Instructional Program Review 2018/19 (Comprehensive)

Marketing

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General Information (Instructional Program Review 2018/19 (Comprehensive))

2018/19 Instructional Program Review

Program Review Data and Resources

Submission Information (REQUIRED)

- Name of Lead Writer: Mariette D. Rattner
- Name of Liaison: Bruce Naschak
- Department Chair: Tracy Tuttle
- Name of Manager/Service Area Supervisor: Danene Brown
- Is this a CTE program? Yes

Faculty/staff (REQUIRED)

- Number of T/TT Faculty: 0
- Number of Adjunct Faculty: 1
- Number of sections taught by T/TT Faculty: 3
- Percent of FTEF taught by T/TT Faculty: 0.6
- Number of Pro-Rata Faculty: 0

Program Mission (REQUIRED)

The mission of the San Diego Mesa College Marketing Program is to promote student success by equipping students with the knowledge and skills they need to pursue careers in the various disciplines of marketing and business, as well as to transfer to four-year colleges and universities. This includes creating a learning environment that supports access and equity; helping students acquire the subject matter and collaborative skills necessary to achieving their academic and career goals; promoting their recognition, understanding, and respect for the importance of socially responsible and ethical marketing practices in the local and global business environments; and providing them with access to the information and resources they need to be successful in life and to become productive members of the community and leaders for positive change.

This mission directly aligns with San Diego Mesa College's commitment to promoting educational access, success, and equity and supporting student learning and achievement leading to degrees and certificates in support of transfer education, workforce training, and lifelong learning opportunities.

Program Overview (REQUIRED)

Form: 2018/19 Comprehensive Program Review Instructional Program Overview Section (See appendix)

Curriculum (REQUIRED)

Form: 2018/19 Comprehensive Program Review Instructional Curriculum Section (See appendix)

Outcomes and Assessment (REQUIRED)

Form: 2018/19 Comprehensive Program Review Instructional Outcomes and Assessment Section (See appendix)

File Attachments:

Form: "2018/19 Comprehensive Program Review Instructional Program Overview Section"

Created with : Taskstream
Participating Area: Marketing

(REQUIRED) Program name

Marketing Program

(REQUIRED) Program strengths

Discuss strengths of the program.

As part of the School of Business & Technology, the Marketing Program grants both associate of science degrees and certificates of achievement. In addition, Marketing Program courses are offered as requirements or electives in other programs housed within and outside of the School of Business & Technology, such as Business Administration, Fashion, Geographic Information Systems, and Interior Design. In this way, the Marketing Program supports transfer, career, and technical educational goals, and participates in the college's strong workforce initative. The main strength of the Marketing Program lies in its close alliance and collaboration with affiliated programs within the School of Business & Technology, including Accounting, Business Administration, Computer Business Technology, Computer and Information Sciences, Culinary Arts/Management, Fashion, and Hospitality. Since Marketing Program students frequently major in disciplines other than Marketting, Program faculty are able to work with colleagues from these other program areas to assure that students gain the knowledge and skills they need to differentiate and position themselves in the competitive world of commerce, regardless of their major field of study.

(REQUIRED) Program challenges

Discuss challenges to the program.

As with other programs campus-wide, the Marketing Program is experienceing lower enrollment than in the past, to which it has responded with reductions in the number of course section offerings. For example, one evening section of MARK 100 has been eliminated, and the scheduling of MARK 130 has been adjusted from once a year to once every two years. In addition, the Marketing Program is very small and has no contract faculty directly or exclusively designated to it; both of the two contract faculty assigned to the Program are classified as Professors of Business, not Professors of Marketing. In fact, discussions are currently taking place within the School of Business & Technology as to whether it is optimal to maintain the Marketing Program as an entity that is distinct from the Business Administration Program, as opposed to folding it into Business Administration. These issues aside, Marketing Program faculty are are currenlty working to implement more work-based learning approaches in the Marketing curriculum, as indicated by the recent re-activation of MARK 270, which is a work experience course, and the pursuit of internship opportunities for students enrolled in Marketing Program courses.

(REQUIRED) External influences

Discuss external influences (Collegewide and beyond).

The two most powerful external factors impacting the Marketing Program at present are current economic conditions and recent strategic federal and state measures/inititatives, such as guided pathways and work-based learning.

When the economy is strong, which it has been for some time, enrollment at community colleges typically declines as potential students opt to work rather than to attend classes. This factor is cyclical, however, and historical patterns show that community college enrollment tends to increase as economic growth slows. It is therefore expected that demand for Marketing and other program courses will rebound once the economy cools, as seems likely if the Federal Reserve Board proceeds with its plan to increase the federal funds rate for the third time in 2018 and the increased cost of borrowing filters down to consumers.

In response to the federal and state initiatives mentioned above, the Marketing Program has recently updated its program learning outcomes, and Program faculty have begun collaborating more intensively with campus-based CTE faculty to pursue Perkins resources and provide more work-based opportunities for students.

(REQUIRED) Areas of Focus

Describe one or more areas that your department is focusing on. You will refer to this response in the Program Analysis Section.

During the past two semesters, the School of Business & Technology has offered class sections of MARK 100 at La Jolla High School, contributing to Mesa College's efforts to encourage high school students to continue into college/university after graduation by bridging the gap between secondary and post-secondary education. In addition, Marketing Program faculty are currently collaborating with other School of Business & Technology program faculty to negotiate an agreement between the University of Redlands and the Mesa College School of Business & Technology. Under this agreement, both Business and Marketing Program courses will articulate to Redlands, and students enrolled in the School of Business & Technology Associate Degree for Transfer will be able to transfer directly to Redlands as juniors.

The Following Questions are for CTE Programs ONLY.

Enter "not applicable" if your program is not CTE.

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(REQUIRED) Describe how the program's industry partners (including advisory committee) assist with program improvement including curriculum advice, obtaining equipment, providing internships and finding or providing other funding (limit 500 characters) (P.N. 1.b.). Please upload Advisory Committee minutes from the last year here.

Enter "not applicable" if your program is not CTE.

Marketing faculty consult with School of Business & Technology advisory committee industry partners via periodic meetings. Their advice informs curriculum design (e.g., the new Retail Management Certificate program) & creation of opportunities like California Coast Credit Union's summer internship program.

