

Instructional Program Review 2019/20 UPDATE

Marketing

Created on: 09/06/2019 12:02:00 PM PST
Last Modified: 02/08/2020 07:00:43 PM PST

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General Information (Instructional Program Review 2019/20 UPDATE)

2019/20 Instructional Program Review

SUBMISSION INFORMATION AND UPDATES (REQUIRED)

- Name of Lead Writer: Mariette D. Rattner
- Name of Liaison: Bruce Neschak
- Department Chair: Tara Maciel
- Name of Manager/Service Area Supervisor: Danene Brown
- Is this a CTE program? (State Yes or No): Yes

There are no additional updates to Marketing Program faculty, staff, mission, curriculum, strengths, challenges, etc., at this time.

OUTCOMES AND ASSESSMENT (REQUIRED)

Form: 2019/20 Program Review Outcomes and Assessment Section (See appendix)

PROGRAM ANALYSIS FOR EQUITY AND EXCELLENCE (REQUIRED)

Form: 2019/20 Program Review Instructional Program Analysis Section (See appendix)

File Attachments:

1. **Program Review_Equity-minded reflections.docx**

PROGRAM GOALS (REQUIRED)

2018/19

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.

Mapping

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.

Mapping

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.

Mapping

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

Use Chromebooks purchased with Perkins funding for classroom online learning activities.

Support technological skills development in low-income students who cannot afford their own devices.

Mapping

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.

Mapping

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 GOALS (REQUIRED)

Actions

2018/19

Goal

Goal: 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.

Action: Increase direct collaboration with Work-Based Learning & Strong Workforce organizations

Describe the actions needed to achieve this objective:	Schedule and 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.
Who will be responsible for overseeing the completion of this objective:	Program faculty
Provide a timeline for the actions:	Fall 2019-Fall 2020
Describe the assessment plan you will use to know if the objective was achieved and effective:	Assessment will entail noting whether meetings between Marketing Program faculty and Work-Based Learning and or Strong Workforce organization representatives took place, and whether meaningful interactions between students and local employers were facilitated by those meetings.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	No additional resources required.

Goal: 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.

Action: Continue mentoring Mesa faculty teaching at local high schools

Describe the actions needed to achieve this objective:	Ongoing outreach to faculty teaching at local high schools regarding their concerns and needs
Who will be responsible for overseeing the completion of this objective:	Marketing Program faculty
Provide a timeline for the	Fall 2019-Fall 2020

actions:

Describe the assessment plan you will use to know if the objective was achieved and effective:

Assessment will consist of noting whether meaningful communication between Marketing Program faculty and Mesa faculty teaching marketing courses at local high schools took place during the Spring 2020-Fall 2020 period.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

No additional resources required.

Goal: Develop interdisciplinary projects with college faculty.

Promote interdisciplinary collaboration that raises awareness of strong workforce opportunities.

Action: Collaborate with other disciplines in development of Mesa Pathways mapping for the Marketing Program

Describe the actions needed to achieve this objective:

Engage in ongoing collaboration with disciplines outside of Marketing to assure that Marketing Program students are provided with a clear educational path that supports their successful attainment 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

Who will be responsible for overseeing the completion of this objective:

Marketing Program faculty

Provide a timeline for the actions:

Fall 2019-Fall 2020

Describe the assessment plan you will use to know if the objective was achieved and effective:

Attainment of this objective will be ongoing, but assessment will entail noting whether clear curricular mapping for Marketing Program students has been completed during the assessment period.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

No additional resources required

Goal: Use Chromebooks purchased with Perkins funding for classroom online learning activities.

Support technological skills development in low-income students who cannot afford their own devices.

Action: Use Chromebooks purchased with Perkins funding for classroom online learning activities.	
Describe the actions needed to achieve this objective:	Achievement of this objective is ongoing, since it entails using the Chromebooks purchased with Perkins funding in a manner that supports student attainment of technological skills relevant to the marketing workplace.
Who will be responsible for overseeing the completion of this objective:	Marketing Program faculty
Provide a timeline for the actions:	Fall 2019-ongoing
Describe the assessment plan you will use to know if the objective was achieved and effective:	Faculty will note at the end of each semester whether the Chromebooks have been used by students who lack their own devices to participate in group and or individual class activities requiring a device with internet connectivity.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	No additional resources required

Goal: 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.

