year Certificate of Achievement or a two-year AS degree, which exaggerated the New & Replacement Positions in the Market. For example, from 2009-2011, the New & Replacement Positions were 1,852 and 1,039. The correction to the CIP code was made, and the number was re-calculated in 2012 to a more realistic 148 New and Replacement Positions. Strengths and/or weaknesses in the program will be revealed as the program and course outcomes are reevaluated and re-aligned with the necessary skills and knowledge of the more specific CIP code.

Emphasis #2: preparing students and graduates to move seamlessly and successfully to four-year institutions is a strength. The 2010 articulation agreement with the University of Hawai'i West O'ahu campus and the continuing articulation agreement with Hawai'i Pacific University are strengths within this emphasis, notable that the number of graduates who are transferring to a 4-year campus has increased from 3 in AY 09-10 to 7 in AY 10-11 and to 8 in AY 11-12. In conjunction with the UH system, Kapi'olani Community College (KCC) is in the process of awarding 2-year degrees to students within the UH system who earned but did not apply for 2-year degrees or Certificate of Achievements at KCC and who then went on to work toward their bachelors degree at one of our 4-year campuses; this additional data will provide a more accurate outcome measurement. A weakness is that within the Articulation agreement with UHWO, the ratio for course exchange is 2:1; two KCC Marketing courses equals one UHWO course. Given a reevaluation and the necessary program/course re-adjustments, this ratio needs to change to a 1:1 exchange, which will save students at least one semester and at most three semesters to graduate with the BA degree.

Emphasis #3: providing lifelong learning opportunities for Hawai'i's workforce that is designed to improve workforce skills is being actively worked on. While the Certificate of Achievement in Retail Management reflects current food market industry demand and the certificate has been supported by the Western Association of Food Chain (WAFC) stores, which includes Safeway, Foodland, Food Pantry, Times, Whole Foods, KTA (Big Island) and Costco, the number of students enrolling in these courses has decreased significantly during the past three years, with a few classes enrolling as few as 10 students. While the WAFC need will not disappear, as new employees enter the workforce, the Marketing Program faculty will be questioning if this off-campus program is better suited in Continuing Education. The Marketing Program will also be reevaluating the workforce skills needed in both established and emerging industries that include but are not exclusive to retailing.

The student learning outcomes (SLO) assessment process provided an opportunity for the marketing faculty to examine program and course outcomes. The process has been an enlightening and frustrating journey. While the assessment process began with one competency in one course (MKT 120) that developed one rubric (the Marketing Plan) to measure that competency, the SLO course assessment demands increased exponentially to include all competencies in all courses. With only one full-time faculty and 16 courses, each containing at least 5 competencies, to assess, the workload became too big for anything but an overall view of major strengths and major weaknesses shared by all courses. While not optimal, the findings are revealing.

Major Strengths:

- Lecturers are enthusiastic about their classes and their students.
- Creative and innovative assessment methodology was used to assess competencies.

Major Weaknesses:

- Syllabi were personal to the lecturer with no standard, recognizable format; caused student confusion.

- 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 Accreditation Council for Business Schools and Programs (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.
- Apply knowledge of basic management skills to maximize employee productivity.
- Evaluate and apply marketing practices to create measurable results to meet marketing objectives.
- Use foundational skills and knowledge to remain current with marketing and management strategies and trends and employ them in new business environments.
- Utilize effective communication, problem solving and decision-making skills through the use of appropriate technology and with the understanding of the business environment.

Assessment Results

From Fall 2009 to Spring 2011 courses were assessed based on their grading per semester to identify any trends or gaps. The data given represents the percentage of students in the class whose final grade was “C” or higher.

From Fall 2011 to Fall 2012, courses were assessed based on surveys distributed to all Marketing Program faculty and lecturers to assess the Program Learning Outcomes in their classes. The data given represents the percentage of students in the class whose grade on the assignment/exam/student project/or reflection was “C” or higher.