(REQUIRED) Describe how your program connects to High Schools, Universities and Continuing Education, creating career pathways in your field. Include articulation, specific projects, collaboration with teachers/professors, etc. (limit 500 characters) (P.N. 3)

Enter "not applicable" if your program is not CTE.

The School of Business & Technology currently offers MARK 100 at La Jolla High School. With BUSE faculty, MARK faculty are also negotiating an agreement with the University of Redlands, under which Marketing Program courses will articulate to Redlands and students enrolled in the Business Administration Associate Degree for Transfer will be able to transfer directly to Redlands as juniors.

Form: "2018/19 Comprehensive Program Review Instructional Curriculum Section"

Created with : Taskstream
Participating Area: Marketing

(REQUIRED) Program Name

Marketing Program

(REQUIRED) What degrees and certificates are offered?

The Marketing Program offers an Associate of Science degree and a Certificate of Achievement.

(REQUIRED) How many of each degree and certificate have been earned in the past 4 years?

Associate of Science in Marketing awards in past four years: 5

Certificate of Achievement in Marketing awards in past four years: 9

(REQUIRED) If you have no (or very few) degrees/certificates, what other paths do you offer? (for example, GE, transfer)

The Marketing Program has had 14 degree/certificate awards in the past four years.

(REQUIRED) Have you developed any new courses in the past 4 years? Please give details.

One new course, Social Media Marketing, was developed by Assistant Professor Amanda Horner, who teaches Marketing Program courses. During the curriculum approval process, however, the decision was made to give the course a Business Adminstration rather than a Marketing designation, and to change the name of the course to Social Media for Business. No other courses have been developed in the Marketing Program during the past four years.

(REQUIRED) Have you made other curricular changes? (for example, renumbering, sequence change, co-reqs or pre-reqs)

Recently, all of the English advisories for Marketing Program courses have been changed to ENGL 101.

The Following Questions are for CTE Programs ONLY.

Enter "not applicable" if your program is not CTE.

_____

(REQUIRED) List any licensure and/or accreditation associated with your program.

Enter "not applicable" if your program is not CTE.

Not applicable.

(REQUIRED) Indicate the program TOP codes for your AA, AS, COA and COPs.

Please find TOP Code Link in the Directions.

Enter "not applicable" if your program is not CTE.

The TOP code for Marketing Program AS and Certificates is 050900.

(REQUIRED) Indicate the SOC codes and title associated with your program's AA, AS, COA and COPs.

Please find SOC Code Link in the Directions.

Enter "not applicable" if your program is not CTE

The SOC code and title for the Marketing Program AS and COA is: 13-1161 Market Research Analysts and Marketing Specialists

The SOC code and title for the new Retail Management COA is: 41-1011 First-Line Supervisors of Retail Sales Workers

(REQUIRED) Select the sector associated with your program.

Link to sectors list: In process of being developed

- Other

Form: "2018/19 Comprehensive Program Review Instructional Outcomes and Assessment Section"

Created with : Taskstream
Participating Area: Marketing

(REQUIRED) Program name

Marketing Program

(REQUIRED) We are halfway through our 6-year cycle. Is your department/program on target to complete CLO assessment by Spring 2022? Please attach your schedule for CLO assessment, with explanations as needed.

Refer back to Direction #3 on how to attach documents.

Yes, our department is on track to complete CLO assessments by Spring 2022. The schedule is attached.

(REQUIRED) Please list your PLOs.

1. Critical Thinking in Marketing

Students will demonstrate the ability to apply marketing concepts in analyzing marketing problems/issues, including problems/issues relating to marketing strategies, messages, and interactions among channel members and between companies and culturally, ethnically, and linguistically diverse consumers. Students will demonstrate the ability to develop and present solutions to marketing problems that operationalize the tenets of ethical marketing practice.

2. Marketing Communication

Students will demonstrate the ability to communicate effectively in the context of marketing, expressing ideas verbally, visually, and in writing, using traditional, digital, and developing media.

3. Professional and Ethical Marketing Behavior

Students will demonstrate understanding of what constitutes professional behavior in the context of marketing, as well as understanding of and respect for the importance of socially responsible, ethical marketing practices.

4. Technological Literacy in Marketing

Students will demonstrate the ability to use traditional, digital, and developing technologies to gather the information needed to address marketing problems and issues, analyze that information, and communicate marketing messages in verbal, visual, and written form.

(REQUIRED) What progress have you made in your PLO assessment? Please attach your schedule, with explanations as needed.

Refer back to Direction #3 on how to attach documents.

We have two fulltime faculty that teach within the marketing program. We plan to collaborate in spring 2019 to create an action plan to assess our PLOs. We will start

assessing in spring. Our two fulltime faculty have been on leave and sabbatical for the last year and a half combined which has delayed the planning process. We are looking forward to collaborating in the spring.

(REQUIRED) What have your completed assessments revealed about your courses or program?

Our completed assessments show that students are meeting and exceeding our expectations with each outcome. All of our outcomes assessed have exceeded our benchmark expectation of a score of 70% or higher on the accessment tool for at least 80% of the class. Based on these results, we believe our students are leaving our program with a broad range of marketing knowledge that they can apply to their future careers. However, we have some reservations about the reliability of our results given that our program is very small and are sample size is not ideal.

(REQUIRED) If issues or problems were identified, what is your plan for implementing change?

As stated above, our benchmark goals have been met. However, only one of our courses, MARK 100, has multiple sections. Our other three courses have one section per academic year which makes it difficult to draw conclusions from. Our plan is to continue to access each outcome multiple times to get substantial result over a longer period of time.

Our discussion topics for our spring collaboration include:

Moving forward, should all faculty use the same tool? Would this bring more consistency to our results?

Should the assessment be done in-person (during class time) in order to increase completion versus a take-home assignment?

Should our one online class be assessed in the same way?

We will discuss these topics in spring 2019 and implement the action plan moving forward.

(REQUIRED) Based on your assessments, have you identified resource needs?

- None

Please provide any other comments.

No answer specified

Form: "2018/19 Comprehensive Program Review Instructional Program Analysis Section"

Created with : Taskstream
Participating Area: Marketing

(REQUIRED) Program name

Marketing Program

(REQUIRED) Using the data dashboards, discuss how students are doing in your program. Please refer to indicators of success, retention, persistence, etc.

