Marketing

COMPREHENSIVE
REPORT OF PROGRAM DATA
AY18-19 to AY20-21

July 1, 2018 through June 30, 2021

UNIVERSITY *of* HAWAI'I®
HAWAI'I
COMMUNITY COLLEGE

1. Program or Unit Description

This program is designed to directly align students with one of three potential paths upon graduation. Paths include freelance positions in digital design, marketing, or advertising; industry employment, and transfer to a four-year institution. With courses focused on graphic arts, branding, economics, management, marketing, international relations, and a working employment portfolio created and available upon program completion, graduates will be able to apply concepts and strategies directly to the benefit and/or advancement of their professional and/or academic careers.

The Marketing program targets individuals with an interest in business and its associated topics for purposes of self-development and/or professional employment. This target is further segmented into three categories:

1. Small business owners (current and/or future **entrepreneurs**)
2. Individuals seeking **industry** employment (marketing, management, supervision, graphic design, advertising, etc.)
3. Individuals seeking to continue their academic journey at a four-year institution (**transfer**)

These segments were created in response to the feedback received from industry experts as well as from students through our over ten years of classroom interactions. Students who are uncertain about whether or not they would like to continue their education can postpone that decision without losing credits, time, or value. They can also return to that decision later in life if their academic or professional plans change. Students who are interested in opening a small business (whether as a freelancer, online, or brick and mortar) will have the option to also be able to successfully perform in available industry positions while obtaining the financing needed to develop and strengthen their small business. Students interested in working immediately upon graduation will be equipped with the option to successfully do so (assuming hire in relevant industry positions) with the expanded option of opening a business later in life should they so desire or transferring credits earned to a four-year institution if their academic and/or professional plans change.

The goal of the Marketing Program is to maximize value, provide opportunities, and allow for life changes and flexibility in and for students while minimizing risks associated with financial investments that no longer align with professional and/or academic plans. Students are expected to have their needs and preferences change over time. The Marketing Program is dedicated to providing its students with a collection of courses curated (and in the case of MKT 233 and MGT 234, created) specifically to ensure that they can do just that. Successful completion of the program will continue to provide returns throughout the professional lives of students and present opportunities that will assist with the navigation of, in, and through a multitude of economic conditions and/or environments.

2. Analysis of the Program/Unit

[Marketing Program ARPD Data](#)

Over the past three years, the Marketing Program has been working on a substantial overhaul of program offerings. Changes included the deletion of outdated or misaligned program specific courses (MKT 121, MKT 151, MKT 130, MKT 193V, MKT 185, MKT 157, and ECOM 100), the removal of outdated or misaligned non-program specific courses (BUSN 121, BUSN 123, BUSN 150, BUSN 164, BUSN 188, ACC 120, and ACC 124), the addition of industry aligned program specific courses (ECON 130, ECON 131, ACC 201, ACC 202, BLAW 200), the addition of industry aligned non-program specific courses (ART 112, MATH 135, ART 115, HWST 101, ENG 100, ART 209, HWST 201, and SP 130 or 151), the addition of newly created program specific courses (MGT 234, MKT 233), newly revised and updated targeting and segmentation of three new potential customer or student profiles (entrepreneur, industry, transfer), and the adoption of updated industry and community aligned Program Learning Outcomes (listed in section three of this report). The newly renovated Marketing Program officially launched in Fall 2020 in an unplanned asynchronous online modality because of Covid-19 requirements.

The Marketing Program has continued to offer its students healthy employment placement opportunities upon graduation as indicated in the "Healthy" rating received in the demand health indicator in 2018-19, 2019-20, and 2020-21. This means that there is in fact a continuing (and continuous) need and demand in the community for the Marketing Program and its graduates.

Efficiency health, while still rated "progressing/cautionary," has steadily improved over the past three years with the indicator "fill rate," experiencing increases of 7.7% (from 36.8% to 44.5%) from 2018-19 to 2019-20, and 17% (from 44.5% to 61.5%) from 2019-20 to 2020-21, resulting in an overall three-year increase of 24.7% (from 36.8% to 61.5%), just 6.05% short of completely doubling in size. This is due to the program's required stop out of soon to be deleted courses (now deleted), that began in 2019 as well as the new asynchronous online modality, which led to positive results in fill rate and persistence. It is projected that fill rate will continue to increase as familiarity with the new program and its new modality expands into additional segments of the Marketing Program's now three-pronged target market. "Major to FTE BOR Appointed Faculty" remains steady at fourteen and the number of low-enrolled courses has dropped from 6 in 2018-19 and 2019-20 to 1 in 2020-21.

