

# Program Review 2021-2022

**Marketing**

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## General Information (Program Review 2021-2022)

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## 2021/22 Program Review

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### 2021/22 PROGRAM REVIEW FORM

**Form:** 2021/2022 Program Review (See appendix)

## Reference Section

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**MESA2030 COMPREHENSIVE MASTER PLAN**

**ROADMAP TO MESA2030: STRATEGIC PLAN 2021-2026**

**MESA DATA DASHBOARDS**

# Requests Forms

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REQUEST PORTAL

# Appendix

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A. **2021/2022 Program Review (Form)**

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# Form: "2021/2022 Program Review"

**Created with :** Taskstream

**Participating Area:** Marketing

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## 2021/2022 Program Review

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### **(REQUIRED) Name of Lead Writer and Manager/Service Area Supervisor**

Lead writer: Mariette Rattner, Professor, School of Business & Technology

Manager: Monica Romero, Dean, School of Business & Technology

### **(REQUIRED) In what ways (if any) did changes to an online/remote modality due to COVID-19 impact student success and equity in your area/program? Please provide evidence.**

The change to an exclusively online instructional modality in response to the COVID-19 pandemic was accomplished by MARK program faculty with relatively little difficulty. This is likely because MARK faculty were already certified through the SDCCD Online Learning Pathways Online Faculty Certification Program and had been teaching fully online for years at the time the shift to remote instruction became necessary. The transition was logistically challenging, but faculty were well positioned to convert their face-to-face classroom courses to the fully online format.

College data indicate that MARK program students likewise weathered the transition to fully online instruction fairly well. Student success data from the Mesa Awards Dashboard indicate that, for the 2020-2021 academic year, a total of six MARK awards were conferred: five AS degrees and one certificate. This represents a considerable improvement from the 2019-2020 academic year, when only one MARK program award--a certificate--was conferred. In addition, the 2020-2021 data indicate that there were no equity gaps in MARK program awards for the same period.

MARK program grade distribution data obtained for the 2020-2021 and 2019-2020 academic years from the Mesa Course Outcomes Dashboard suggest that the transition to fully online instruction may have impacted student success to some degree, but only minimally. The data are as follows:

- For the 2020-2021 academic year, 72% of MARK students earned grades A-C, 18% of students earned grades D, F, No Pass, and 10% of students withdrew
- For the 2019-2020 academic year, 75% of MARK students earned grades A-C, 12% of students earned grades D, F, No Pass, and 14% of students withdrew

These data indicate a decrease of 3 percentage points in passing grades and a decrease of 6 percentage points in withdrawals between Fall 2019 and Spring 2021. The parallel year-to-year changes in passing grades and withdrawals are unsurprising, however, given that the pandemic drastically disrupted students' lives, with 78% of Mesa students reporting that they experienced difficulty concentrating on their classes in the *2020 #RealCollege Survey Results Institution Report For San Diego Mesa College*. It is reasonable to hypothesize that at least some MARK students who normally would have withdrawn from their MARK courses in 2020-2021 for the usual reasons experienced unexpected and challenging life circumstances that resulted in their neglecting to withdraw, thereby decreasing both the MARK passing-grade percentage and the MARK withdrawal rate percentage for that year.

The clearest downside of the pandemic and the resulting transition to fully online instruction for the MARK program was its impact on enrollment. The MARK program is relatively small, and student headcount data reported for it on the Mesa Student Characteristics Dashboard reveal an 18% decline in enrollment in MARK program courses for the period from Fall 2019-Spring 2021. Interestingly, all ethnic group enrollment declined during this period except LatinX, which actually increased by 16%. Since the College as a whole experienced a 4.2% decline in overall enrollment for the same period, however, the trend of declining enrollment cannot be attributed to policies or practices associated specifically with the MARK program. MARK faculty, however, are collaboratively exploring MARK enrollment patterns in an effort to interpret what they mean and devise possible actions to increase enrollment.