Marketing Program: Fall 2013-Spring 2018

Marketing Program course success rates for the 2013-2018 period range from 54% to 81%, with an average success rate of 66%. This average falls below the average overall Mesa College course success rate of 72%, but the difference may be owing to the fact that students taking Marketing courses often have never taken a marketing course before, whereas they *have* taken courses in disciplines like mathematics, English, or history, which they study in high school. The three lowest outlier course success rates occurred in Spring 2015 (60%), Fall 2016 (59%), and Fall 2017 (54%), while the two highest outlier success rates occurred in Spring 2017 (79%) and Spring 2018 (81%). It is

The data show that females exhibited a higher average course success rates than males during this period, at 71% compared to 65%. The data also reveal that the demographic groups that struggled the most were Black and Latinx, which showed average course success rates of 46% and 65%, respectively, while the groups that achieved the highest average course success rates were Asian and White, which showed average course success rates of 76% and 72%, respectively. The disparity between the Black and Latinx groups' average course success rates relative to the rates of the other demographic groups reported and to the overall Mesa College course success rate suggests an equity gap that warrants further investigation by Marketing Program faculty.

Marketing Program retention rates for the same period ranged from a low of 76% in Fall 2017 to a high of 92% in Spring 2018, for an average of 86%. This is extremely close to the average overall Mesa College retention rate of 87%, and indicates that Marketing Program faculty efforts to engage and retain students are succeeding.

Interestingly, Success Rate by Course data reveal that, of the four Marketing Program courses offered during the period, MARK 100 (the only course taught exclusively by full-time contract faculty) exhibited the lowest success rate, at 65%, whereas MARK 105, 110, and 130 (all of which are taught exclusively by adjunct faculty) exhibited success rates of 74%-75%. This could at least in part be owing to the fact that MARK 100 is a much broader-based course, content-wise, than any of the other Marketing Program courses, requiring mathematical, critical thinking, and writing skills, and is often the first Marketing Program course taken by students who have had no previous exposure to the discipline of marketing. Another contributing factor could be that many more students enrolled in MARK 100 during the 2013-2018 period (i.e., 1,343) than in the

three other Marketing Program courses combined (i.e., 359), creating a much larger and more diverse data pool for that course relative to the other courses.

The discrepancy does raise questions, however, as to other potential reasons for the different course succes rates, including whether factors such as adjunct faculty's perceived pressure to assign passing grades and/or the availability of online class sections (which typically exhibit lower retention and success rates than face-to-face courses) might be at play. The first possibility is supported by recent research studies that find that part-time adjunct faculty tend to award higher grades to students than full-time permanent faculty do (Fedler 1989).[1] With regard to the second possibility, i.e., that online section offerings may be depressing the course success rate for MARK 100, it is worth noting that the success rates of MARK 105, 110, and 130 all exceed the average overall Mesa College course success rate of 72%, and that, as the Success by Modality data show, MARK 100 is the only Marketing Program course offered in both the online and the face-to-face format.

[1] Fedler, F. (1989). Adjunct profs grade higher than faculty at three schools. *Journalism Educator*, *44*(2), 32–37.

(REQUIRED) How does your program help to prepare students for success beyond your classrooms?

The Marketing Program has historically focused on being highly responsive to the changing needs of industry, since those needs inform industry hiring decisions, directly impacting Program students. As discussed elsewhere in this review, nearly twice as many students completed Certificates of Achievement in Marketing compared to Associate of Science in Marketing degrees between 2014 and 2018, underscoring the workforce orientation of many Marketing Program students. The Marketing Program therefore seeks to assure that its curriculm and course content equip students with the marketing-related knowledge and skills they need to compete successfully in the workplace, as well as to transfer to four-year institutions. The Program's ability to maintain an ongoing awareness of industry's needs is made possible by its strong ties with the business community, which are supported via its active participation in the Business Department's Industry Advisory Committee.

In addition, Marketing Program faculty are currently collaborating with Mesa College Work-Based Learning staff to integrate CTE approaches such as work experience and internship opportunities into Program curriculum and courses. As a result of this collaboration, the MARK 270 Work Experience course has been reactivated, and cultivation of relationships with representatives from local industry is underway to support students' ability to gain marketing-related work experience in an actual business setting. In these ways, the Marketing Program seeks to explore and develop opportunities that prepare students for the world of work.

(REQUIRED) Given your stated area(s) of focus in your program overview section, has your program introduced new or different actions that may have affected changes in these indicators? Please describe.

As discussed in the Marketing Program overview section, during the past two semesters, the School of Business & Technology has offered class sections of MARK 100 at La Jolla High School, contributing to Mesa College's efforts to encourage high school students to continue into college/university after graduation by bridging the gap between secondary and post-secondary education. This will be continued, in alignment with Strong Workforce Recommendation 10: Facilitate curricular portability across institutions, and with Perkins Requirement 2: Link CTE at the secondary and the postsecondary levels, including by offering elements of not less than one program of study described in §122(c)(1)(A), and Perkins Core Indicator Activity 4: Student Placement.

In addition, Marketing Program faculty are currently collaborating with other School of Business & Technology program faculty to negotiate an agreement between the University of Redlands and the Mesa College School of Business & Technology. Under this agreement, both Business and Marketing Program courses will articulate to Redlands, and students enrolled in the School of Business & Technology Associate Degree for Transfer will be able to transfer directly to Redlands as juniors. This effort has just gotten underway, and aligns with Strong Workforce Recommendation 10: Facilitate curricular portability across institutions, as well as with Perkins Core Indicator Activity 2: Credential/Certificate/Degree and Perkins Core Indicator Activity 3: Student Persistence or Transfer.

(REQUIRED) Has your program introduced any new actions specifically focused on issues of equity? Please describe.

The Marketing Program recently acquired Perkins funding for and is in the process of purchasing 5 Chromebook computers for classroom use. These devices will be used to assure that low-income students who are unable to afford their own devices, or who have pay-as-you-go data plans that preclude their ability to participate in web-based learning activities, have access to the resources they need to gain the technological knowledge and skills required in the marketing-oriented work environment.

(REQUIRED) Describe the trends in enrollment for your program. What changes might you foresee in the next 2-3 years?

