

# HAWAI'I COMMUNITY COLLEGE COMPREHENSIVE PROGRAM REVIEW (CPR)

## Marketing, AAS

**3-Year Review Period:  
July 1, 2015 to June 30, 2018  
AY15-16, AY16-17 and AY17-18**

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*Program/Unit Review at Hawai'i Community College is a shared governance responsibility related to strategic planning and quality assurance. Annual and 3-year Comprehensive Reviews are important planning tools for the College's budget process. This ongoing systematic assessment process supports achievement of Program/Unit Outcomes. Evaluated through a college-wide procedure, all completed Program/Unit Reviews are available to the College and community at large to enhance communication and public accountability.*

*Please see <http://hawaii.hawaii.edu/files/program-unit-review/>*

*Please remember that this review should be written in a professional manner. Mahalo.*

## PART I: PROGRAM DATA AND ACTIVITIES

### Program Description

**Provide the short program description as listed in the current catalog.**

This program is designed for students planning a career in the field of merchandising/marketing. The competency- based curriculum is designed to prepare students for positions such as sales associate, stock clerk, display person, account assistant, assistant buyer, marketing assistant, and assistant manager and to provide basic training for possible advancement to management positions.

### Previous Comprehensive Program Review Information

**Provide the year and URL for the location of this program’s last Comprehensive Program Review on the HawCC Program/Unit Review website: <http://hawaii.hawaii.edu/files/program-unit-review/>**

<b>Year</b>	<b>2014</b>
<b>URL</b>	<a href="http://hawaii.hawaii.edu/files/program-unit-review/docs/2014_mkt_comprehensive_program_review.pdf">http://hawaii.hawaii.edu/files/program-unit-review/docs/2014_mkt_comprehensive_program_review.pdf</a>
<p>Provide a short summary of the CERC’s evaluation and recommendations from the program’s last Comprehensive Review.</p> <p>Discuss any significant changes to the program that were aligned with those recommendations but are not discussed elsewhere in this report.</p>	<p><b><u>Summary of 2014 CERC Evaluation</u></b></p> <ul style="list-style-type: none"> <li>• This Program review was well written and showed strong connections between research and evaluation of the program and the preparation of students for the fast-paced changes in industry. It is commendable that the Program is making considerable efforts to increase the number of students declared in the major and to continue to update and improve program courses and their delivery.</li> <li>• Justification for Program Existence could have been strengthened by the inclusion of more data regarding graduates and employment outcomes. It was strengthened by the inclusion of strategies to increase the numbers of new students into the program.</li> <li>• Performance funding should have included data about the number of Native Hawaiian students who graduated.</li> <li>• All three New Goals aligned well with the college’s priorities and plans and were well developed and well written.</li> </ul> <p><b><u>Author Note:</u></b> All significant changes will be discussed throughout the remainder of this document.</p>

**ARPD DATA: Analysis of Quantitative Indicators**

Program data can be found on the ARPD website: <http://www.hawaii.edu/offices/cc/arpd/>

**Hawaii Community College  
2018 Instructional Annual Report of Program Data  
Marketing**

**Overall Program Health: Healthy**

**Workforce Alignment:** Classification of Instructional Programs (CIP) -to- Standard Occupational Classification (SOC)

**Marketing**  
CIP Code =

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[11-2011 - Advertising and Promotions Managers](#)

[13-1161 - Market Research Analysts and Marketing Specialists](#)

[11-2021 - Marketing Managers](#)

[11-2022 - Sales Managers](#)

Demand Indicators		Program Year			Demand Health
		15-16	16-17	17-18	
1.	New & Replacement Positions (State)	513	489	462	<b>Healthy</b>
*2.	New & Replacement Positions (County Prorated)	45	45	43	
3.	Number of Majors	28	26	22	
3a.	Number of Majors Native Hawaiian	12	13	12	
3b.	Fall Full-Time	56%	50%	65%	
3c.	Fall Part-Time	44%	50%	35%	
3d.	Fall Part-Time who are Full-Time in System	0%	3%	0%	
3e.	Spring Full-Time	46%	62%	59%	
3f.	Spring Part-Time	54%	38%	41%	
3g.	Spring Part-Time who are Full-Time in System	4%	5%	6%	
4.	SSH Program Majors in Program Classes	174	177	216	
5.	SSH Non-Majors in Program Classes	249	225	189	
6.	SSH in All Program Classes	423	402	405	
7.	FTE Enrollment in Program Classes	14	13	14	
8.	Total Number of Classes Taught	16	12	12	