Effectiveness health is still rated as "progressing/cautionary," but it too has experienced notable improvement specifically in the "Persistence Fall to Spring" indicator, which increased by 10% from 2018-19 to 2019-20 (from 50% to 60%) and 13% from 2019-20 to 2020-21 (from 60% to 73%) resulting in an overall three-year increase in Fall to Spring persistence of 23 percent. The indicator "unduplicated degrees/certificates awarded" slightly decreased from 24 in 2018-19 to 21 in 2019-20 and 19 in 2020-21, but there was an increase in the number of degrees and certificates of achievement awarded realized in 2020-21. This indicator is expected to remain at or around a similar level in the next year since the earliest date of degree declaration for new program students was Fall 2020. But, it is projected that with the appropriate action plan, it has the ability to increase notably by the Program's next three-year review.

An additional area of note and/or evidence of positive, purposeful results directly related to the Marketing Program's new areas of focus (entrepreneur, industry, transfer), is the increase in the amount of student transfers to UH 4-yr from 0 – 2 with one of the student transfers marked as having done so with credentials from the program. While traditionally this may not be an exciting data point or notable improvement, the program is now focused on providing students with the ability to transfer at least 30 of their program credits earned to UH 4-yr institutions. While too early to track said data point, it will be one of note for the program moving forward as a method to ensure appropriate messaging and outreach in targeted materials to students both current/actual and future/potential.

The change in program modality has added it to the "Distance Indicators" table for the first time providing a baseline of initial data that will prove useful in the coming years as trends and norms start to develop. All Perkins Indicators have been met for all three years and it is projected that this will remain moving forward as the recently launched program changes were curated with said indicators in mind. All performance indicators have experienced increases. "Number of Degrees and Certificates" recovered from its 2018-19 to 2019-20 three-point loss (8 to 5) with a 2019-20 to 2020-21 five-point gain resulting in an increase of two over the three-year period. "Number of Degrees and Certificates Native Hawaiian" also recovered from its 2018-19 to 2019-20 two-point loss (4 to 2) with a 2019-20 to 2020-21 four-point gain resulting in an increase of two over the three-year period. Pell recipients experienced a steady increase of +1 from 2018-19 to 2019-20 and +3 from 2019-20 to 2020-21 resulting in an increase of four over the three-year period.

The Program will continue to be monitored and adjusted to ensure appropriate navigation of relevant indicators with the goal of positive results and (all things held equal) is projected to continue to experience increases in persistence, fill rate, UH 4-yr transfer, and eventually (as time permits) degrees and certificates awarded as well as degrees and certificates awarded to Native Hawaiians. The new asynchronous online modality will be monitored for effectiveness to determine whether or not it should be maintained or transferred back to face-to-face. As previously noted, the demand health for the Marketing Program is rated as "healthy" and if the Program continues to move in the direction depicted in its latest ARPD, it will be well on its way to generating "healthy" ratings in the remaining two categories of efficiency and effectiveness. With the initial positive results demonstrated in the 2019-2020 to 2020-2021 time-frame, aligning perfectly with the preparation and official launch of the Marketing Program and its new course offerings and modality (which took place in and during the exact same timeframe), it is expected that the Program will only continue to improve minus any extraordinary, uncontrollable, extenuating factors (or as in the case of Covid-19, in spite of them).

3. Program Learning Outcomes or Unit/Service Outcomes

a) List all Program Learning Outcomes (**PLO**s) or Unit/Service Outcomes (**UO**s) and their alignment to the College's Institutional Learning Outcomes (**ILO**s).

Marketing Program Learning Outcomes

1. Synthesize principles and concepts of marketing in developing a marketing plan.
2. Develop responsive marketing campaigns that adapt to both foreign and domestic markets.
3. Demonstrate an in depth understanding of the marketing and management environment of Hawaiʻi and offer innovative ideas to develop and sustain said environment.
4. Develop current technological skills and be able to utilize said skills in a simulated business environment.
5. Communicate an in depth understanding of the diverse needs of the international market through the creation of culturally responsive management plans.
6. Demonstrate the ability to effectively communicate with a global audience.
7. Design an active portfolio that demonstrates an in depth understanding of the principles of advertising up to and including the proper use of color, graphic design, and digital audio production.
8. Develop solutions that demonstrate the successful navigation of the current financial and legal business environment.

