SAN DIEGO MESA COLLEGE

Program Review

Summary and Reflections with Unit Goals, Action Plans, and Updates

Instructional Program - Marketing (MARK)

Executive Summary

Describe the successes and challenges your unit has faced since the last comprehensive review.
Perhaps the greatest success the MARK Program has experienced during the most recent evaluation cycle is the continued absence of equity gaps. MARK faculty believe that this success can be attributed to the multiple approaches (described below) that MARK Program faculty employed during the period.

With regard to challenges, MARK Program faculty were not able to proceed with plans to update the Program by developing and launching a new digital marketing course, which was discussed during the last Program Review cycle. This was in part due to the other challenges that the School of Business & Technology (BT) faculty and administration faced during the period, most of which were created by the still-raging COVID-19 pandemic. It was necessary to prioritize tasks in order to best serve students, and development of the new course was not a major priority compared to other, more urgent work that had to be done.

In addition to the above, new challenges associated with developing and launching the course were identified during the period that must be resolved before work on it can proceed. These challenges include, but are not limited to the fact that, since the MARK Program has a CTE TOP code, MARK faculty must demonstrate that there is a local workforce need for digital marketers that is not already being met by multiple other local colleges/universities before receiving authorization from administration to create the course.

One major obstacle to demonstrating that need has been the fact that all of the SOCs currently associated with the MARK Program TOP code pertain to areas of marketing other than promotion and advertising, and digital marketing primarily comprises digital promotion and advertising. Because of this, the labor market data that MARK faculty have been able to obtain from the San Diego Regional Workforce Partnership for "marketing" have not been relevant to or supportive of the need for digital marketing workforce skills.

The pandemic (and the exigencies it created for students, faculty, and administration) is now waning, however, and discussions with CTE leadership at the college and district levels regarding the SOC issue were recently initiated. MARK faculty hope that these changes will support development of the course and the associated updating of the MARK Program..

If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.
N/A

If applicable, describe the impact of any new resources (human, fiscal, etc) on the unit and/or action plan implementation.
N/A

If you assess OUTCOMES, please confirm that the outcomes have been reviewed for accuracy. If you do not assess Outcomes, skip this question.
Reviewed & Accurate

Related Documents for Charts and Graphs

Executive Summary Complete
Yes

Data Reflection

Trends observed in program/service area's data.
Overall MARK Program enrollment declined year to year between 2017/18 and 2021/22, with headcount dropping from 365 in 2017/18 to 217 in 2021/22. This represents a decrease of about 40% in Program enrollment, and aligns with the enrollment decline experienced by the College as a whole during this period. The data indicate that the largest annual decreases between 2017/18 and 2021/22 occurred in the last two years, between 2019/20-2020/21 (18%) and 2020/21-2021/22 (20%). The

decline represents a continuation of the pattern observed and discussed in the 2021 MARK Program Review, which detailed the impact of the COVID-19 pandemic on student enrollment.

Interestingly, the number of MARK Program awards for Fall 2021/22 was 7, which is the highest number since 2015/16, when the number was also 7. It's worth noting that 2020/21 awards were also relatively high, at 6, representing a considerable increase from the single MARK Program award recorded for 2019/20 and the 7-year annual average of 4.4 awards.

Perhaps the most interesting thing about the MARK Program awards growth is that it took place during the two years of greatest overall decline in MARK Program enrollment, when the Program was the smallest it has been in five years. The fact that more MARK degrees and certificates have been awarded in the last year despite shrinking Program size indicates that a larger percentage of students enrolled in the MARK Program is receiving MARK awards. This, along with the absence of equity gaps, suggests that MARK Program efforts to use resources effectively to support equity and student achievement are succeeding.

As regards MARK Program course outcomes, data from the College Course Outcomes Dashboard indicate that, for the Spring 2021, Fall 2021, and Spring 2022 semesters, the overall MARK Program course retention rate was 88%, and the overall MARK course success rate was 70%. For the same three semesters, the overall course retention rate for the College was 87%, and the overall course success rate was 73%. These data indicate that MARK Program course retention and success rates during this period aligned with those of the College as a whole.

In terms of ethnic representation within the MARK Program during the 2020/21-2021/22 period, the largest groups overall were the White (41.1%) and Latinx (36.5%) categories. These were followed by the Multi-Ethnicity (7.5%), Asian (6.2%), Filipino (3.1%), and African American (2.9%) categories. The groups with the smallest representation were the Native American (0.6%) and Pacific Islander (0.4%) categories. These data likewise align with those of the College as a whole.

Describe any equity gaps in the data. Are there differences and/or patterns observed by demographics (e.g.race/ethnicity, gender, age, etc.)
No equity gaps in MARK Program awards are recorded for 2021/22. As mentioned earlier, the continued absence of equity gaps in the MARK Program suggests that MARK faculty efforts to support equity (via methods discussed below as "current practices") have been successful. MARK faculty therefore plan to continue these efforts.