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

Efficiency Indicators		Program Year			Efficiency Health
		15-16	16-17	17-18	
9.	Average Class Size	9	11	11	<b>Cautionary</b>
*10.	Fill Rate	35.5%	44.7%	48.0%	
11.	FTE BOR Appointed Faculty	2	2	1	
*12.	Majors to FTE BOR Appointed Faculty	14	13	22	
13.	Majors to Analytic FTE Faculty	14	26	22	
13a.	Analytic FTE Faculty	2	1	1	
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	9	5	3	

Effectiveness Indicators		Program Year			Effectiveness Health
		15-16	16-17	17-18	
17.	Successful Completion (Equivalent C or Higher)	89%	96%	86%	<b>Healthy</b>
18.	Withdrawals (Grade = W)	6	0	4	
*19.	Persistence Fall to Spring	59%	59%	64%	
19a.	Persistence Fall to Fall	27%	46%	42%	
*20.	Unduplicated Degrees/Certificates Awarded	19	25	34	
20a.	Degrees Awarded	2	3	7	
20b.	Certificates of Achievement Awarded	2	3	7	
20c.	Advanced Professional Certificates Awarded	0	0	0	
20d.	Other Certificates Awarded	27	37	46	
21.	External Licensing Exams Passed				
22.	Transfers to UH 4-yr	2	1	3	
22a.	Transfers with credential from program	0	0	2	
22b.	Transfers without credential from program	2	1	1	

Distance Indicators		Program Year		
		15-16	16-17	17-18
23.	Number of Distance Education Classes Taught	3	0	0
24.	Enrollments Distance Education Classes	15	n/a	n/a
25.	Fill Rate	17%	n/a	n/a
26.	Successful Completion (Equivalent C or Higher)	73%	n/a	n/a
27.	Withdrawals (Grade = W)	0	n/a	n/a
28.	Persistence (Fall to Spring Not Limited to Distance Education)	43%	n/a	n/a

Perkins Indicators (2016 - 2017)		Goal	Actual	Met
29.	1P1 Technical Skills Attainment	92.92	100	Met
30.	2P1 Completion	51.51	37.5	Not Met
31.	3P1 Student Retention or Transfer	81.81	85	Met
32.	4P1 Student Placement	64.51	30.77	Not Met
33.	5P1 Nontraditional Participation	N/A	N/A	N/A
34.	5P2 Nontraditional Completion	N/A	N/A	N/A

Performance Indicators		Program Year		
		15-16	16-17	17-18
35.	Number of Degrees and Certificates	4	6	14
36.	Number of Degrees and Certificates Native Hawaiian	0	0	6
37.	Number of Degrees and Certificates STEM	0	0	0
38.	Number of Pell Recipients <sup>1</sup>	3	2	10
39.	Number of Transfers to UH 4-yr	2	1	3

**Analyze the program’s ARPD data for the 3-year review period.**

Describe, discuss, and provide context for the program’s AY16 through AY18 data, including the program’s health scores in the Demand, Efficiency, Effectiveness and Overall Health categories.

**Demand - Healthy**

Demand data for the Marketing Program is currently labeled “healthy.” This is consistent with the 2017 rating and an improvement from 2016 rating of “unhealthy.”