Hawaiʻi Community College Institutional Learning Outcomes

1. Communicate effectively in a variety of situations.
2. Utilize critical thinking to solve problems and make informed decisions.
3. Apply knowledge and skills to make contributions to community that are respectful of the indigenous people and culture of Hawaiʻi Island, as well as other cultures of the world.
4. Utilize quality comprehensive services and resources in the on-going pursuit of educational and career excellence.
5. Produce and perpetuate safe, healthy learning and professional environments that are respectful of social and individual diversity.
6. Contribute to sustainable environmental practices for personal and community well-being.

MKT PLO	ILO 1	ILO 2	ILO 3	ILO 4	ILO 5	ILO 6
1	X	X				
2	X	X	X	X	X	
3	X	X	X	X	X	X
4	X	X		X		
5	X	X	X		X	
6	X		X			
7	X	X		X		
8	X	X		X		

Table 1.1 – Marketing Program Revised Program Learning Outcomes and Institutional Learning Outcomes Alignment Table

b) List the PLOs or UOs that have been assessed in the period of this Review. Instructional programs must list the courses that have been assessed in the period of this Review and identify the alignment(s) of Course Learning Outcomes (**CLO**s) to the PLOs. If no assessment was conducted in the period of this Review, provide an explanation and the schedule of upcoming planned assessments.

The Marketing Program has recently completed an extensive renovation. The renovation included the drafting of brand-new Program Learning Outcomes, the deletion of several Marketing courses (MKT 121, MKT 151, MKT 130, MKT 193V, MKT 185, MKT 157, and ECOM 100) and the removal of a number of non-program courses (BUSN 121, BUSN 123, BUSN 150, BUSN 164, BUSN 188, ACC 120, and ACC 124) from its program offerings/requirements. Courses better aligned with the program's new target were added to replace those that were either deleted or removed (Art 112, ART 115, ART 209, MATH 135, BLAW 200, ECON 130, ECON 131, HWST 101, HWST201, ACC 201, and ACC202).

Program changes were being analyzed, revised and implemented during the period assigned to and in this review. The revised program officially launched in Fall 2020 absent two brand new program courses, which are currently awaiting Senate approval (MKT 233 and MGT 234). As the new program began to develop and move through the curriculum process, an updated assessment schedule was required and created and is currently awaiting official approval from Institutional Assessment Coordinator Dr. Reshela DuPuis.

MKT Assessment Status											KEY	Not Offered/ Cancelled	Discontinued/ Retired				
MKT Course Learning Outcomes	20% Review Due	2014	2015	2015	2016	2016	2017	2017	2018	2018	2019	2019	2020	2020	2021	2021	2022	NOTES
Course		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	
ECOM 100 - INTRODUCTION TO E-COMMERCE							Initial					CTL	Not Offered/ Cancelled	Discontinued/ Retired				S17 Report input to Campus Labs.
BUS 120 - PRINCIPLES OF BUSINESS											Initial	Initial, CTL						Per email from Donala Kawaauhau, 2019-02-11, Moving assessment report
MGT 124 - PRINCIPLES OF SUPERVISION									Initial		Initial							Per email from Donala Kawaauhau, 2019-02-11, Assessment wasn't
MKT 120 - PRINCIPLES OF MARKETING							Initial					Initial	Not Offered/ Cancelled					Per email from Donala Kawaauhau, 2019-02-11, Faculty was on Sabbatical.
MKT 121 - MARKETING TOPICS								Initial		Initial				Discontinued/ Retired				Per email from Donala Kawaauhau, 2019-02-11, S18 Assessment wasn't completed; re-scheduled to S19
MKT 130 - PRINCIPLES OF RETAILING						Initial				CTL				Discontinued/ Retired				S17 Report input to Campus Labs.
MKT 151 - PRINCIPLES OF CUSTOMER SERVICE			Initial								Initial			Discontinued/ Retired				Per email from Donala Kawaauhau, 2019-02-11, Class did not run in Spring
MKT 157 - PRINCIPLES OF WEB DESIGN I				Initial						Initial				Discontinued/ Retired				Per email from Donala Kawaauhau, 2019-02-11, Assessment wasn't
MKT 185 - PRINCIPLES OF E-MARKETING					Initial		Initial		Initial			Not Offered/ Cancelled	Discontinued/ Retired					Course did not run in F16; Initial assmt moved to S18. Per email from Donala
MKT 193V - COOPERATIVE VOCATIONAL EDUCATION							Initial		Initial		CTL							Per email from Donala Kawaauhau, 2019-02-11, Assessment wasn't
MKT 292 - INTEGRATED MARKETING PROJECTS								Initial			Not Offered/ Cancelled	Discontinued/ Retired						Per email from Donala Kawaauhau, 2019-02-11, Course did not run and is

Image 1.1 – Previous Marketing Program Five-Year Assessment Plan

Image 1.1 contains the previous five-year assessment plan of the Marketing program, which includes assessment requirements that fell within the period of this review. The assessments completed were done with Program Learning Outcomes that no longer exist and some assessments were done on courses that have since been deleted. Each semester is discussed in detail below.