Program Learning Outcome Number 1

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

	F09	S10	F10	S11	F11	S12	F12
BUS 100	64%	62%	64%	61%			
BUS 120	70%	72%	67%	71%			

EBUS 101	83%	88%	89%	93%		
ENT 125	61%	37%	55%	47%		
ENT 130	63%	75%	50%	88%		
ENT 150	88%	N/A	100%	90%		
MGT 118	85%	70%	69%	77%		
MGT 122	92%	73%	82%	83%		
MGT 124	78%	N/A	79%	86%		
MKT 120	53%	53%	64%	80%		
MKT 130	64%	100%	59%	75%	93%	88%
MKT 150	64%	69%	75%	79%		
MKT 180	86%	N/A	88%	N/A		95%
MKT 235	N/A	93%	N/A	100%		100%
MKT 260	N/A	86%	N/A	100%		
MKT 293	N/A	91%	N/A	100%		

**Program Learning Outcome
Number 2**

Apply knowledge to basic management skills to maximize employee productivity.

	F09	S10	F10	S11	F11	S12	F12
BUS 100	64%	62%	64%	61%			
BUS 120	70%	72%	67%	71%	85%	90%	
EBUS 101	83%	88%	89%	93%	85%	92%	
ENT 125	61%	37%	55%	47%	76%	69%	82%
ENT 130	63%	75%	50%	88%			
ENT 150	88%	N/A	100%	90%			
MGT 118	85%	70%	69%	77%	70%	89%	
MGT 122	92%	73%	82%	83%	92%	95%	
MGT 124	78%	N/A	79%	86%	70%		
MKT 120	53%	53%	64%	80%			
MKT 130	64%	100%	59%	75%			
MKT 150	64%	69%	75%	79%			
MKT 180	86%	N/A	88%	N/A	90%	95%	
MKT 235	N/A	93%	N/A	100%			
MKT 260	N/A	86%	N/A	100%			
MKT 293	N/A	91%	N/A	100%			

**Program Learning Outcome
Number 3**

Evaluate and apply marketing

practices to create measurable results to meet marketing objectives.

	F09	S10	F10	S11	F11	S12	F12
BUS 100	64%	62%	64%	61%			
BUS 120	70%	72%	67%	71%			
EBUS 101	83%	88%	89%	93%			
ENT 125	61%	37%	55%	47%	76%	69%	82%
ENT 130	63%	75%	50%	88%			
ENT 150	88%	N/A	100%	90%			
MGT 118	85%	70%	69%	77%			
MGT 122	92%	73%	82%	83%			
MGT 124	78%	N/A	79%	86%			
MKT 120	53%	53%	64%	80%	76%	85%	76%
MKT 130	64%	100%	59%	75%			
MKT 150	64%	69%	75%	79%	95%	95%	
MKT 180	86%	N/A	88%	N/A	95%	95%	
MKT 235	N/A	93%	N/A	100%			
MKT 260	N/A	86%	N/A	100%		94%	
MKT 293	N/A	91%	N/A	100%			

**Program Learning Outcome
Number 4**

Use foundational skills and knowledge to remain current with marketing and management strategies and trends and employ them in new business environments.

	F09	S10	F10	S11	F11	S12	F12
BUS 100	64%	62%	64%	61%			
BUS 120	70%	72%	67%	71%	87%	80%	77%
EBUS 101	83%	88%	89%	93%			
ENT 125	61%	37%	55%	47%	76%	69%	82%
ENT 130	63%	75%	50%	88%			
ENT 150	88%	N/A	100%	90%			
MGT 118	85%	70%	69%	77%			
MGT 122	92%	73%	82%	83%			
MGT 124	78%	N/A	79%	86%			
MKT 120	53%	53%	64%	80%	100%	95%	
MKT 130	64%	100%	59%	75%			

MKT 150	64%	69%	75%	79%		
MKT 180	86%	N/A	88%	N/A	95%	
MKT 235	N/A	93%	N/A	100%		100%
MKT 260	N/A	86%	N/A	100%		
MKT 293	N/A	91%	N/A	100%		

**Program Learning Outcome
Number 5**

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

	F09	S10	F10	S11	F11	S12	F12
BUS 100	64%	62%	64%	61%			
BUS 120	70%	72%	67%	71%			
EBUS 101	83%	88%	89%	93%	85%	92%	
ENT 125	61%	37%	55%	47%	76%	69%	82%
ENT 130	63%	75%	50%	88%			
ENT 150	88%	N/A	100%	90%			90%
MGT 118	85%	70%	69%	77%			
MGT 122	92%	73%	82%	83%	94%	94%	
MGT 124	78%	N/A	79%	86%			
MKT 120	53%	53%	64%	80%			
MKT 130	64%	100%	59%	75%			
MKT 150	64%	N/A	75%	79%			
MKT 180	86%	N/A	88%	N/A	95%		
MKT 235	N/A	93%	N/A	100%	N/A		N/A
MKT 260	N/A	86%	N/A	100%	N/A	95%	N/A
MKT 293	N/A	91%	N/A	100%	N/A	95%	N/A