	<p>The 2017 change in the method/calculations has assisted in the current and consistent “healthy” rating of the Demand category of the Marketing Program. The <i>number of unduplicated degrees/certificates awarded</i> has steadily increased over the three-year period from 19 in 15/16 to 25 in 16/17 and 34 in 17/18. <i>County Prorated New and Replacement Positions</i> have remained steady at 45 with a small drop in 17/18 to 43. Demand is therefore rated “healthy” because the amount of industry positions available outnumbers the amount of graduates.</p> <p>If the Program is interested in growing, it risks moving beyond the current level of potential industry positions. As such it will need to reassess its offerings and outcomes and update its CIP to one that includes potential elements that are currently under the Marketing umbrella but not yet being satisfied by the Marketing Program (graphic designer, economic analysts, web developers, etc.). These changes are under review and will be discussed later in this report.</p>
<p><b>Efficiency – Cautionary</b></p>	<p>The efficiency indicator is reliant upon the ratios of <i>class fill rate</i> and <i>student to faculty</i>. The Marketing Program has maintained a “cautionary” rating in each of the years under analysis (15/16, 16/17, 17/18).</p> <p>While fill rate has increased from <b>35.5%</b> in 15/16 to <b>44.7%</b> in 16/17 and <b>48%</b> in 17/18, the Program will need to increase its amount of majors and/or exposure of Program offerings to non-majors to increase its average class size if it is interested in attaining a more favorable rating (average class size remains at 11 which is a slight increase from 9 recorded in 15/16).</p> <p>The Program has also experienced a decrease in the amount of FTE BOR Appointed faculty (2 in 15/16, 2 in 16/17, 1 in 17/18) and a decrease in Program majors (28 in 15/16, 26 in 16/17, and 22 in 17/18). This results in a current <i>Majors to BOH Appointed Faculty</i> of 22, which while not a bad output when combined with the poor fill ratios previously mentioned has lead to a “cautionary” rating for the efficiency indicator of the Marketing Program.</p>
<p><b>Effectiveness - Healthy</b></p>	<p>The effectiveness indicator is reliant upon the <i>number of degrees and certificates of achievement awarded</i> and the <i>persistence of majors from Fall to Spring</i>.</p> <p>The Marketing Program has been assigned a “healthy” rating in effectiveness, an improvement from the “unhealthy” rating assigned in</p>

	<p>15/16 and the “cautionary” rating assigned in 16/17. This improved rating is a result of the Program’s increased <i>Fall to Spring persistence rate</i> (<b>59%</b> in 15/16 and 16/17 and <b>64%</b> in 17/18) and its increased amount of <i>degrees and certificates of achievement awarded</i> (<b>19</b> in 15/16, <b>25</b> in 16/17, and <b>34</b> in 17/18).</p> <p>This is an extremely important measure and the Program will need to continue to work hard to ensure that it is keeping students engaged and moving forward in their degree path with consistent contact, regular counseling, and open conversations about next steps.</p>
<b>Overall Health – Healthy</b>	<p>Analysis of the ARPD over the last three years illustrates a Program that has grown from its “unhealthy” rating in 15/16 to its current “healthy” rating in 17/18. While the Program does a very solid job of retaining and completing majors (as depicted by its steady increase in persistence and completion rates), there is room for improvement in the areas of overall student attraction and interest. This challenge can be met with increased Program awareness and recruitment efforts which if successful can lead to increased class fill rates thus raising the efficiency indicator from “cautionary” to “healthy.”</p>

Describe, discuss, and provide context for the program’s data in the Distance Education, Perkins Core Indicators, and Performance Funding Indicators categories, as applicable.						
<b>Distance Education</b>	The Marketing Program currently does not offer any DE courses. It is planning on doing so in the very near future (to be discussed later in this report).					
<b>Perkins Core Indicators</b>	<b>Perkins Indicators (2016 - 2017)</b>			<b>Goal</b>	<b>Actual</b>	<b>Met</b>
	29.	1P1 Technical Skills Attainment		92.92	100	Met
	30.	2P1 Completion		51.51	37.5	Not Met
	31.	3P1 Student Retention or Transfer		81.81	85	Met
	32.	4P1 Student Placement		64.51	30.77	Not Met
	33.	5P1 Nontraditional Participation		N/A	N/A	N/A
	34.	5P2 Nontraditional Completion		N/A	N/A	N/A
<p>The Marketing Program met goals <i>1P1 Technical Skills Attainment</i>, and <i>3P1 Student Retention or Transfer</i>. It failed to meet goals <i>4P1 Student Placement</i> and <i>2P1 Completion</i>. With a little more than half of Program Majors reporting as Native Hawaiian, efforts to increase completion is something that Program faculty will pay</p>						