Fall 2018

In Fall 2018, MGT 124 was scheduled for an initial assessment but was rescheduled for Fall 2019. MKT 292 was also scheduled for initial assessment, but the course was cancelled due to low enrollment. The course (MKT 292) has since been deleted.

Spring 2019

In Spring 2019, BUS 120 and MKT 121 were both scheduled for initial assessment. BUS 120 assessed CLO 2, which was aligned with recently deleted PLO 5. MKT 121 (which has since been deleted) assessed CLO 1, which was aligned with recently deleted PLO 2.

BUS 120

CLO 2 – Demonstrate qualitative understanding of various forms of ownership to determine their appropriateness relative to an organization's resources, goals, and objectives.

PLO 5 – Develop the ability to think strategically as an individual and effective team member.

MKT 121

CLO 1 – Demonstrate the ability to understand current issues and trends in industry.

PLO 2 – Devise marketing campaigns/presentations in diverse formats that are adaptable to different target markets and stakeholders.

Program or Unit Name: Marketing

Fall 2019

In Fall 2019, the revised program had been passed through curriculum review and senate and was set to launch in Fall 2020. With the new target, new PLOs, and soon to be deleted courses, a new five-year assessment plan needed to be drafted, while the old plan was completed. The old assessment plan scheduled a CTL for BUS 120, an initial assessment of MGT 124, an initial assessment of MKT 120, an initial assessment of MKT 151, and an initial assessment of MKT 157.

The CTL assessment for BUS 120 was cancelled and rescheduled as an initial assessment for Fall 2024 to allow for the selection of an artifact that is better aligned with the Program's new Learning Outcomes. The initial assessment of MGT 124 was postponed until Fall 2020 to allow for the selection of an artifact that is better aligned with the Program's new Learning Outcomes. The initial assessment of MKT 120 was postponed until Fall 2021 to allow for the selection of an artifact that is better aligned with the Program's new Learning Outcomes. MKT 151 and MKT 157 were both cancelled due to low enrollment. Both courses have since been deleted.

Spring 2020

ECOM 100 and MKT 185 were both cancelled due to low enrollment. Both courses have since been deleted. MKT 120 was not offered in Spring 2020.

Fall 2020 – Revised Program Officially Launched and Course Modality Changed for all Courses because of Covid-19 Requirements

With the new PLOs, course deletions, and course offerings officially in effect, the remaining assessments were done utilizing the new unofficial five-year assessment plan referenced in Image 1.2 below. Due to the change in modality (face-to-face to online), artifacts required revisions/updates. Some courses scheduled for assessment had to be cancelled because of low enrollment as the program transitioned from servicing its old target in a face-to-face setting to attracting its new target in a completely online setting.

MKT Course Learning Outcomes / Course	20% Review Due	2020 Fall	2021 Spring	2021 Fall	2022 Spring	2022 Fall	2023 Spring	2023 Fall	2024 Spring	2024 Fall	2025 Spring	2025 Fall (KEY)	2026 Spring (Not Offered/Cancelled)	2026 Fall (Discontinued/Retired)	2027 Spring	2027 Fall	2028 Spring	NOTES
MGT 124 - PRINCIPLES OF SUPERVISION		~~Initial~~				Initial						CTL						Course was cancelled - low enrollment
MKT 120 - PRINCIPLES OF MARKETING				Initial			CTL											
BLAW200 - LEGAL ENVIRONMENT OF BUSINESS			~~Initial~~			Initial						CTL						Course was cancelled - low enrollment
BUS 120 - PRINCIPLES OF BUSINESS										Initial				CTL				
MKT 233 - INTERNATIONAL AND TECHNOLOGICAL BRAND INTEGRATION											Initial					CTL		
MGT 234 - CROSS-CULTURAL MANAGEMENT					Initial				CTL									

Image 1.2 – Revised Marketing Program Five-Year Assessment Plan

MGT 124 was scheduled for initial assessment, but the course was cancelled due to low enrollment as the course was moved from its face-to-face format to its online format because of Covid-19. The assessment was rescheduled for Fall 2022.