General Mesa College enrollment and FTES declined between 2016 and 2018, leading the college to reduce the number of class section offerings across multiple discipline areas. FTES numbers in the School of Business & Technology have mirrored this trend, and the number of Marketing Program course sections offered has been reduced to assure efficienct use of department resources.

Currently, the economy is strong and, as discussed elsewhere in this review, community college enrollment historically falls when the economy is strong and prospective students opt to work rather than attend classes. When the economy slows, however, enrollment historically picks up again. With some analysts predicting a recession in 2020 (citing the recently observed inverted bond yield curve as a predictor), it is seems likely that college, School of Business & Technology, and Marketing Program enrollment will continue to stagnate through 2019 and the first half of 2020, then gradually increase if the economy does indeed enter a recession, which is usually defined as two consecutive quarters of GDP decline.

Should this scenario transpire and workers be laid off from their jobs (as they usually are during a recession), it will important for the Marketing Program to be ready to meet the educational demands of those who come to us in the latter part of 2020 seeking new, workplace-oriented knowledge and skills that equip them for new jobs. This underscores the importance of developing strong CTE-friendly Marketing Program curriculum and courses now.

(REQUIRED) Are there any data sets that are not already provided in the dashboards that you could use to inform your program?

More easily accessible data sets showing local wage and salary rates and more detailed information about current and projected regional employment opportunities in specific disciplines/fields would be helpful.

(REQUIRED) In what ways can the college support your program in our effort to encourage major and career exploration early on in a student's college experience?

Continued and increased funding for professional development that enables faculty to learn how to integrate CTE strategies such as major and career exploration into curriculum and courses would be helpful.

The Following Questions are for CTE Programs/Services ONLY.

Enter "not applicable" if your program/service is not CTE.

———————————————————————————————————

(REQUIRED) For CTE programs ONLY: Provide specific labor market information showing: 1) Number of jobs available or projected in San Diego County 2) Number of other institutions offering the program 3) How many Mesa students completed the program in the last three years 4) The pay rates for those in the industry (limit 500 characters) (P.N.2.A)

Enter "not applicable" if your program is not CTE.

1) 3,050 projected marketing jobs

2) 7 other local institutions

3) 12 Marketing Program awards (7 certificates & 5 degrees)

4) Mean hourly wage rates for assorted sales rep. positions in SD-Carlsbad: $27.51-$37.76 (https://www.bls.gov/oes/current/oes_41740.htm#41-0000)

(REQUIRED) For CTE Services ONLY: How are CTE students identified and tracked for service? (limit 500 characters) (P.N.2.B)

Enter "not applicable" if your service is not CTE.

Not applicable

(REQUIRED) For CTE programs/services ONLY: Upload the report from Launchboard that includes at least three (3) of the following Strong Workforce metrics for your BASELINE year.

Please use the Cal-PASS Plus Launchboard Link available in the Directions.

Refer back to Direction #3 to #6 on how to attach documents.

Strong Workforce Program Metrics
a. Number of Enrollments

b. Number of students Who Got a Degree or Certificate
c. Number of Students Who Transferred
d. Percentage of Students Employed in Two Quarters After Exit
e. Percentage of Students Employed in Four Quarters After Exit
f. Median Earnings in Dollars Two Quarters After Exit
g. Percentage of Students Who Achieved a Job Closely Related to Field of Study
h. Percentage Change in Earrings
i. Percentage Who Attended a Living Wage.

Enter "not applicable" if your program/services is not CTE.

Launchboard report for San Diego-Imperial || Marketing and Distribution (0509) || 2016-2017 attached

(REQUIRED) For CTE programs/services ONLY Upload the report from the CCCO Perkins site for the College Aggregate Core Indicator Information by 6 digit TOP Code.

Please use the Core Indicator Reports Link available in the Directions.

Refer back to Direction #3 to #6 on how to attach documents.

Enter "not applicable" if your program/service is not CTE.

Perkins Indicator report for TOP Code 050900--Marketing and Distribution attached

1. **Marketing Assessment Tracker.xlsx** (See appendix)

Program Analysis (REQUIRED)

Form: 2018/19 Comprehensive Program Review Instructional Program Analysis Section (See appendix)

File Attachments:

1. **California Community Colleges Chancellor's Office - CTE (Perkins IV).pdf** (See appendix)
2. **Launchboard Reports for 2018-_2019 Program Review.pdf** (See appendix)

Program Goals (REQUIRED)

2018/19

Goal

Goal	Mapping
Collaborate with CTE faculty and work-based learning staff. Identify ways of increasing work-based learning activities in Marketing Program courses in support of strong workforce endeavors.	**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 3.2, Strategic Goal 3.3, **CTE 2018/19:** Perkins Core Indicator Activity 2, Perkins Permissive Use 10.12, Perkins Requirement 5, Perkins Requirement 3, Perkins Requirement 7, Strong Workforce Recommendation 1, Strong Workforce Recommendation 3, **Institutional Learning Outcomes 2016/17:** Communication, Critical Thinking, Global Consciousness, Professional & Ethical Behavior
Conduct outreach to high schools and community. Continue to participate in campus activities focused on outreach to high school students, such as the offering of the MARK 100 course to students at La Jolla High School, and to community members interested in pursuing Marketing certificates and degrees.	**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.2, Strategic Goal 3.1, **CTE 2018/19:** Perkins Core Indicator Activity 4, Perkins Requirement 2, Strong Workforce Recommendation 10, **Institutional Learning Outcomes 2016/17:** Communication, Global Consciousness