Changes to be made as a result of findings

- Prerequisites to be added to courses where needed to build skill sets
- Standard syllabi format for all classes
- Course competencies to be reduced to 3-5 per course
- Competency assessments to include specific measurement tools, including but not limited to rubrics

- Course competencies to be assessed at least once every academic year
- Grade Inflation to be addressed
- Non-attending students need to be taken out of the denominator for class fill rate and completion rate. The campus is currently piloting a no-show policy that will dis-enroll students who do not show up for class during the first week of class. If this policy is adopted campus-wide, it will have a positive effect on making this change happen

Part VII. Tactical Action Plan—Business, Legal and Technology Education Department

1. Department Action Plan

- A. Introduction. The merger of the Business Education and Legal Education Departments became effective on July 1, 2010. The merged “Business, Legal and Technology Education Department” (BLT) provides a wide range of career and technical programs that prepare our graduates with the necessary skills and knowledge for entry-level positions in the workplace, prepares students to transfer seamlessly and successfully into University of Hawai`i baccalaureate programs, and provides Hawai`i’s workforce with lifelong learning opportunities to improve job skills.

The department offers four associate in science (AS) degree options in the program areas of Accounting, Information Technology, Marketing, and Paralegal and certificates of achievement (CA) options in Accounting, Information Technology, and Marketing. Each of the programs also offers short certificates of completion (CC) and/or competence (CO)--Payroll Preparer, Tax Preparer, Database Administration, Help Desk Services, Programming, Legal Secretary, Customer Service, Entrepreneurship, Management, and Retailing. The department also offers an Advanced Professional Certificate (APC) in Information Technology.

To provide transfer pathways to baccalaureate degrees, the associate degrees in Accounting, Information Technology, Marketing, and Paralegal articulate to the University of Hawai`i-West O`ahu towards the Bachelor of Arts (BA) in Business Administration with a concentration in Accounting; Bachelor of Arts (BA) in Business Administration with a concentration in Marketing; Bachelor of Applied Science (BAS) in Information Technology, and Bachelor of Arts (BA) in Public Administration.

- B. Mission Statement. The mission of the Business, Legal and Technology Education Department of Kapi`olani Community College is to provide the opportunity for access to quality programs designed to meet the needs of students, industry, and community. Upon successful completion of these programs, students should possess the academic foundation and practical skills to apply quality accounting, information technology, marketing and paralegal skills essential in a rapidly changing world.
- C. BLT Strategic Outcomes

1. BLT Strategic Outcome I: Increase student participation in 21st century business and technology career ladder degree and certificate programs. (Alignment with the 2009-2015 College's Strategic Outcome B: Hawai'i's Educational Capital: Increase the educational capital of the state by increasing the participation and degree completion of students, particularly from underserved regions.)
 - a. Performance Measures. Increase enrollment of majors in each program by 2% per year (KCC Performance Measure B1 increase total fall enrollment by two percent per year, from 7272 to 8918).
 - b. Strategies.
 - Continue to work with faculty and counselors to market our programs to high schools, the business and legal communities, current KCC students, and other student populations.
 - Continue to add distance education (e.g., online, cable TV courses to increase participation by techie students, nontraditional students, and off-island students.
 - Continue to assist Western Association of Food Chains (WAFC) to initiate and support continuing educational programs for the food industry.
 - Continue to work on and update vertical articulation agreements with DOE for the Marketing, Retail, and Entrepreneurship programs.
 - Complete and update UH-West O`ahu articulation agreements.
 - Revisit articulation agreements with Hawai'i Pacific University.
 - Seek accreditation in Accounting, Information Technology, and Marketing programs with the Accreditation Council for Business Schools and Programs (ACBSP) to reinforce the programs' commitment to continuous improvement, innovation, and scholarship and to provide recognized and respected standards of practice.
 - c. Data to be gathered: e.g. ARPD, IEMs, CCSSE, program-specific data (Means of Assessment)
 - Annual Program Review; OFIE tracking
 - Signed MOAs and updated documents with UH-West O`ahu (UHWO), Hawai'i Pacific University (HPU), and the Department of Education (DOE)
 - Join the Association of Collegiate Business Schools and Programs (ACBSP), attend ACBSP Conference on accreditation, complete preliminary accreditation questionnaire, and gather required documentation and data in preparation for accreditation
 - d. Positions Responsible.