Spring 2021

BLAW 200 was scheduled for initial assessment, but the course was not offered on or through our campus in that semester. Initial assessment has been rescheduled for Spring 2023.

c) Assessment Results: provide a detailed discussion of assessment results at the program (PLO) and course (CLO), or unit (UO), levels in the period of this Review. Provide an analysis of how these results reflect the strengths and challenges of the program or unit in meetings its Outcomes.

The Marketing Program's new Program Learning Outcomes have not yet been updated in Campus Labs. The assessment results discussed below reference the old Program Learning Outcomes, which are no longer relevant in and to the revised Marketing Program as it stands to date.

In Spring 2019, an assessment was done on **BUS 120** Course Learning Outcome 2 ([d]emonstrate qualitative understanding of various forms of ownership to determine their appropriateness relative to an organization's resources, goals, and objectives), which was aligned with Program Learning Outcome 5 ([d]evelop the ability to think strategically as an individual and effective team member (now deleted)). The artifact assessed was a group presentation (oral exam) that addressed the differences between the various forms of business ownership and how each form met or did not meet the needs of the students' current business idea.

Students were asked to reiterate their business idea, target market, product and/or service offerings, and level of risk. They were then told to use that information and list the pros and cons of formulating as a Sole-Proprietorship, Corporation, Partnership, S-Corporation, Limited Liability Corporation, Franchise, or Non-Profit. Once that analysis was done and business formulation selected, students were tasked with taking the business idea through the legal process to simulate official business formation.

Students were given a week to prepare for the presentation and were in groups of 2-3 members. Students that successfully presented arguments based on the needs of their particular business and the facts associated with each potential business formation, received passing scores that varied depending on the specifics of their presentation. The assessment scale measured student performance by and through point value. Assessments receiving between 85 and 100 points would be considered as partially met (85 points), met (95 points), exceeded (99 points), and maximum score (100 points) as seen in Image 1.3 below.

Image 1.3 – Assessment Scale BUS 120 Spring 2019

There were twelve groups of students that were assessed and all twelve were able to successfully achieve scores at or above the required 99 points as seen in Image 1.4 below.

Image 1.4 – Assessment Result BUS 120 Spring 2019

While exciting to see students comprehend and retain information about the various types/forms of business ownership while critically analyzing said information through the appropriate application of said information to and with the particulars of their specific business idea, the 100% score in the "exceeded" category leaves room for an improved and strengthened assessment instrument. Options to strengthen the instrument include the potential addition of elements/requirements to the assignment or the changing of the group element requiring it instead to be completed independently.

The action plan listed in Campus Labs states that the instrument retains its requirement for comprehensive understanding as well as its requirement for the ability of students to accurately and legally file and form their business as expected and required by law. The next assessment for BUS 120 is scheduled for Fall 2024. This assessment will not be a "Closing the Loop" assessment. It has been scheduled as an "Initial" assessment because of the extensive changes made in the Marketing Program up to and including the new Program Learning Outcomes and the new mix of program courses.

In Spring 2019, an assessment was done on **MKT 121** Course Learning Outcome 1 ([d]emonstrate the ability to understand current issues and trends in the industry), which was aligned with Program Learning Outcome 2 ([d]evise marketing campaigns/presentations in diverse formats that are adaptable to different target markets and stakeholders (now deleted)). The artifact assessed was a group presentation that required students to research the online behavior of their target (what sites did they use, what days and times did they actively post/comment, what is their device preference, etc.), as well as the targets' opinions on social networking and particular social media platforms (Facebook, Twitter, IG, etc.) through demographic behavioral assessment.

The artifact also required that students select the top three social media sites preferred by their target, create posts for said sites using verbiage preferred by their target, develop a calendar illustrating when posts would be scheduled using days and times when their target is shown to be most active on the selected site, and develop a new method of social connection that addresses current issues uncovered in and through industry research.

Students were given two weeks to complete and prepare for the presentation and placed in groups of three resulting in the collection and assessment of six artifacts. Students that successfully presented research addressing the artifacts required elements received passing scores that varied depending on the specifics of their presentation. The assessment scale measured student performance by and through point value. Assessments receiving between 80 and 100 points would be considered as partially met (80 points), met (95 points), exceeded (99 points), and maximum score (100 points) as seen in Image 1.5 below.