Develop interdisciplinary projects with college faculty. Promote interdisciplinary collaboration that raises awareness of strong workforce opportunities.	**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 4.1, **CTE 2018/19:** Perkins Core Indicator Activity 2, Perkins Permissive Use 10.12, Perkins Requirement 1, Perkins Requirement 7, Strong Workforce Recommendation 1, Strong Workforce Recommendation 11, Strong Workforce Recommendation 3, **Institutional Learning Outcomes 2016/17:** Critical Thinking, Information Literacy, Professional & Ethical Behavior
Purchase & use Chromebooks for classroom online learning activities. Support technological skills development in low-income students who cannot afford their own devices.	**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 1.2, Strategic Goal 1.6, Strategic Goal 4.1, Strategic Goal 4.2, **CTE 2018/19:** Perkins Core Indicator Activity 1, Perkins Permissive Use 10.7, Perkins Requirement 4, Perkins Requirement 7, Strong Workforce Recommendation 2, **Institutional Learning Outcomes 2016/17:** Information Literacy
Support professional development for MARK Program faculty. Pursue opportunities that support program faculty's need to stay abreast of developments in the field of Marketing and in the optimal integration of Marketing instruction with CTE.	**CA- Mesa College Strategic Directions and Goals:** Strategic Goal 1.1, Strategic Goal 4.1, Strategic Goal 5.1, Strategic Goal 5.2, **CTE 2018/19:** Perkins Core Indicator Activity 2, Perkins Core Indicator Activity 3, Perkins Permissive Use 10.12, Perkins Requirement 5, Strong Workforce Recommendation 11, Strong Workforce Recommendation 15, Strong Workforce Recommendation 3, Strong Workforce Recommendation 7, **Institutional Learning Outcomes 2016/17:** Critical Thinking, Information Literacy

Action Plans for Non CTE Programs (REQUIRED)

Project Plan for CTE Programs Only (REQUIRED)

Form: 2018/19 Comprehensive Program Review Instructional CTE Project Plan Section (See appendix)

Closing the Loop (REQUIRED)

Form: 2018/19 Comprehensive Program Review Instructional Closing the Loop (See appendix)

Form: "2018/19 Comprehensive Program Review Instructional CTE Project Plan Section"

Created with : Taskstream
Participating Area: Marketing

(REQUIRED) Program or Service Name

Marketing Program

Strong Workforce

(REQUIRED) Description: Describe your project and your project outcomes.

Collaborate with CTE faculty and work-based learning staff to increase work-based learning activities in Marketing Program courses. Current efforts include activation of MARK 270 (a marketing work experience course); development of a Retail Management Certificate by School of Business & Technology Associate Professor Howard Eskew in collaboration with local retail grocery industry representatives; internship development; and integration of new technology into Marketing Program courses, certificates, and degrees to support attainment of strong workforce outcomes.

Continue to participate in campus activities focused on outreach to high school students, such as the offering of the MARK 100 course to students at La Jolla High School, and to community members interested in pursuing Marketing certificates and degrees.

Develop interdisciplinary projects with college faculty to raise awareness of strong workforce opportunities.

Project Outcomes:

Increased awareness and attainment of work-based skills for Marketing Program students

Increased opportunities for work-based learning in existing curriculum (e.g., MARK 270 course described above)

Increased student enrollment and retention; increased certificate and degree awards in Marketing

(REQUIRED) What needs motivate this project?

To thrive, both for-profit companies and non-profit organizations must develop in-demand goods and services that meet the needs and wants of their target markets, and then communicate about those goods and services with those markets. To accomplish this, they require employees who can think critically, employ current technology in the context of marketing, and communicate effectively with managers, co-workers, and customers/clients. Although some Marketing Program students choose to pursue an AS degree in Marketing with the intention of transferring to a four-year institution, recent program awards data show that nearly twice as many opt for a CA in Marketing that prepares them for immediate entry into the workforce. For this reason, the Marketing Program is increasing its efforts to develop work-based learning opportunities such as work experience and internships for Marketing students.

In addition, CTE data reveal that the Marketing Program meets core indicators in nearly every category, except in the area of technical skills attainment by economically disadvantaged students. Anecdotal data from Marketing Program faculty indicate that economically disadvantaged students are often unable to afford laptop/tablet devices required for participation in web-based classroom learning activities that support technical skill attainment, or have pay-as-you-go data plans that make their participation in such learning activities infeasible. For this reason, the Marketing Program recently pursued and obtained Perkins funding to purchase several Chromebooks for use by students who lack devices of their own.

(REQUIRED) Risks: Describe the associated risks that may prevent successful completion of your project.

The risks associated with the Marketing Program's strong workforce efforts are low, but include the possibility of inadequate professional development/training for contract and adjunct faculty as they seek to develop and facilitate workforce-oriented opportunities for students. Support for strong workforce endeavors is strong at Mesa College, however, which mitigates even this potential risk.

(REQUIRED) Investments: Briefly describe investments you will make and explain how these will result in improved performance in the Strong Workforce Metrics.

The Marketing Program has just submitted a purchase requisition for five Chromebooks, to be paid for with Perkins funding obtained during Spring 2018. By making it possible for economically disadvantaged students to fully participate in web-based learning activities in Marketing Program courses, these devices will be extremely helpful in addressing the issue of socio-economic inequity in student attainment of technical skills.

(REQUIRED) Major Activities & Outcomes

Activities and outcomes of the Marketing Program's strong workforce efforts include:

- Conceptualization and development of Marketing Program guided pathways and strong workforce strategies
- Integration of work-based learning opportunities into Marketing Program courses
- Professional development related to strong workforce for Marketing Program contract and adjunct faculty

Perkins

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(REQUIRED) Describe the program project’s intent and how it addresses SLO’s and how it aligns with Program Review. (P.N.1.A) (limit 500 characters).

Purchase Chromebooks for classroom online learning activities. Supports attainment of learning outcome “Technological literacy in marketing,” & Program Review vision of “equipping students with the knowledge & skills they need to

pursue careers in the various disciplines of marketing & business, & to transfer to 4-year colleges & universities."

(REQUIRED) Briefly describe program improvement issue(s) concerning the program's TOP code and cite specific examples. Include the specific deficits provided in the Perkins Core Indicator Report (CIR) data for the program by referring to those below the state negotiated levels and special populations (P.N.4.A) (limit 2000 characters).

One area in which the Marketing Program needs to improve in order to promote learning & serve students effectively is in the teaching of digital marketing skills.

Marketing has been profoundly impacted by rapidly advancing technology, particularly as relates to digital survey & other software applications. To be equipped for the workplace, Mesa students must attain knowledge & skills that enable them to use these digital tools effectively. The opportunity to acquire hands-on experience with these tools is essential to conveying these benefits to students. Marketing faculty have designed learning activities for their courses that are focused on providing such experience, but not all students are able to participate fully in these activities.