Despite the absence of equity gaps, however, MARK faculty remain focused on finding ways to encourage African American (AA) students to enroll in the MARK Program. Enrollment data indicate that AA annual student enrollment declined from 6.4% (headcount 22) in 2018/19 to 2.6% (headcount 7) in 2020/21, an overall reduction of 3.8 percentage points. Since communities of color were in general disproportionately impacted by the pandemic, MARK faculty find this decline—which occurred during the height of the pandemic--unsurprising, though dismaying.

In 2021/22, AA percentage enrollment in the MARK Program began an apparent recovery, climbing to 3.2%. Closer examination of the data, however, revealed that AA headcount for both 2020/21 and 2021/22 remained consistent at 7. This indicates that the percentage increase reflects the continued annual shrinkage of overall MARK Program enrollment, rather than an increase in the number of AA students enrolled in it.

MARK faculty continue discuss this issue and seek ways in which to encourage AA (and other non-white) students to explore marketing as a field of study and potential employment. We hope that, by updating the MARK Program to include a digital marketing course and eventually a digital marketing certificate program, we can increase its appeal to AA (and other) students, especially those in the social media savvy Gen Z cohort.

Related Documents for Charts and Graphs

Describe the discussion(s) that took place about the unit's learning outcomes assessment data.
Discussion about learning outcomes assessment data during 2021/22 uncovered the fact that all MARK outcomes had been assessed at least once--and some twice—during the cycle. In addition, all MARK courses during the period either met or exceeded their target assessment goals. Currently, MARK outcome assessment for the next Program Review cycle is underway.

Data Reflection Complete
Yes

Practice Reflection

Describe current practices your program/service area has engaged in that you believe impact the above data trends and equity gaps.
Three means of addressing equity issues and supporting student success that MARK Program faculty employed during the past cycle include:1. Monitoring of individual student performance in MARK courses, as indicated by coursework completion patterns and scores on completed assignments; 2. Conducting email or face-to-face outreach to individual students whose coursework completion patterns and or grades suggest the existence of impediments to academic success, with the objective of ascertaining what may be causing them to miss assignments or score poorly on them; 3. Responding to information provided by students about such impediments by connecting them with campus resources such as the Resiliency Fund, Tutoring, the Writing Center, etc., designed to mitigate the identified difficulty, and also by modifying course design, as appropriate, to eliminate obstacles created by course policies or assignment scheduling.

MARK faculty have observed the effectiveness of these methods in supporting equity (i.e., there have been no reported equity gaps in the Program over the last two cycles), and therefore plan to continue implementing them.

What other factors (internal or external) might also impact the above data trends and equity gaps?
MARK faculty have observed that BT has not offered two of the four courses that currently make up the MARK Program—i.e., MARK 130—Advertising Principles and MARK 105—Personal Selling--for several consecutive academic years. Consequently, MARK students who needed those courses to complete their programs of study had no choice but to enroll in them at institutions other than Mesa College.

Our understanding is that this issue is the result of difficulty in finding qualified adjunct faculty to teach the classes. Since MARK Program enrollment is too small to justify seeking an additional contract faculty member to teach them, however, MARK faculty believe that resolution of this staffing challenge should be prioritized moving forward. Locating and hiring qualified adjunct instructors will assure that MARK Program students are not forced to go elsewhere to access the MARK courses they need to graduate.

Related Documents for Charts and Graphs

Practice Reflection Complete
Yes

Mid-Cycle Updates

YEAR 2 Updates (2023 - 2024)
Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 2.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 2.

Review Outcomes Report. Review the unit's outcomes assessment process for 2022 - 2023. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 2.

YEAR 3 Updates (2024 - 2025)
Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 3.
Currently we are investigating the possibility of changing the program designator from MARK to BUSE for all marketing courses. This would eliminate the marketing program and the courses would become part of the Business program. We have received support from both Miramar and City colleges to move forward. Through our research, we have found that all other colleges in the area offer their marketing courses under the business program. We believe this change would increase the awareness and visibility of the courses and create a more robust course offering in business.

Summary and Reflection

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 3.
In the last two academic years, the number of degrees awarded went down from 7 to 5. (2022-2023 - 5 awards; 2023-2024 - 5 awards, 7 in previous year)
However, enrollment in marketing courses increased. In 2022-2023 enrollment was 262 and in 2023-2024 it reached 288 (MARK 130 was offered for the first time in at least three years), previously it was 217 in 2021-2022. It is still lower than prior to the pandemic when enrollment was around 365 in 2017-2018.