INITIAL. Social Media Marketing Research and Application

0-79.99pts	80-94.99pts	95-98.9

Minimum Score	Partially Met	Met	Exceeded	Maximum Score
0 pts	80 pts	95 pts	99 pts	100 pts

Results | Total Achievement Levels

Image 1.5 – Assessment Scale MKT 121 Spring 2019

Of the six artifacts assessed, four exceeded and two met as seen in Image 1.6 below. While the assignment produced positive results and does align with the specifics of the program, the course has since been deleted with the topic of social media marketing being absorbed by MKT 120, which is a general marketing course. The assessment instrument will be updated and revised to align with a new course and a new Program Learning Outcome but this particular assessment will not be updated or redone (there will be no closing the loop).
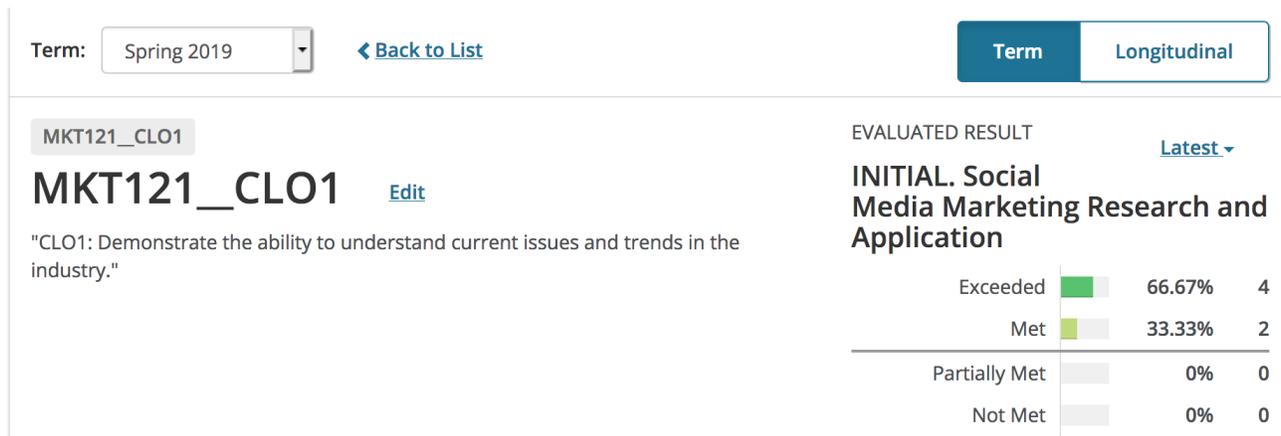
Image 1.6 – Assessment Result MKT 121 Spring 2019

d) Changes that have been made as a result of the assessment results: instructional programs must provide a discussion of changes made as a result of the analysis of assessment results, e.g., to curriculum, instruction, development of student learning opportunities, faculty professional development activities, assessment strategies, etc.; non-instructional units must provide a discussion of changes made as a result of the analysis of assessment results, e.g., to services, operations, personnel training, assessment strategies, etc.

There were a substantial amount of changes made to the Marketing Program, all of which stemmed from extensive qualitative (conversations/suggestions/comments from students and industry experts) and quantitative (ARPD, persistence and completion rates, assessment, etc.) research. A few of these changes have been listed below for reference.

1. Program Learning Outcomes were completely redone.
2. The program's target was expanded and updated.
3. Multiple program courses were deleted.
4. Multiple non-program courses were removed from the program's course offering requirements and replaced with more appropriate non-program courses (graphic design, videography, economics, etc.).
5. Two brand new courses were created specifically for the new requirements of the program.

These changes had been planned and were being edited, revised, presented, and accepted during the three-year period covered in and by this comprehensive program review. The expansive changes of the past three to four years have moved the Marketing Program into a more industry relevant position. The changes were required to ensure that students continued to receive the most up-to-date tools, concepts, methods, and ideas possible to be able to successfully compete in an industry that is continuing to rapidly develop and advance (especially in the fields of technology and international relations). The structure of the

program allows for future modifications that reflect inevitable industry update requirements, without the need to conduct another total program renovation.

Unfortunately, as with all program changes, there were a number of disruptions that took place during the transition period between old program offerings and new program offerings. Those disruptions included the required stop-out of students declaring Marketing as their major under the old program plan. This resulted in low enrollment in courses "scheduled to be deleted," which then resulted in course cancellations due to low enrollment. Some of those courses were scheduled for assessment and those assessments could not be conducted.