	<p>particular attention to as it is inversely related to the overall success indicators of Program majors in general.</p> <p>Marketing research (focus groups in particular) could assist in better understanding the elements that lead to successful completion among student segments. Attention will also need to be placed on better ensuring and tracking student placement in general as that is an unmet element across all segments of the Program. Program faculty will devise electronic surveys to assess the current need, develop an action plan to meet said need, and implement and assess the success of said plan with a follow up survey.</p>
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**Program Activities**

**Report and discuss all major actions and activities that occurred in the program during the 3-year review period, including the program’s meaningful accomplishments and successes. Also discuss the challenges or obstacles the program faced in supporting student success and explain what the program has done to address those challenges.**

For example, discuss:

- Changes to the program’s curriculum due to course additions, deletions, modifications (CRC, Fast Track, GE-designations), and re-sequencing;
- New certificates/degrees;
- Personnel and/or position additions and/or losses;
- Other changes to the program’s operations or services to students

The Marketing Program is currently in the process of updating its course offerings and potentially changing its degree from an AAS to an AS. Draft changes have been created and Program faculty will be working with CRC to improve said changes before resubmitting course proposals in Kualu. Program faculty has developed an in depth plan for the new program and will be using said plan as a roadmap for the next three years. The complete plan includes:

- the deletion of MKT 121, 151, 130, 193V, 185, 157, ECOM 100, BUSN 121, 123, 150, 164, 188, BUS 120, ACC 120, and 124
- the addition of ART 112, 115, 209, ECON 130, 131, BLAW 200, MATH 135, HAWST 101, 201, MKT 233, MGT 233, and ACC 202.
- and the continued offering of MKT 120, 292, MGT 124, ACC 201, SpCo 130, 151, ICS 101, ENG 100, and the required electives.

The Marketing Program will be working on the aforementioned changes in the next three years but preliminary plans for said changes have been in the works over the past three years. It remains of utmost importance that the Marketing Program provide students with the most up to date information and delivery methods offered in and by industry. This required Program faculty to dedicate a

substantial amount of time researching the needs of Marketing professionals in industry today. It was through those conversations with advisory council members, prior students, and potential employers along with industry analysis, employment opportunities, and industry publications that led to the recreation of the Marketing Degree path.

There have been a number of challenges to date both with the current Program and its potential new direction. This is in fact the third version of a potentially updated degree path. The two previous plans were found inadequate and led to the Program Coordinator requesting sabbatical in 2017 to be able to focus completely on the proper development of an appropriate degree with the best potential for employment and/or transfer upon graduation. The current plan is aimed entirely at offering students options upon graduation and works to provide them with the ability to find employment, transfer and continue their education, and/or become a freelance Marketing consultant. Each course is clearly aligned with an associated outcome not only to assess learning but also to best ensure industry preparedness or independence if so desired.

To date the Program has done very well with persistence and completion rates. It is the hope of the Program that this new version of the Marketing Degree will assist with its number of majors and class fill rates (which are currently in need of improvement). It is also the goal of the Program to remain up to date on all elements associated with its courses, students, and curriculum. It is the charge of the Marketing Program to transform the concepts, research, and ideas of the past three years into a tangible, substantial, and successful Program. Once that Program materializes, it can then be assessed, improved, and adjusted further backed by the Program's belief in, and commitment to continuous improvement.

The complete plan can be viewed by copying and pasting the URL below into your browser:

[https://issuu.com/kahealani313/docs/mm-degree-presentation\\_issuu](https://issuu.com/kahealani313/docs/mm-degree-presentation_issuu)

## **LEARNING-OUTCOMES ASSESSMENTS**

For assessment resources, please see the [HawCC ASSESSMENT](#) website. Submitted course assessment reports can be accessed on the Campus Labs OUTCOMES system via the [Campus Labs Resources page](#) and the [HawCC Course Reports ARCHIVE](#) .