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.

OFIE, FYE, TYE, UHCC System CTE/Perkins Initiatives, CELTT, other CTE programs, Kuilei, Kahikoluamea, Pathways, etc.

f. Key Community Partners (if any).

Department of Education, UH-West O`ahu, UHCC System and other CTE related partners, advisory committee members (Accounting, Information Technology, Marketing, Paralegal programs), Western Association of Food Chains (WAFC), Association of Collegiate Business Schools and Programs (ACBSP), Pacific Center for Advanced Technology Training (PCATT)

2. BLT Strategic Outcome II: Provide engaging and challenging learning and student support strategies that lead to successful graduation with high proficiency in knowledge, behavior and skills. (Alignment with the 2009-2015 College's Strategic Outcome D: Globally Competitive and Collaborative Workforce: Address critical workforce shortages and prepare students for effective engagement and leadership in a global environment.)

a. Performance Measures. Increase number of degrees/certificates awarded per year and number of transfers to UH baccalaureate programs by 3% each year (KCC performance measure D1 increase by 3 percent per year the number of degrees awarded, and/or transfers to UH baccalaureate programs . . . ; performance measure D4 Increase degree completion in career fields with integrated technology . . . ; performance measure D6 Increase the number of globally competent and collaborative students through high quality, coherent curriculum aligned with general education learning outcomes . . .)

b. Strategies.

- Continue to assess program student learning outcomes on a regular basis
- Develop student engagement activities to increase student retention and achievement
- Assist students in understanding the value of short certificates, associate and baccalaureate degrees, and continuing education
- Improve communication regarding BLT scholarship information and application deadlines
- Merge BLT scholarship information with the UHCC scholarship initiatives
- Continue program specific tutoring assistance and other learning support

c. Data to be gathered: e.g. ARPD, IEMs, CCSSE, program-specific data (Means of Assessment)

- Annual Program Review (certificates awarded, persistence, transfer); course/student data on retention, completion of course with passing grade; OFIE tracking
- Program learning reports will identify improvements to be made; data from the next cycle of assessment will show results.

d. Positions Responsible.

Department chair, program coordinators, counselors, faculty, OFIE staff, BLT Scholarship Committee, BLT tutors, BLT lab manager and lab monitors

e. Synergies with Other Programs, Units, Emphases and Initiatives.

SLO Assessment Committee, OFIE, FYE, TYE, Achieving the Dream initiatives, UHCC System CTE/Perkins initiatives, CELTT, other CTE and academic support units and other appropriate faculty/counselors, UH Foundation, Financial Aid Office, etc.

f. Key Community Partners (if any).

Department of Education, UH-West O`ahu, UHCC System and other CTE related partners, advisory committee members (Accounting, Information Technology, Marketing, Paralegal programs), business and legal professional organizations to identify industry standards and changing needs in the field, previous scholarship recipients.

3. BLT Strategic Outcome III: 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. (Alignment with the 2009-2015 College's Strategic Outcome E: Resources and Stewardship: Recognize and invest in faculty and staff resources and develop innovative and inspiring learning environments in which to work.)

a. Performance Measures. Increase funding and support for professional development and technology requirements (see attached BLT Technology Plan, May 2012-July 2015) per annual budget allocation as outlined by the BLT Technology Plan. Receive reasonable allocation from the College for professional development funding each academic year (KCC performance measure D4c Renovate existing classrooms and build additional labs, centers, and classrooms to support engaging pedagogies such as peer mentoring, community engagement, technology integration, . . . and career programs; E1 Recruit, renew, and retain a qualified, effective and diverse faculty, staff and leadership committed to the strategic outcomes and performance measures).

b. Strategies.