Students of lower socio-economic status often are unable to afford personal digital devices or data plans appropriate for use in the marketing classroom, making it difficult for them to undertake group or individual class work involving use of such devices. These students often eventually drop their courses. This factor has likely contributed to the 4.6% deficit in technical skill attainment & 8.2% deficit in persistence & transfer for economically disadvantaged students, as reported in Core Indicator 1, Item 4, & Core Indicator 3, Item 20. Until this issue is addressed, instructional equity in Marketing instruction cannot be supported, & economically disadvantaged students in the Marketing Program will likely remain unable to fully participate in the learning process.

(REQUIRED) Briefly describe how the issue(s) will be addressed (objectives) specifically referencing activities in Perkins. Explain how deficits described in the response above will be rectified by planned program improvements (P.N.4.B.1) (limit 2000 characters).

Our main objective in seeking to acquire Chromebook devices is to assure that economically disadvantaged students are able to fully participate in progressive, technologically sophisticated learning activities that support student attainment of the marketing-related knowledge and skills necessary for successful transfer to a four-year institution, entry-level employment in industry, or embarking on an entrepreneurial path.

As the CIR reflects, our economically disadvantaged students demonstrate considerable deficits in technical skill attainment and in persistence and transfer. We believe that providing them with the devices and internet connectivity that they cannot afford to purchase themselves will remove a major obstacle to their

technical skill attainment. We also believe that removal of this obstacle will contribute to their persistence and transfer, and ultimate career success.

Perkins for Services ONLY

_____

(REQUIRED) Describe the assistance this service will support the success of CTE students (P.N.2.C) (limit 500 characters).

Not applicable

(REQUIRED) Explain what evaluation measures will show the success of the service (P.N.2.B and P.N.3.B) (limit 500 characters).

Not applicable

(REQUIRED) Briefly describe the service improvement issue(s) that requires funding (P.N.4.A.2) (limit 2000 characters).

Not applicable

(REQUIRED) Briefly describe how the service issue(s) will be addressed (objectives) specifically referencing activities. (P.N.4.B.2) (limit 2000 characters).

Not applicable

Form: "2018/19 Comprehensive Program Review Instructional Closing the Loop"

Created with : Taskstream
Participating Area: Marketing

(REQUIRED) Program name

Marketing Program

(REQUIRED) Which one(s) of the following were received in past year?

- Perkins

(REQUIRED) How have these resources benefited your program and your students?

The $2000 in Perkins funding awarded to the Marketing Program in 2018 is being used to acquire five Chromebook computers for use by students enrolled in Marketing Program courses who lack devices of their own. In early December, the Marketing Program received a quote from the Mesa College IT Asset Management department for the purchase of these devices, and the purchase requisition for them was immediately processed. Delivery of the Chromebooks is expected by Spring 2019. Once received and implemented in instruction, these devices will enable students, particularly low-income students, to fully participate in Web-enhanced learning activites that familiarize them with digital tools/platforms widely used in current Marketing practice. By facilitating their learning in this way, these devices will support the attainment of learning outcome “Technological literacy in marketing,” and the Program Review vision of “equipping students with the knowledge and skills they need to pursue careers in the various disciplines of marketing and business, and to transfer to 4-year colleges and universities.”

Request Forms

- **BARC & Facilities Requests**
- **Classified Position Request**
- **Faculty Position Request**

Reviewers

Liaison's Review

Form: Instructional Program Liaison's Review 2018/19 (Comprehensive)

Manager's Review

Form: Instructional Program Manager's Review 2018/19 (Comprehensive)

Appendix

A. **2018/19 Comprehensive Program Review Instructional Program Overview Section** (Form)
B. **2018/19 Comprehensive Program Review Instructional Curriculum Section** (Form)
C. **2018/19 Comprehensive Program Review Instructional Outcomes and Assessment Section** (Form)
D. **Marketing Assessment Tracker.xlsx** (Excel Workbook (Open XML))
E. **2018/19 Comprehensive Program Review Instructional Program Analysis Section** (Form)
F. **California Community Colleges Chancellor's Office - CTE (Perkins IV).pdf** (Adobe Acrobat Document)
G. **Launchboard Reports for 2018-_2019 Program Review.pdf** (Adobe Acrobat Document)
H. **2018/19 Comprehensive Program Review Instructional CTE Project Plan Section** (Form)
I. **2018/19 Comprehensive Program Review Instructional Closing the Loop** (Form)

California Community Colleges Chancellor's Office
Management Information Systems Division
Career Technical Education (CTE) (Perkins IV)

Forms - Parameter Selection Area

Select Form Type: Form 1 Part F by 6 Digit | Select District/College: San Diego Mesa College | Select Fiscal Year: 2018-2019 | Select TOP Code: 050900 Marketing and | View Report

Forms - Report

1 of 1 Find | Next

Section 1 Part F (for Colleges) **Page 1 of 1**

College Core Indicator Information by 6-Digit TOP (2018-2019)

Perkins IV, Title I, Part C Local Application

Agreement # _____ **District/College: SAN DIEGO/SAN DIEGO MESA**

050900 - Marketing and Distribution

Instructions: Print out forms. Complete and sign bottom of last page.

Cohort Year CTE Enrollments: 211 (includes CTE enrollments above introductory level only)

CTE Headcount: 199 (CTE students enrolled above introductory level only)

Core Indicator 1 Technical Skill Attainment			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
1 CTE Cohort*	14	17	91.00	86.40	82.35	-4.0
2 Non-Traditional			91.00	86.40	N/R	N/R
3 Displaced Homemaker			91.00	86.40	N/R	N/R
4 Economically Disadvantaged	9	11	91.00	86.40	81.82	-4.6
5 Limited English Proficiency			91.00	86.40	N/R	N/R
6 Single Parent			91.00	86.40	N/R	N/R
7 Students with Disabilities	1	1	91.00	86.40	100.00	N/A
8 Migrant			91.00	86.40	N/R	N/R

Core Indicator 2 Completions - Credential, Certificate, Degree or Transfer Ready			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
9 CTE Cohort*	7	9	88.00	87.84	77.78	N/A
10 Non-Traditional			88.00	87.84	N/R	N/R
11 Displaced Homemaker			88.00	87.84	N/R	N/R
12 Economically Disadvantaged	5	7	88.00	87.84	71.43	N/A
13 Limited English Proficiency			88.00	87.84	N/R	N/R
14 Single Parent			88.00	87.84	N/R	N/R
15 Students with Disabilities	1	1	88.00	87.84	100.00	N/A
16 Migrant			88.00	87.84	N/R	N/R