- The program faculty/staff have reviewed the program record on Kualii KSCM and hereby affirm that all information, including all program learning outcomes (PLOs), are correct.
- The program faculty/staff have reviewed the program record on Kualii KSCM and have found that all or some information is incorrect and hereby affirm that the program will submit proposal(s) for revision(s), as appropriate.
- Kualii KSCM: <https://hawaii.kualii.co/cm/#!/courses>

***If the program's information on Quali KSCM needs revision (for example, program description, entry or completion requirements, PLOs), program faculty may propose revision through the Curriculum Review Committee or Fast Track processes, as appropriate. Both types of revision proposals may be submitted via Quali.***

**Program Learning Outcomes (PLOs)**

List the Program Learning Outcomes (PLOs) as recorded on Quali KSCM and indicate each PLO's alignment to one or more of the Institutional Learning Outcomes (ILOs). The College's ILOs may be found on the [HawCC ASSESSMENT](#) website.

<b>PLO#</b>	<b>Program Learning Outcomes (text)</b>	<b>Aligned to ILO #</b>
1	Synthesize principles and concepts of marketing in developing a marketing plan.	4
2	Devise marketing campaigns/presentations in diverse formats that are adaptable to different target markets and stakeholders.	1,4
3	Use customer relationship management strategies within any business or retail organization.	1,2
4	Use management and organizational behavior principles and skills for any marketing occupation.	1,4
5	Develop the ability to think strategically as an individual and effective team member.	1,2,5
6	Demonstrate work attitude and appearance consistent with professional practices.	2,3
7	Develop current technology skills and the ability to utilize those skills in real world situations.	2,3,5
8	Develop an understanding of evolutionary globalization and technological advancements associated with the dynamic business environment.	2,3,6

**Discuss the program’s successes and challenges in helping program majors achieve its overall Program Learning Outcomes (PLOs).**

**Include a summary discussion of the results of any PLO assessments voluntarily undertaken by the program’s faculty.**

The Marketing Program has been inconsistent in conducting its assessments and it recognizes the need to address that inconsistency. Steps have already been taken to get the Program back into its five-year plan and adjustments are currently being made to ensure all courses with planned assessments scheduled are actually being assessed on time. PLO verbiage is under analysis as well to ensure that each outcome is clear and measurable. This will assist in consistent measurements irrespective of the evaluator (faculty, lecturer, etc.).

**Course Learning Outcomes (CLOs) Assessed**

**List all program courses (alpha/#/title) that were assessed during the 3-year review period.**

<b>Assessed Course</b>	<b>Semester Assessed</b>	<b>CLO’s Assessed</b>	<b>PLO Alignment</b>
<b>ECOM 100</b>	<b>Spring 2017</b>	<b>1</b>	<b>1, 2, 7, 8</b>
		<b>2</b>	<b>1, 2, 3, 7, 8</b>
		<b>3</b>	<b>2, 7, 8</b>
		<b>4</b>	<b>4, 6</b>
		<b>5</b>	<b>4, 5, 6</b>
		<b>6</b>	<b>7, 8</b>
<b>MKT 130</b>	<b>Spring 2017</b>	<b>1</b>	<b>3, 4, 5</b>
		<b>2</b>	<b>3, 6</b>
		<b>3</b>	<b>7, 8</b>

**Discuss and summarize the overall results of course assessments conducted during the 3-year review period, focusing on students' achievement of Course Learning Outcomes (CLOs). Describe how the program's faculty/staff used course assessment results to plan for and implement improvements in student learning, and analyze the effects on students' learning of implementing those improvements.**

Data for the 15/16 year is not currently available for the Marketing Program and cannot be accessed from the assessment website. Data for the 16/17 year is discussed in this report (specifically Spring 2017).

Students in ECOM 100 were tasked with developing an Ecommerce site ready for launch and MKT 130 students were tasked with developing a retail location (communicated through a PowerPoint presentation). Students in both courses either met or exceeded expectations successfully (with a minimum performance rate of 70%) achieving satisfactory to exemplary understanding of the associated learning objectives.

Due to the size of the Marketing Program, courses are normally divided to run in either the Fall or Spring semester. As such, closing the loop for both the ECOM 100 and MKT 130 assessments will be taking place on the next available term (Spring 2019). Both projects have been revised each semester to better meet the needs of students. Unfortunately, revisions have not been adequately reported in the System and as such remain undocumented. The Program understands the importance of assessment and is currently working to update assessment plans to ensure that it is meeting its five year assessment goals/schedule and consistently maintaining a record of any and all course developments.