- Continue to investigate and obtain approval for a supply/course fee for appropriate courses or a technology fee for the department.
- Submit budget allocation request via Dean to Vice Chancellor for Administrative Services in summer for the next academic year and each year thereafter to include professional development and scheduled hardware and software funding as outlined in the attached BLT Technology Plan 2012-2015.
- Seek other funding resources for upgrading of technology/equipment to meet industry standards and/or professional development

- Work with appropriate contacts related to the completion of the BLT Kopiko Learning Community renovation in fall 2013—including follow-up on funding sources for furniture, equipment, security system, networking, as well as faculty office pod moves, server move and setup from LCC, furniture/equipment move from Mamane. Work with appropriate contacts related to Phase II Kopiko renovations including courtyard, refreshment center, faculty office pod moves, etc.
 - Recruit full-time faculty in Paralegal, and recruit full-time faculty and/or counselors to replace retired personnel in Accounting, Marketing, and other BLT programs as appropriate
 - Mentor and assist probationary instructors and lecturers with the preparation of their syllabi, basic usage of Lualaba'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.
- c. Data to be gathered: e.g. ARPD, IEMs, CCSSE, program-specific data (Means of Assessment)
- Obtain approval to assess supply/course fee or technology fee to support student learning and purchase updated technology to meet industry standards on a continuous basis
 - Updated equipment purchased based upon industry standards and application integrated into curriculum
 - Curriculum modification, changes to teaching methodology, and/or increased student proficiency levels, etc., due to professional development provided to instructors.
 - Assess the results of the renovation project through lab usage data, student satisfaction survey, or higher course success rate
 - Continued course assessment to determine student proficiency
 - Recruitment and completion of hiring process
 - Satisfactory peer evaluations, student evaluations, lecturer assessments and/or contract renewals
- d. Positions Responsible.
- Vice Chancellor of Academic Services, Vice Chancellor for Administrative Services, Director of Human Resources, unit dean, department chair, program coordinators, counselors, faculty, BLT technology committee, BLT lab manager, OFIE staff
- e. Synergies with Other Programs, Units, Emphases and Initiatives.
- OFIE, UHCC System, CTE/Perkins initiatives, CELTT, other CTE programs, hiring screening committee, KISC, auxiliary services, business office, etc.
- f. Key Community Partners (if any).

UHCC System and other CTE related partners, advisory committee members (Accounting, Information Technology, Marketing, and Paralegal programs), etc.

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:
 - Continue to add online and hybrid courses to increase participation by techie students, nontraditional students, and off-island students.
 - Continue to assist Western Association of Food Chains (WAFC) to initiate and support continuing educational programs for the food industry.
 - Continue to work on and update vertical articulation agreements with DOE for the Marketing, Retail, and Entrepreneurship programs.
 - Update the articulation agreements to improve the course exchange ratio to 1:1.
 - Continue articulation agreements with Hawai'i Pacific University.
 - Seek accreditation in Marketing programs with the Accreditation Council for Business Schools and Programs (ACBSP) to reinforce the programs' commitment to continuous improvement, innovation, and scholarship and to provide recognized and respected standards of practice.

- 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:
 - Continue to assess program student learning outcomes on a regular basis
 - Develop student engagement activities to increase student retention and achievement
 - Assist students in understanding the value of short certificates, associate and baccalaureate degrees, and continuing education
 - Improve communication regarding BLT scholarship information and application deadlines
 - Merge BLT scholarship information with the UHCC scholarship initiatives
 - Continue program specific tutoring assistance and other learning support

- c. 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:
 - Continue to investigate and obtain approval for a supply/course fee for appropriate courses or a technology fee for the department.
 - Submit budget allocation request via Dean to Vice Chancellor for Administrative Services in summer for the next academic year and each year thereafter to include professional development and scheduled hardware and software funding as outlined in the attached BLT Technology Plan 2012-2015.

- Seek other funding resources for upgrading of technology/equipment to meet industry standards and/or professional development
- Work with appropriate contacts related to the completion of the BLT Kopiko Learning Community renovation in fall 2013—including follow-up on funding sources for furniture, equipment, security system, networking, as well as faculty office pod moves, server move and setup from LCC, furniture/equipment move from Mamane. Work with appropriate contacts related to Phase II Kopiko renovations including courtyard, refreshment center, faculty office pod moves, etc.
- Recruit full-time faculty to replace retired personnel in Marketing
- 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

The program and department will look to a combination of campus funds, general funds (faculty investment of time and energy), special funds, grants, private donations and other campus support services to ensure the achievement of our planned outcomes.