Action: Support professional development for MARK Program faculty.	
Describe the actions needed to achieve this objective:	The Marketing Program will continue to seek BARC and or other funding to enable MARK Program faculty to attend professional conferences.
Who will be responsible for overseeing the completion of this objective:	Marketing Program faculty
Provide a timeline for the actions:	Fall 2019-Fall 2020
Describe the assessment plan you will use to know if the objective was achieved and effective:	The MARK Program will note each academic year whether funding for conferences has been sought from BARC and or other funding sources.
List resources needed to achieve this objective and associated costs (Supplies,	No additional resources needed to apply for funding

Equipment, Computer
Equipment, Travel &
Conference, Software,
Facilities, Classified Staff,
Faculty, Other):

GOAL STATUS REPORT (REQUIRED)

Action Statuses

2018/19

Goal

Goal: 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.

Action: Increase direct collaboration with Work-Based Learning & Strong Workforce organizations

Describe the actions needed to achieve this objective:

Schedule and 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.

Who will be responsible for overseeing the completion of this objective:

Program faculty

Provide a timeline for the actions:

Fall 2019-Fall 2020

Describe the assessment plan you will use to know if the objective was achieved and effective:

Assessment will entail noting whether meetings between Marketing Program faculty and Work-Based Learning and or Strong Workforce organization representatives took place, and whether meaningful interactions between students and local employers were facilitated by those meetings.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

No additional resources required.

Status for Increase direct collaboration with Work-Based Learning & Strong Workforce organizations

Current Status:	In Progress
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	NA
If the Current Status was not marked Completed, what are the implications and next steps:	Ongoing collaboration with Work-Based Learning and Strong Workforce organizations will continue through the coming cycle. This collaboration will support MARK student attainment of relevant marketing workplace skills, such as development of a marketing plan for an actual business.

Goal: 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.

Action: Continue mentoring Mesa faculty teaching at local high schools

Describe the actions needed to achieve this objective:	Ongoing outreach to faculty teaching at local high schools regarding their concerns and needs
Who will be responsible for overseeing the completion of this objective:	Marketing Program faculty
Provide a timeline for the actions:	Fall 2019-Fall 2020
Describe the assessment plan you will use to know if the objective was achieved and effective:	Assessment will consist of noting whether meaningful communication between Marketing Program faculty and Mesa faculty teaching marketing courses at local high schools took place during the Spring 2020-Fall 2020 period.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	No additional resources required.

Status for Continue mentoring Mesa faculty teaching at local high schools

Current Status:	In Progress
If the Current Status was marked Completed, what was the impact of the	NA

completed objective on your program:

If the Current Status was not marked Completed, what are the implications and next steps:

Mentoring of MARK Program faculty at La Jolla High School and monitoring of her working environment and experiences will continue through the coming cycle.

Goal: Develop interdisciplinary projects with college faculty.

Promote interdisciplinary collaboration that raises awareness of strong workforce opportunities.

Action: Collaborate with other disciplines in development of Mesa Pathways mapping for the Marketing Program

Describe the actions needed to achieve this objective:

Engage in ongoing collaboration with disciplines outside of Marketing to assure that Marketing Program students are provided with a clear educational path that supports their successful attainment 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

Who will be responsible for overseeing the completion of this objective:

Marketing Program faculty

Provide a timeline for the actions:

Fall 2019-Fall 2020

Describe the assessment plan you will use to know if the objective was achieved and effective:

Attainment of this objective will be ongoing, but assessment will entail noting whether clear curricular mapping for Marketing Program students has been completed during the assessment period.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

No additional resources required

Status for Collaborate with other disciplines in development of Mesa Pathways mapping for the Marketing Program

Current Status:

In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

NA

If the Current Status was not marked Completed, what are the implications and next steps:

Mapping is underway and must be completed by the end of May 2020.

Goal: Use Chromebooks purchased with Perkins funding for classroom online learning activities.

Support technological skills development in low-income students who cannot afford their own devices.

Action: Use Chromebooks purchased with Perkins funding for classroom online learning activities.

Describe the actions needed to achieve this objective:

Achievement of this objective is ongoing, since it entails using the Chromebooks purchased with Perkins funding in a manner that supports student attainment of technological skills relevant to the marketing workplace.