## PART II: 3-YEAR ACTION PLAN & RESOURCE ALLOCATIONS

### Resource Gap Analysis

Describe the program's current resources and resource needs in each category below.

Resource Category	Resources the program needs to operate effectively:	Resources the program already has:	What is the program's resource gap?
A. Personnel	(1) BOR FTE Appointed Faculty	(1) BOR FTE Appointed Faculty	None
1) Positions (Functions)	(1) BOR FTE Appointed Faculty	(1) BOR FTE Appointed Faculty	None
2) Professional Development	1. DE Development 2. Curriculum development assistance 3. Assessment Assistance 4. Industry Relevant Courses / Publications	1-4	None
B. Operating Resources	Computer Printer	Computer Printer	None
1) Supplies	Computer Printer	Computer Printer	None
2) Contracts	None	None	None
3) Equipment	Computer Printer	Computer Printer	None
4) Space and Facilities	Classroom and office	Classroom and office	None

C. Technology	Computer Printer	Computer Printer	None
1) Hardware	Computer Printer	Computer Printer	None
2) Apps or Software	Microsoft Office	Microsoft Office	None
3) Tech Support	None	None	None
4) Tech-related Professional Development	None	None	None
5) Tech labs / facilities	None	None	None

**Action Plan**

*Where are you going? How are you going to get there?*

**Provide a brief narrative of your overall Action Plan for the next 3 years. Focus on how this Action Plan will help improve student success. Describe how this Action Plan can help the College achieve our Initiatives in the *Strategic Directions 2015-2021* plan.**  
<http://hawaii.hawaii.edu/sites/default/files/docs/strategic-plan/hawcc-strategic-directions-2015-2021.pdf>

In the next three years the Marketing Program will be updating its offerings through course modifications, deletions, and additions. Feeding directly into HGI Action Strategy 2, the Program will be moving away from its AAS credential to an AS credential thus offering students a better path to transfer. The Program coordinator will be working closely with CRC to develop course modification requests that meet the standards of the College in Spring 2019. Proposals will be completed and turned in to DC Chung by April of 2019. Changes will be made as requested.

It is the plan of the Marketing Program that once the courses and Program have been revised and updated, the Program will then request a credential change from an AAS to an AS Degree. The planned date of request is Spring 2020. An executive degree path (and DE courses) will be developed in Summer 2020 consisting of 8-week online courses. The new degree is scheduled to launch in Fall of 2021 (with ample room for schedule modifications along the way).

**Scheduled Action Plan:**

Spring 2019: Curriculum Proposals Completed and Submitted

Fall 2019: Changes/updates as requested

Spring 2020: Request degree change

Summer 2020: Develop 8-week DE courses for partially executive degree

Fall 2021: AS Marketing Degree Launch

**Improving Student Success:** Both the changes in course offerings as well as the changes in methods with which said offerings are made available to students have been designed to improve the experience, opportunities, and potential success of students. The new curriculum will provide students with updated information that reflects the technological and globalized environment associated with their degree. It will provide them with clear options upon graduation, communicate said options through print and electronic messaging throughout their time in the Program, and decrease the time to degree completion (if interested). The plan for the implementation of the modified Marketing Degree/Program will also increase the relevancy of projects and class discussions creating a more focused learning environment and providing students with a greater incentive to invest.

**Initiatives in the *Strategic Directions 2015-2021***

**Hawaii Graduation Initiative (HGI Action Strategy 2):** The planned change from AAS to AS establishes a clear pathway for the Program that includes transfer from the Community College. The development (and offering) of executive (8 Week) DE courses can assist in reducing gaps in college completion for Native Hawaiians and low income and under-represented groups by reducing the time to completion and removing the need to travel to campus to complete coursework. This new executive path also facilitates timely degree completion, strengthens and aligns assessment, program review, data collection, and data analyses processes to support improved teaching and learning, and supports the permanent status and expansion of the Associate of Arts in Hawaiian Studies through the added requirement of Hawaiian Studies courses.

**Hawaii Graduation Initiative (HGI Action Strategy 4):** The planned DE courses creates a Program that better meets the needs of the West Hawaii Community by offering said community the opportunity to take courses otherwise unavailable without travel.