Review Outcomes Report. Review the unit's outcomes assessment process for 2023 - 2024. Discuss connections to unit goals/action plans/resource requests.
Our outcomes process is sufficient. Our students continue to reach the benchmark on all course outcomes assessments.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 3.
We continue to practice the actions documented. As noted above, we have added back MARK 130, Principles of Advertising, which is a positive contribution to our course offerings. We will examine the ability to offer MARK 105 Personal Selling, which has not been offered in multiple academic years.

YEAR 4 Updates (2025 - 2026)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 4.
As noted in Year 3 updates, we are still moving in the direction of converting all MARK-designated programs to BUSE, to fall under the Business program. Due to the pending common course numbering project, we have decided to put this project on hold until we know the numbering system for business courses. We plan to revisit this discussion in Spring 2026 to get a sense of the work left to do.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 4.
There appears to be a discrepancy on the awards earned since the new dashboard was created. We are working with the Office of Institutional Effectiveness to get this cleared up and it will be updated once confirmed.

As far as enrollment, it remains fairly steady. In 2022-2023 enrollment was 262, in 2023-2024 it reached 288, and in 2024-2025 we saw a slight decrease to 253. It's important to note, one less section was offered. If an additional section was offered, we could have met or exceeded the previous year's enrollment. With that being said, we are on track to exceed 2024-2025 enrollment in the 2025-2026 year, projected to be 348, with nine sections offered. This indicates an upward trend as we see our enrollment getting closer to pre-pandemic enrollment which was around 365 in 2017-2018.
2023-2024: 288 (9 sections)
2024-2025: 253 (8 sections)
2025-2026: 348 (9 sections)

Review Outcomes Report. Review the unit's outcomes assessment process for 2024 - 2025. Discuss connections to unit goals/action plans/resource requests.
Our outcomes process is sufficient. Our students continue to reach the benchmark on all course outcomes assessments. We do not have any resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 4.
We continue to practice the actions documented. As indicated in the previous update, we have now offered multiple sections of MARK 130 Advertising Principles, and the sections fill. In addition, since the last update, we started offering MARK 105 Professional Selling (Fall 2025) and the section filled. This is a big improvement from the original Practice Reflection when we were only offering two out of the four marketing courses.

YEAR 5 Updates (2026 - 2027)

Provide any edits or updates to the prompts originally documented in the Executive Summary section for Year 5.

Provide any edits or updates to the prompts originally documented in the Data Reflection section for Year 5.

Review Outcomes Report. Review the unit's outcomes assessment process for 2025 - 2026. Discuss connections to unit goals/action plans/resource requests.

Provide any edits or updates to the prompts originally documented in the Practice Reflection section for Year 5.

Summary and Reflection

Unit Goals, Action Plans, and Updates

Goal 1: Conduct outreach to high schools and community.

Unit Goal: Goal 1: Conduct outreach to high schools and community.

Goal Status: Archived

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Pathways and Partnerships - Objective 2:** Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Continue conducting outreach to and mentoring of faculty teaching MARK courses at local high schools to address their concerns and needs and assure quality of instruction. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 12/04/2023 **Action Plan Update**: This goal is currently on hold as we further investigate the direction of the marketing program and whether high school students are a target group for our program. **Update Year**: 2023 - 2024 **Action Plan Progress**: Barriers Encountered

Goal 2: Engage in direct collaboration with Work-Based Learning & Strong Workforce organizations

Unit Goal: Goal 2: Engage in direct collaboration with Work-Based Learning & Strong Workforce organizations

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Unit Goals, Action Plans, and Updates

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Participate in collaborative meetings with campus Work-Based Learning and Strong Workforce organizations to assure that the Marketing Program optimally accesses and uses available resources that support student acquisition of workplace skills and experience. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 12/02/2025 **Action Plan Update**: In Fall 2025 the marketing program faculty worked with WBL to host a Career Panel Discussion focused on informing students about the career pathways in business and marketing, the day-to-day working environment of a marketer, and the future of the industry. **Update Year**: 2025 - 2026 **Action Plan Progress**: Completed **Submission Date**: 02/03/2025 **Action Plan Update**: This has been done and will continue to happen. Our marketing faculty has updated and implemented course projects based on feedback we have received from WBL and other industry liaisons. **Update Year**: 2024 - 2025 **Action Plan Progress**: Completed **Submission Date**: 12/04/2023 **Action Plan Update**: This is currently in progress and will continue but will have more focus once we determine the direction of our marketing program. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Goal 3: Develop interdisciplinary projects with college faculty.

Unit Goal: Goal 3: Develop interdisciplinary projects with college faculty.