Who will be responsible for overseeing the completion of this objective:

Marketing Program faculty

Provide a timeline for the actions:

Fall 2019-ongoing

Describe the assessment plan you will use to know if the objective was achieved and effective:

Faculty will note at the end of each semester whether the Chromebooks have been used by students who lack their own devices to participate in group and or individual class activities requiring a device with internet connectivity.

List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):

No additional resources required

Status for Use Chromebooks purchased with Perkins funding for classroom online learning activities.

Current Status:

In Progress

If the Current Status was marked Completed, what was the impact of the completed objective on your program:

NA

If the Current Status was not marked Completed, what are the implications and next steps:

Use of Chromebooks in meaningful classroom learning activities by students who lack their own devices will continue to be facilitated by MARK Program faculty in the coming cycle.

Goal: 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.

Action: Support professional development for MARK Program faculty.

Describe the actions needed to achieve this objective:	The Marketing Program will continue to seek BARC and or other funding to enable MARK Program faculty to attend professional conferences.
Who will be responsible for overseeing the completion of this objective:	Marketing Program faculty
Provide a timeline for the actions:	Fall 2019-Fall 2020
Describe the assessment plan you will use to know if the objective was achieved and effective:	The MARK Program will note each academic year whether funding for conferences has been sought from BARC and or other funding sources.
List resources needed to achieve this objective and associated costs (Supplies, Equipment, Computer Equipment, Travel & Conference, Software, Facilities, Classified Staff, Faculty, Other):	No additional resources needed to apply for funding

Status for Support professional development for MARK Program faculty.

Current Status:	In Progress
If the Current Status was marked Completed, what was the impact of the completed objective on your program:	NA
If the Current Status was not marked Completed, what are the implications and next steps:	The MARK Program will continue to seek funding from BARC and other funding sources to support MARK faculty's ability to participate in professional conferences.

Request Forms

CLASSIFIED POSITION, BARC AND FACULTY POSITION REQUEST

Reviewers

LIAISON'S REVIEW

Form: Instructional Program Liaison's Review 2019/20 UPDATE

MANAGER'S REVIEW

Form: Instructional Program Manager's Review 2019/20 UPDATE

Appendix

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- A. **2019/20 Program Review Outcomes and Assessment Section** (Form)
 - B. **2019/20 Program Review Instructional Program Analysis Section** (Form)
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Form: "2019/20 Program Review Outcomes and Assessment Section"

Created with : Taskstream

Participating Area: Marketing

(REQUIRED) Program name

Marketing Program

(REQUIRED) Are you on target with your assessment schedule?

The Marketing Program is on track with assessment of all course learning outcomes in all MARK Program courses. The Program consists of only four courses, two of which (MARK 100 and MARK 110) have already been assessed for the 2018-2019 cycle. Outcomes for the remaining two courses, MARK 105 and MARK 130 (which do not run every semester, and most recently have not even been offered once per year), will be assessed if the courses run in Spring 2020.

(REQUIRED) What have your assessments revealed about your courses/programs/service area/school/division/office?

Assessments have revealed that students enrolled in every MARK program course are surpassing the assessment target specified for that course. The target specified for each course is that 70% of students will attain a score of 80% or higher on the assessment employed for the course. Assessment tools have been designed by MARK faculty such that multiple course learning outcomes can be assessed with the same tool, which has maximized efficiency of the assessment process for the Marketing Program. To date, assessment results indicate that students are successfully achieving the learning outcomes designed for each course.

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

At this time, Marketing Program faculty have identified no additional resource needs for the Marketing Program based on outcome assessments.

Please provide any other comments.

No additional comments

Form: "2019/20 Program Review Instructional Program Analysis Section"

Created with : Taskstream

Participating Area: Marketing

Program Name

(REQUIRED) Type your program name.

Marketing Program

Part A: In this section, please analyze your program in terms of course success metric. Start by disaggregating the available data by race, gender, and any other parameters of interest to your program and answer the following questions.

(REQUIRED) A1. What patterns do you notice with regard to equity in course success at the program level by race/ethnicity?

You may also conduct analysis by course and/or by modality.

Equity Gap: When a group of students who share a common characteristic (e.g. race/ethnicity) have lower access and/or outcome rates than their peers. The size of the equity gap along with the size of the group determine whether that gap is significant. Larger groups should, statistically, have smaller gaps and therefore when gaps are present (even small ones) they may be significant. Smaller groups will see wider variation in outcomes, therefore gaps should be seen consistently over time and/or reviewed by looking at multiple years in aggregate to determine if they are significant.