Assessments that were (or could be) conducted, were aligned with learning outcomes that would no longer exist after Fall 2020 or would be done on courses that would soon be updated or deleted. Modality was also changed from face-to-face to asynchronous online because of Covid-19 requirements. In response, updates in artifact creation and/or selections were made, which also added to the amount of disruptions experienced during the assigned review period. Despite the aforementioned unplanned disruptions, there was one main change that was directly tied to the assessments conducted or planned during the assigned review period. That change was the revised five-year assessment plan utilizing the new, updated Program Learning Outcomes. Now that the program has settled in its new modality and is no longer working with courses "scheduled to be deleted," persistent growth is expected and consistent assessment will be conducted.

4. Action Plan

Based on findings in Parts 1-3, develop an action plan for your program or unit from now until your next Comprehensive Review (three-year plan).

The goal of the last three years was to successfully create a program that could improve class fill rates, student persistence rates, graduation rates, and 4-yr-UH transfer rates eventually leading to an improved overall program health rating of "healthy." In Fall 2020, the most important part of that goal was realized with the successful launch of the renovated Marketing Program. As stated in the [Marketing Program's 2020 Annual Program Review](#) (as well as the 2019-2020 APR), the new version of the Marketing Program directly aligns with HGI Action Strategies 2 ("[i]mplement structural improvements that promote persistence to attain a degree and timely completion") and 3 ("[a]nticipate and align curricula with community and workforce needs."). Since Fall 2020, structural improvements that permit persistence to attain a degree and timely completion have not only been planned but officially enacted in and by the Marketing Program. The Marketing Program has removed courses that are no longer relevant to and/or in industry and replaced said courses with ones that are directly aligned with both industry and timely completion not only for students seeking credentials from Hawai'i Community College, but for students that decide to continue their education at UH four-year institutions as well.

The extensive research and planning that went into the immense renovations of the Marketing Program was done in anticipation of community and workforce needs with the addition of courses focused on technological and international marketing practices and ideas. That plan went into effect in Fall 2020 with the goal of providing and producing graduates with the skills needed to not only be more attractive to employers but also be able to successfully start, sustain, and grow their own business and/or enhance or expand freelance opportunities.

The revised Marketing Program is also directly aligned with the College's overall mission of "pursuing academic achievement and workforce readiness" by offering students/graduates the opportunity to transfer over thirty credits towards a Bachelor's in Business Degree at a UH four-year institution (pursuing academic achievement) while also providing students/graduates with a solid technical degree tailored specifically for workforce readiness and success (workforce readiness). The Marketing Program has worked tirelessly to create a degree path that serves its students and its community, a degree path that provides said students and community with the flexibility that allows for change in declaratory reasoning without the risk of lost resources. Students that enter the program for employment preparation in the field of Marketing or Management (or for small business development) have the opportunity to choose transfer, even after graduation and time in industry. Students that enter the program for future transfer can decide to work in industry upon graduation either as a supplement to their continuing education or as a long-term full-time career.

With the goal of program changes achieved, the results of those changes can now be measured, monitored, and assessed to determine whether or not the changes have had an effect on persistence, class fill, graduation, and transfer rates. While the revised Program is still considerably new, the data presented and analyzed in this report offers the opportunity for preliminary analysis on very early Program observations that have (to date) proven promising in and with the noted increases in class fill rates, degrees awarded, and Fall to Spring persistence rates. The data will continue to be monitored over the next three years offering an opportunity for a more specific and accurate analysis of potential trends and movements that can be further discussed in the next comprehensive program review.

To assist with increases in persistence, fill, and graduation rates the program will be working on the following short-term goals to be completed on or before the writing of the Marketing Program's next comprehensive review:

1. The creation of specialized Certificates of Competency that can either be earned and awarded as students progress through the program towards degree or CA achievement, or specifically sought and pursued as independent certificates. Certificates will be developed in Spring 2022 and proposed in Fall 2022 with a planned official launch date of Fall 2023. This goal ties directly into the Program's overall goal of increased persistence and graduation rates.
2. The updating of the Marketing Program's new Program Learning Outcomes on the Hawaiʻi Community College web page, in Kuali, and in Campus Labs (the old PLOs currently remain in and on those particular sites). Contact will be made with the appropriate individuals in Fall 2021 with updates completed by Spring 2022.