**(REQUIRED) What practices has your area/program implemented since the last program review cycle that you would like to improve/continue? Identify impacts on student success and equity.**

Since the shift to fully online instruction, MARK program faculty have increased the frequency and scope of their outreach to students via a variety of channels, including Zoom, personal email, Canvas course announcements, and even class assignments within which links to relevant resources can be embedded. The goal of this increased communication has been to promote a sense of instructor presence in remote MARK courses and assure that even students unaccustomed to bearing the increased personal responsibility essential to success in the fully online learning format can succeed. While faculty continue to focus on student learning in these communications, the scope of messaging has been broadened to include notifications, reminders, and links pertaining to the availability of equity-related campus resources such as The Stand, CARES/HEERF funding, Tutoring and the Writing Center, and Student Health Services resources.

In addition, a new communication strategy that entails relying more heavily on personal emails to students, as opposed to class announcements, has been employed by MARK faculty since the shift to fully online instruction took place. The strategy was implemented after MARK program faculty realized that many students—and very likely those who were less experienced with the online instruction modality--were not

adjusting their Canvas course settings to permit Canvas to send them notifications when course announcements posted, despite reminders and step-by-step instructions about how to make the settings adjustments from faculty. These students therefore were unaware of reminder and informational announcements that were being posted in their Canvas MARK courses, and would sometimes miss coursework deadlines as a result. Increased use of personal email messages to communicate with students has considerably reduced the number of student requests for deadline extensions owing to forgotten due dates, so this email-focused communication strategy seems to be effective in assuring that information is received by all students in a timely way.

**(REQUIRED) What practices has your area/program implemented since the last program review cycle that you would like to change/discontinue? Identify impacts on student success and equity.**

There are no practices implemented since the last program review cycle that MARK program faculty have identified as being in need of change/discontinuance, other than the reduced reliance on Canvas course announcements for communicating with students and the shift to the email-focused communication strategy described in the previous section. MARK faculty continue to assess and report course and program outcomes; collaboratively analyze and interpret student performance data gathered at the course, program, and college level; and collaborate regarding practices for supporting equity and student success. Assessment data indicate that outcome targets are consistently being met or exceeded in MARK program courses, and 2020-2021 MARK program data reported on the Mesa Awards Dashboard indicate that there were no equity gaps in MARK program awards for the period. It is therefore reasonable to conclude that MARK practices have been effective in supporting student success and equity. MARK faculty will therefore continue these practices in the fully online courses they teach, even after the return to on-campus instruction of MARK classes takes place.

**(REQUIRED) What college-wide practices implemented since the last program review cycle have affected your area/program positively or negatively? Identify impacts on student success and equity.**

Students across the college have experienced increased hardship since the last review cycle. According to the *2020 #RealCollege Survey Results Institution Report For San Diego Mesa College*, 51% of students with part-time jobs lost them during the past year, 68% of students experienced at least one form of basic needs insecurity, 50% of students reported problems with internet/computer access, and 78% of students (unsurprisingly, given the previously mentioned statistics) experienced difficulty concentrating on their classes.

Given these reported hardships, the college's provision of increased support resources such as The Stand, CARES funding, technology support, tutoring, counseling, and mental health services have been well-targeted. But while this increased support no

doubt positively affected Mesa students, including MARK program students, gaps in support usage among students who experienced basic needs insecurity indicate that more needs to be done to assure that students most in need of these resources actually access them. This is essential to assuring both student success and equity, as demonstrated by *2020 #RealCollege Survey* data indicating that the greatest usage gap--of roughly 43%--occurred among African American students.

Another institutional policy that has impacted the MARK program since the last cycle is the college's rejection of test proctoring software as a means of assuring academic integrity in the online learning environment. Although rooted in legitimate concerns about the equity-related implications of such software, this decision reduced program faculty's options for assuring the authenticity of student online test results, particularly as "study support" companies like Chegg and Course Hero continue to facilitate online cheating. MARK program faculty have responded with modification of course design to de-emphasize the role of exams in assessment, but questions remain about who is actually completing any given student's coursework in the online setting. MARK program faculty continue to wrestle with this issue