Strategic Outcome I

Marketing Materials (\$500 per year)
 DOE vertical articulation
 ACBSP Membership Dues \$1250 per year plus additional funding for accreditation
 ACBP Conference Attendance – Title III Grant, cost to be determined
 Release time to complete accreditation process – To be determined
 ACBSP site visit expenses – To be determined, Chancellor’s fund; dean’s fund; department’s fund, and faculty time

Strategic Outcome II

SLO Assessment
 Student engagement activities and marketing
 Communications
 Tracking certificates, degrees, transfers
 Student tutors, peer mentors (See BLT Technology Plan) – additional funding for renovated lab and classrooms extended hours of usage

Strategic Outcome III

Recruit FT 9 mo. tenure track MKT faculty to replace retired faculty – Approximately \$4,167/mo. min. plus benefits (General Funds)
 Student fee collection – college and departmental support
 Equipment Supplies (See BLT Technology Plan)

Professional Development - \$5000 per program per year; college and department support (See also BLT Technology Plan)
Kopiko and Mamane Renovations, Phase I and II – To be determined; capital improvement funding, campus funding, additional department funds)

Part IX. Evaluation of Data and Measurable Improvements

Evaluation of Data identified in Part VII-1-c, 2-c, 3-c

- A. BLT Strategic Outcome I: Increase student participation in 21st century business and technology career ladder degree and certificate programs. (Alignment with the 2009-2015 College's Strategic Outcome B: Hawai'i's Educational Capital: Increase the educational capital of the state by increasing the participation and degree completion of students, particularly from underserved regions.)
1. Performance Measure: Increase enrollment of majors in each program by 2% per year (KCC Performance Measure B1 increase total fall enrollment by two percent per year, from 7272 to 8918).
 - a. In AY 08-09 there were 78 declared Marketing majors, in AY 09-10 that number increased 17% to 91 majors, in AY 10-11 the number increased another 9% to 99 majors, and in AY 11-12 the number increased another 15% to 113 majors. When measured from the number of majors in AY 09-10 to the number of majors in AY 11-12, there was a 45% increase or a total of 35 additional majors.
- B. BLT Strategic Outcome II: Provide engaging and challenging learning and student support strategies that lead to successful graduation with high proficiency in knowledge, behavior and skills. (Alignment with the 2009-2015 College's Strategic Outcome D: Globally Competitive and Collaborative Workforce: Address critical workforce shortages and prepare students for effective engagement and leadership in a global environment.)
1. Performance Measures. Increase number of degrees/certificates awarded per year and number of transfers to UH baccalaureate programs by 3% each year (KCC performance measure D1 increase by 3 percent per year the number of degrees awarded, and/or transfers to UH baccalaureate programs.)
 - a. In AY 08-09 the number of degrees/certificates awarded was 7 and the number of transfers to UH baccalaureate programs was 4. In AY 09-10, the number of degrees/certificates awarded was 7 and the number of transfers to UH baccalaureate programs was 3 for an increase of 0%. In AY 10-11, the number of degrees/certificates awarded was 25 and the number of transfers to UH baccalaureate programs was 7 for a significant

increase of 31%. In AY 11-12, the number of degrees/certificates awarded was 42 and the number of transfers to UH baccalaureates programs was 8 for an increase of 64%.

- C. BLT Strategic Outcome III: 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. (Alignment with the 2009-2015 College's Strategic Outcome E: Resources and Stewardship: Recognize and invest in faculty and staff resources and develop innovative and inspiring learning environments in which to work.)
1. Performance Measures. Increase funding and support for professional development and technology requirements (see attached BLT Technology Plan, May 2012-July 2015) per annual budget allocation as outlined by the BLT Technology Plan. Receive reasonable allocation from the College for professional development funding each academic year (KCC performance measure D4c).

Improvements in Last 12 months (list)

1. Re-defined CIP code to more accurately represent market demand
2. Certificates of Competence and Completion are improving persistence
3. Assessment CAPs and CLRs complete
4. Action steps to improve program have been identified
5. ACBSP Accreditation process is beginning

Improvements to be made in the next 12 months (list)

1. Standard format for syllabi and grading disclosures to student to be implemented
2. Course Competencies to be assessed and evaluated for changes needed in the course
3. ACBSP Accreditation process to continue
4. Recruitment process to begin for FT 9-month tenure track Marketing position