Goal Status: Active

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping

Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Completion - Objective 2:** Develop cross - functional teams that support student success and include integrated career and transfer counseling. (✓)

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Engage in ongoing collaboration with disciplines outside of Marketing to assure that MARK Program students are provided with a clear educational path that facilitates their successful acquisition of knowledge and skills that support attainment of a Marketing degree or certificate, transfer to a four-year institution, and or a career in a marketing-related discipline. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 12/02/2025 **Action Plan Update**: While our faculty continually discuss opportunities to collaborate with other faculty, it tends to have a different focus than the action plan states. Our previous conversations have been around providing marketing courses for students outside of the MARK program. Labor data research has shown that students cannot make a living wage with an associate's degree in marketing. We are in the process of exploring other avenues to make our program relevant and perhaps market to a new demographic not seeking a degree (current business owners, those with degrees in other fields looking to gain new skills, etc.) **Update Year**: 2025 - 2026 **Action Plan Progress**: Barriers Encountered **Submission Date**: 02/03/2025 **Action Plan Update**: This is currently happening. We continue to encourage students to pursue CISC and Journalism courses that align with our marketing courses. In addition, recently marketing faculty meet with Exercise Science and Health faculty to collaborate on the possible development of micro courses, 1-2 units. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track **Submission Date**: 12/04/2023 **Action Plan Update**: In progress; we have been researching the opportunities of sequencing marketing courses with Journalism and CISC courses that align with careers in marketing. **Update Year**: 2023 - 2024 **Action Plan Progress**: On Track

Transition all marketing classes to the business program (BUSE)

Unit Goal: Transition all marketing classes (MARK) to the business program (BUSE) in order to align with other colleges' course offerings under "Business" and to give more exposure to the marketing courses available at Mesa.

Goal Status: Active

Beginning Year: 2024 - 2025

Projected Completion Year: 2025 - 2026

Unit Goals, Action Plans, and Updates

Action Plans	Updates
Action Plan Status: Active **Action Plan:** The first step is to get approval and support from Miramar and City College marketing and business faculty. We then need to assess the awards and programs impacted, the process involved in the transition and the magnitude of work involved. Once we have a better understanding of the timeline and process, we will initiate the work to transition the courses and update the awards and all other areas impacted (course catalog, etc.). **Action Plan Cycle:** 2025 - 2026, 2024 - 2025	**Submission Date**: 12/02/2025 **Action Plan Update**: We have been on hold with this project due to the implementation of the common course numbering project. We will be resuming conversation on how and when to move forward. **Update Year**: 2025 - 2026 **Action Plan Progress**: Barriers Encountered **Submission Date**: 02/03/2025 **Action Plan Update**: We have completed the initial steps of getting buy-in from Miramar and City business and marketing faculty. We have identified the awards impacted and the initial process involved to make the changes. We will continue to work on this through the next 1-2 years. **Update Year**: 2024 - 2025 **Action Plan Progress**: On Track

Resume Offering All Marketing Courses

Unit Goal: Resume offering MARK 130 Advertising Principles and MARK 105 Professional Selling, which previously hadn't been offered in 4-5 years.

Goal Status: Active

Beginning Year: 2023 - 2024

Projected Completion Year: 2025 - 2026

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Continue to promote the marketing program in order to fill the courses that haven't previously been offered. In Spring 2024 MARK 130 was added back to the schedule and filled. It is now offered again in Spring 2025 and is full. The next step is to get MARK 105 back on the schedule. **Action Plan Cycle:** 2025 - 2026, 2024 - 2025	**Submission Date**: 12/02/2025 **Action Plan Update**: We were able to get MARK 105 Professional Selling back on the schedule in Fall 2025 and it filled to capacity. **Update Year**: 2025 - 2026 **Action Plan Progress**: Completed **Submission Date**: 02/03/2025 **Action Plan Update**: MARK 130 filled again for Spring 2025 which prompted discussion to add MARK 105 back to the schedule in Spring 2026. **Update Year**: 2024 - 2025

Unit Goals, Action Plans, and Updates

Action Plans	Updates
	Action Plan Progress: On Track

Goal 4: Update MARK curriculum to include an introductory course in digital marketing

Unit Goal: Goal 4: Update MARK curriculum to include an introductory course in digital marketing

Goal Status: Archived

Beginning Year: 2022 - 2023

Projected Completion Year: 2025 - 2026

Mapping
Mesa College Strategic Plan: Roadmap to Mesa2030:

- **Pathways and Partnerships - Objective 3:** Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers (✓)

Action Plans	Updates
Action Plan Status: Active **Action Plan:** Schedule meetings with BT dean and interested parties within BT and or CTE to initiate the process of developing an introductory digital marketing course to update the MARK Program curriculum such that its relevance to current marketing workplace skill needs is supported. (First such meeting is currently planned to take place in April 2023.) **Action Plan Cycle:** 2025 - 2026, 2024 - 2025, 2023 - 2024, 2022 - 2023	**Submission Date**: 12/04/2023 **Action Plan Update**: This goal is still a consideration but prior to developing new curriculum, we need to determine the direction of our program as it is most likely going to be merged into the business program. **Update Year**: 2023 - 2024 **Action Plan Progress**: Barriers Encountered