Core Indicator 3 Persistence and Transfer			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
17 CTE Cohort*	15	17	90.00	90.00	88.24	-1.8
18 Non-Traditional			90.00	90.00	N/R	N/R
19 Displaced Homemaker			90.00	90.00	N/R	N/R
20 Economically Disadvantaged	9	11	90.00	90.00	81.82	-8.2
21 Limited English Proficiency			90.00	90.00	N/R	N/R
22 Single Parent			90.00	90.00	N/R	N/R
23 Students with Disabilities	1	1	90.00	90.00	100.00	N/A

24 Migrant			90.00	90.00	N/R	N/R

Core Indicator 4 Employment			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
25 CTE Cohort*	DR	DR	72.00	72.00	DR	N/A
26 Non-Traditional			72.00	72.00	N/R	N/R
27 Displaced Homemaker			72.00	72.00	N/R	N/R
28 Economically Disadvantaged	DR	DR	72.00	72.00	DR	N/A
29 Limited English Proficiency			72.00	72.00	N/R	N/R
30 Single Parent			72.00	72.00	N/R	N/R
31 Students with Disabilities			72.00	72.00	N/R	N/R
32 Migrant			72.00	72.00	N/R	N/R

Core Indicator 5a Nontraditional Participation			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
33 CTE Cohort*			25.00	23.08	N/R	N/R
Non-Traditional			25.00	23.08	N/R	N/R
Displaced Homemaker			25.00	23.08	N/R	N/R
Economically Disadvantaged			25.00	23.08	N/R	N/R
Limited English Proficiency			25.00	23.08	N/R	N/R
Single Parent			25.00	23.08	N/R	N/R
Students with Disabilities			25.00	23.08	N/R	N/R
Migrant			25.00	23.08	N/R	N/R

Core Indicator 5b Nontraditional Completions			Negotiated Level		College Performance	Percent Above or Below Negotiated Level
	Count	Total	State	District		
34 CTE Cohort*			29.00	26.45	N/R	N/R
Non-Traditional			29.00	26.45	N/R	N/R
Displaced Homemaker			29.00	26.45	N/R	N/R
Economically Disadvantaged			29.00	26.45	N/R	N/R
Limited English Proficiency			29.00	26.45	N/R	N/R
Single Parent			29.00	26.45	N/R	N/R
Students with Disabilities			29.00	26.45	N/R	N/R
Migrant			29.00	26.45	N/R	N/R

*Note: Students meeting criteria for for this indicator with 12+ CTE units in a discipline (one course is above intro) in 3 years. See cohort specifications for full criteria.

The DR notation indicates privacy requirements - EDD requires that counts less than six not be displayed. N/A (Not Applicable) indicates denominators 10 or N/R (Not Reported) indicates categories where no participants were reported. These performance indicators include all vocational programs whether or not they are supported with Perkins Title IC Funds. For more detailed reports, see Core Indicators 'Summary' and 'Detail' Reports. Shaded areas are for your information and are not included as accountability measures.

By totaling each positive, negative, N/A, N/R outcome in the last column from items 1 - 34, I certify and acknowledge that performance in the 34 Core Indicator categories is as follows:

_____ of the 34 are at or above the District negotiated level(s);
_____ of the 34 are below the District negotiated level(s);
_____ of the 34 are list as (N/A, N/R)

Department Chair (or authorized Designee) :_____

Form 1 Part E-C Last Revised 01/15/2008

* If no district target is available then state targets will be used.