3. The updating of Course, Program, and Intuitional Learning Outcome alignments with the new Program Learning Outcomes, the new courses, and the recently revised and updated Institutional Learning Outcomes in all relevant locations (Campus Labs, Kuali, etc.). Alignment updates will be communicated to the appropriate individuals by Spring 2022.
4. The processing of the updated five-year assessment plan and its successful upload to Campus Labs. Contact was made in Fall 2021 and edits, acceptance, and official posting in Campus Labs is projected to be completed by Spring 2022.
5. The successful completion of all scheduled assessments in the updated five-year assessment plan.
6. The updating of the Marketing Program's thumbnail on the Hawai'i Community College's "Programs of Study" page. Update will be completed in Spring 2022.
7. An improved overall program health rating of "healthy" (improved from its current rating of "cautionary") by Spring 2024.

Goals 1-6 are micro methods of meeting the macro Program goal of overall program health improvement listed in goal seven. The achievement of goals 1-7 will allow for the full realization of the original goal of a program revision that resulted in a degree path that is better aligned with the community, the industry, our students, and the College (as stipulated in the College's HGI Action Strategies 2 and 3 as well as its Mission). No additional resources will be required to complete the goals listed above.

*The action plan may be amended based on new initiatives, updated data, or unforeseen external factors between now and the next Comprehensive Review.

5. Resource Implications -
* ONE-TIME BUDGET REQUESTS ONLY *

Detail any ONE-TIME resource requests that are not included in your regular program or unit operating "B" budget, including reallocation of existing resources (physical, human, financial).
 *Note that CTE programs seeking future funding via UHCC System Perkins proposals must reference their ARPD Section 4. Action Plan and this ARPD Section 5. Resource Implications to be eligible for funding.

☒ **I am NOT requesting additional ONE-TIME resources for my program/unit.**

☐ **I AM requesting additional ONE-TIME resource(s) for my program/unit.**
Total number of items being requested: _____(4 items max.)

*For each item requested, make sure you have gathered the following required information and all relevant documentation before you upload this Review; you will submit all information and attachments for your **Resource Request** as part of your Review document submission via the
Hawai'i CC - Program & Unit Review Submission portal
https://Hawai'i.kualibuild.com/app/builder/#/app/60ef56c477b0f470999bb6e5/run

- ✓ Item Description
- ✓ Justification

   ✓ Priority Criteria (must meet at least one of the following):
   1. Ensure compliance with mandates and requirements such as laws and regulations, executive orders, board mandates, agreements and contracts and accreditation requirements.
   2. Address and/or mitigate issues of liability, including ensuring the health, safety and security of our Kauhale.
   3. Expand our commitment to serving all segments of our Hawai'i Island community through Pālamanui and satellite centers
   4. Address aging infrastructure.
   5. Continue efforts to promote integrated student support in closing educational gaps.
   6. Leverage resources, investments with returns, or scaling opportunities
   7. Promote professional development.

Category-Specific Information				
Equipment	Estimated Date Needed	Quantity / Number of Units; Cost per Unit	Total Cost (with S&H, tax)	On Inventory List (Y/N); Decal #, Reason replacing
Facilities Modification	Estimated Date Needed	Total Cost	Monthly/Yearly Recurring Costs	Utilities Required
Personnel Resource	Estimated Date Needed	FTE; Position Type; Position Title	Estimated Salary	Was an Existing Position Abolished? (Y/N); Position #
Professional Development	Estimated Date Needed	Have you applied before (Y/N); was it approved?	Professional Development Type	PD Details; Impact; Total Cost
Reallocation	Estimated Date Needed	Total Cost	Monthly/Yearly Recurring Costs	Reallocation Proposal

6. Optional: Edits to Occupation List for Instructional Programs

Review the Standard Occupational Classification (SOC) codes listed for your Instructional Program and verify that the occupations listed align with the program learning outcomes. Program graduates should be prepared to enter the occupations listed upon program completion. Indicate in this section if the program is requesting removal or additions to the occupation list.

☒ **I am NOT requesting changes to the SOC codes/occupations listed for my program.**

☐ **I am requesting changes to the SOC codes/occupations listed for my program.**
   O*Net CIP-SOC Code Look-up
   *in the **Crosswalks** box, choose "Education," then enter CIP number to see related SOC codes

List below each SOC code for which change is being requested and include details of requested code deletions and/or additions. Include justification for all requested changes.

*All requested changes to the SOC codes/occupations listed for programs must be discussed with and approved by the Department/Division Chair.