The addition of DE courses also fulfills **HPMS Action Strategy 2** by developing degrees and certificates, including distance delivery, as part of integrated pathways for students enrolled at Hawai'i CC and across the UH system. The addition of the Hawaiian Studies course requirements fulfills **HPMS Action Strategy 3** by working to continuously develop learning strategies and programs that promote Native Hawaiian indigenous learning, history, and language.

**Action Items**

**Provide details below for each Action Item needed to accomplish this 3-Year Action Plan.**

**Action Item 1:** Updating Program offerings through course modifications, deletions, and additions.

**What specific strategies, tactics, initiatives, innovations and/or activities will the program implement to accomplish one or more of the goals described in the 3-year Action Plan above?**

The Marketing Program Coordinator will be meeting with CRC to develop course modifications, deletions, and proposals that properly reflect the intentions of the Program. A modification plan has already been developed.

**How will implementing this Action Item help lead to improvements in student learning and their attainment of the program's learning outcomes (PLOs) over the next 3 years?**

Meeting with the CRC will assist in Program and campus alignment ensuring that all Program changes meet the College criteria, standards, and expectations. These changes (when and if implemented) offer students a more updated learning experience that better aligns with current industry needs and Program Learning Outcomes.

**Budget & Resource Asks:** Describe in detail any additional or reallocated resources that will be needed to accomplish this Action Item. *If no additional or reallocated resources are required to accomplish this Action Item, enter "N/A" below.*

**Provide justification why this resource is necessary to accomplish this Action Item and the program's Action Plan.**

**Include the total cost and timeline for purchase or re-allocation.**

N/A

**Action Item 2:** Request a credential change from an AAS to an AS Degree

**What specific strategies, tactics, initiatives, innovations and/or activities will the program implement to accomplish one or more of the goals described in the 3-year Action Plan above?**

Work with CRC, DC Chung, and VCAA Onishi to develop and submit the proper documentation to complete the request to change the Marketing Degree from and AAS to an AS Degree.

**How will implementing this Action Item help lead to improvements in student learning and their attainment of the program's learning outcomes (PLOs) over the next 3 years?**

Changing the AAS to an AS is an important step in finalizing and solidifying Program modifications. It also helps to enhance focus from the traditional "courses needed to graduate" mentality to a career centric outlook. This outlook has great potential to enrich student learning on a micro level providing greater dimension to PLOs and clear direction to curriculum and curriculum delivery methods.

**Budget & Resource Asks: Describe in detail any additional or reallocated resources that will be needed to accomplish this Action Item. *If no additional or reallocated resources are required to accomplish this Action Item, enter "N/A" below.***  
**Provide justification why this resource is necessary to accomplish this Action Item and the program's Action Plan.**  
**Include the total cost and timeline for purchase or re-allocation.**

N/A

**Action Item 3:** Develop an executive degree path with DE offerings that decreases time to completion.

**What specific strategies, tactics, initiatives, innovations and/or activities will the program implement to accomplish one or more of the goals described in the 3-year Action Plan above?**

Develop eight-week DE courses in Laulima for all Marketing and Management courses through consultation with DC Chung and ITS0 (as needed).

**How will implementing this Action Item help lead to improvements in student learning and their attainment of the program's learning outcomes (PLOs) over the next 3 years?**

As stated throughout this report, it is essential that the Marketing Program provide students

with options that work to meet their particular needs. The added flexibility of completing a portion of their education at home, work, or wherever else their schedule dictates helps to create a multi-faceted micromarketing approach that when paired with the aforementioned Program and degree changes, provides students with a multitude of possibilities and a variety of options to turn said possibilities into quantifiable achievements.

It is the hope of the Marketing Program that the freedom and flexibility of this option will add dimension to Program assessment by introducing new data that can help improve the Programs current delivery methods.

**Budget & Resource Asks: Describe in detail any additional or reallocated resources that will be needed to accomplish this Action Item. *If no additional or reallocated resources are required to accomplish this Action Item, enter “N/A” below.***

**Provide justification why this resource is necessary to accomplish this Action Item and the program’s Action Plan.**

**Include the total cost and timeline for purchase or re-allocation.**

N/A