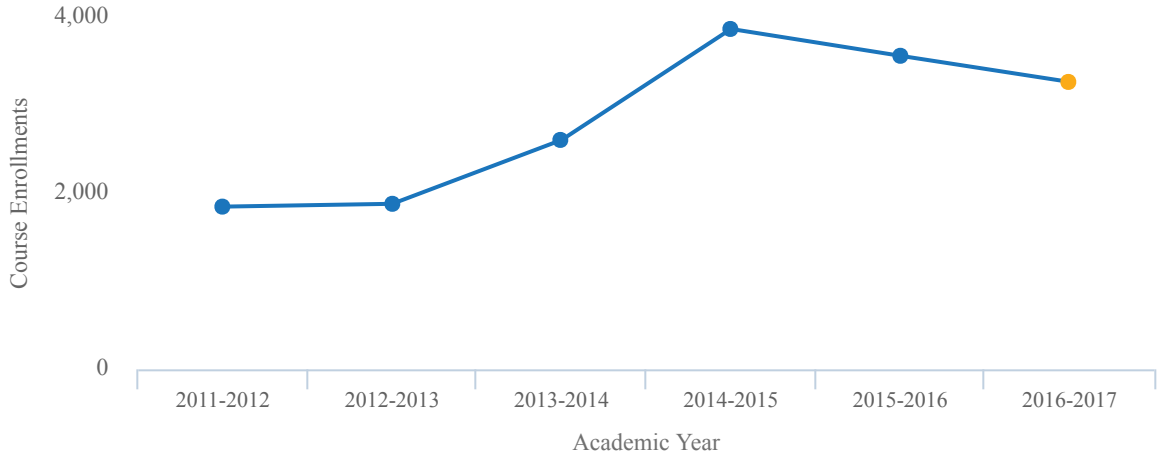
Strong Workforce Program Metrics

San Diego-Imperial || Marketing and Distribution (0509) || 2016-2017

NUMBER OF COURSE ENROLLMENTS: 3,266

185
State Median

9,741
Top in State



Source: Chancellor's Office Management Information System

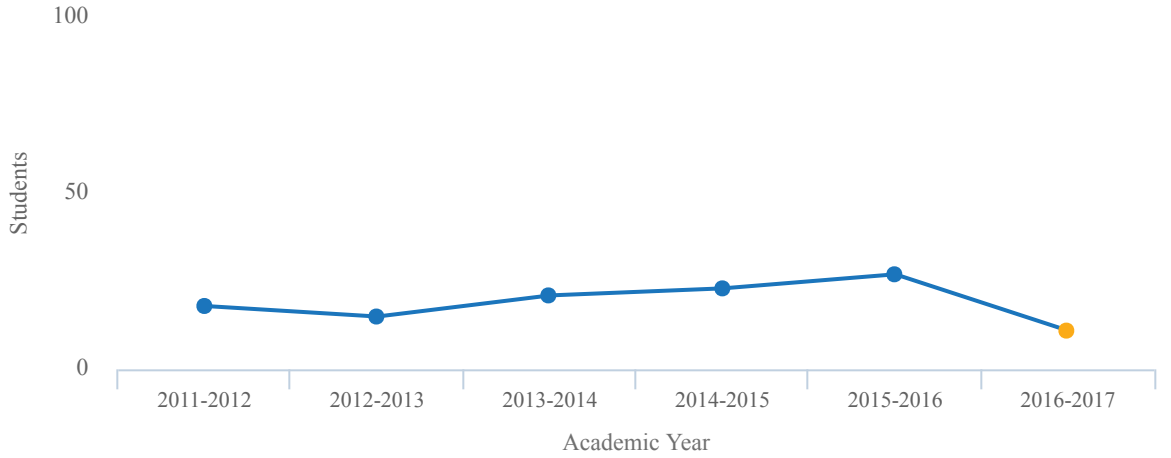
Strong Workforce Program Metrics

San Diego-Imperial || Marketing and Distribution (0509) || 2016-2017

NUMBER OF STUDENTS WHO GOT A DEGREE OR CERTIFICATE: 11

14
State Median

129
Top in State



Source: Chancellor's Office Management Information System

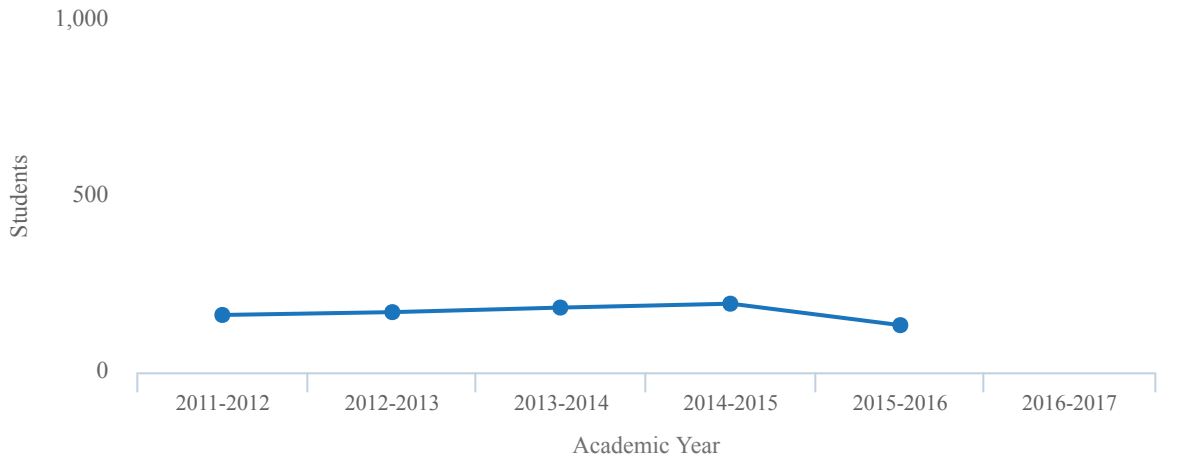
Strong Workforce Program Metrics

San Diego-Imperial || Marketing and Distribution (0509) || 2016-2017

NUMBER OF STUDENTS WHO TRANSFERRED: *

Four-year enrollment data is not yet available.

*	*
State Median	Top in State



Source: National Student Clearinghouse

	YEAR 1: 16-17		YEAR 2: 17-18		YEAR 3: 18-19	
	Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**
Program Learning Outcomes						
1. Critical Thinking in Marketing Students will demonstrate the ability to apply marketing concepts in analyzing marketing problems/issues, including problems/issues relating to marketing strategies, messages, and interactions among channel members and between companies and culturally, ethnically, and linguistically diverse consumers. Students will demonstrate the ability to develop and present solutions to marketing problems that operationalize the tenets of ethical marketing practice.						
2. Marketing Communication Students will demonstrate the ability to communicate effectively in the context of marketing, expressing ideas verbally, visually, and in writing, using traditional, digital, and developing media.						
3. Professional and Ethical Marketing Behavior Students will demonstrate understanding of what constitutes professional behavior in the context of marketing, as well as understanding of and respect for the importance of socially responsible, ethical marketing practices.						
4. Technological Literacy in Marketing Students will demonstrate the ability to use traditional, digital, and developing technologies to gather the information needed to address marketing problems and issues, analyze that information, and communicate marketing messages in verbal, visual, and written form.						
MARK 100: Principles of Marketing						
CLO #1: Describe the marketing environment Identify, describe, and explain the significance of the forces that shape the marketing environment.			**X**			

CLO #2: Analyze marketing planning and strategy development Describe, demonstrate practical understanding of, and analyze marketing planning process and strategy development.	X					
CLO #3: Demonstrate knowledge of the role of technology Demonstrate knowledge of the role of technology in shaping the marketing process, and of how current technology is incorporated marketing practice.						
MARK 130: Advertising Principles						
CLO #1: Analyze media strategy planning process Describe and analyze the process of media strategy planning.		X				
CLO #2: Demonstrate understanding of ad execution Demonstrate practical understanding of advertisement execution, including development of art and copy for print, electronic, and visual media.						
CLO #3: Explain the significance of ethical conduct Explain the significance of ethical conduct as applied to advertising.						
MARK 105: Professional Selling						
CLO #1: Demonstrate understanding of selling preparation Demonstrate understanding of the preparation required for effective personal selling.				X		
CLO #2: Describe the personal selling process Identify, describe, and demonstrate understanding of the steps in the personal selling process.				X		

CLO #3: Describe sales force management responsibilities Describe and demonstrate understanding of the responsibilities associated with leading/managing the sales force.						
MARK 110: Principles of Retailing						
CLO #1: Demonstrate understanding of retail info systems Describe and demonstrate understanding of retail information systems.			**X**			
CLO #2: Analyze retail planning process Describe and analyze retail planning process.			**X**			
CLO #3: Analyze retail management Describe and analyze retail management issues.						

YEAR 4: 19-20		YEAR 5: 20-21		YEAR 6: 21-22	
Fall	**Spring**	**Fall**	**Spring**	**Fall**	**Spring**