Very different stories emerge from reviewing the aggregated course success rate and equity gap data for the past five years than from reviewing the semester-by semester course success rate and equity gap data. To illustrate, the ethnic group course success rates for all Marketing Program courses during the 2018-2019 period are at or above the relevant 2014/15-2018/19 average for each ethnic group. Course success rates for 2018-2019 are as follows, ordered from highest to lowest: Asian at 80%, White at 77%, Filipino at 74%, American Indian 73%, Pacific Islander at 70%, Latinx at 69%, and African American at 63%. The overall course success rate metric for Marketing Program courses during 2018-2019 is 73%, which the Pacific Islander, Latinx, and African American groups all fall below.

The largest course success rate equity gaps for Marketing Program courses for the aggregated 2014/15-2018/19 period are for the African American category, at -20%; the "Ethnicity Unreported" category, at -9%; and the "Ethnicity Other" category at -6%. (In terms of course success rate equity gaps by age, the 18-24 group, at -5%, shows the only equity gap. This may be attributable at least in part to the influx each year of newly graduated high school students and or students who have delayed enrolling in college for a few years after high school graduation, who are unfamiliar with the demands of college-level work.)

A more detailed breakdown of the course success rate data by semester over the past five years tells a more important story about ethnicity and equity gaps than the aggregated data, however. Some salient points revealed by this analysis include the following:

- Based on the data, African American students appear to have been enrolled in MARK Program courses for only the Spring 2015 and Spring 2019 semesters over the past five years. The equity gap for the African American category fell from -24 percentage points in Spring 2015 to -14 percentage points in Spring 2019. While this change indicates increased success for African American students enrolled in MARK Program courses, there clearly remains enormous room for improvement. Also, the fact that African American students appear to enroll so infrequently in MARK Program courses raises questions as to why.
- Unlike the African American group, the Latinx group shows consistent enrollment in MARK Program courses for every semester for the past five years. The equity gap for this group varies widely, ranging from -1 and -7 percentage points for the six semesters in which a gap occurs. The gap disappears entirely for four semesters, however, during which the Latinx category shows course success rates that exceed the average for all success rate by between 1 and 3 percentage points. There is no easily detectable semester-to-semester pattern in the appearance of an equity gap for this group.
- The Asian category consistently exceeds the average for all course success rate for every semester in the past five years except Spring 2018, when the group shows an equity gap of -14 percentage points.

These data underscore the importance of drilling down into aggregated data to uncover unexpected patterns or findings.

(REQUIRED) A2. Do these patterns persist over time (e.g., look at the last five years)? Describe if equity gaps are increasing, decreasing, or staying the same?

Mostly, there do not appear to be consistent equity gap patterns in ethnic group course success data, particularly for the Latinx group, which displays equity gaps in six nonconsecutive semesters of the 10 semesters for which data are available. The only reliable pattern, if two data points can be said to represent a pattern, is that when the African American category does appear in the Marketing Program data, it consistently shows the largest equity gap of all groups except for the unhelpfully nonspecific ethnic group "Other."

(REQUIRED) A3. What factors may have influenced these results? What are your most significant findings?

The fact that African American students are not meaningfully represented in Marketing Program data does not negate the fact that, when they do show up in MARK courses, they struggle to succeed. This limited observation is supported by considerable research, which tells the same story.

Perkins Core Indicator data point to the co-occurrence of low socioeconomic status and poor academic achievement, particularly in the area of technological skill attainment. In addition, a large body of research exists about the role that low socioeconomic status plays in impeding academic success (see results of a Google Scholar search for “low academic achievement and socioeconomic status”). Yet another body of research exists about the disproportionate poverty of minorities in the U.S. (see results of a Google Scholar search for “disproportionate poverty of minority groups in U.S.”). The data from these sources point to the entrenched problems created by long-standing institutional racism that disadvantages minority students throughout their lives.

On an individual level, such students may experience not only the effects of overt discrimination, but also the fear of stereotype threat (i.e., anxiety that they will confirm negative expectations about their ethnic or racial group), which may make them underperform in their courses, and or avoid asking for help when they experience academic challenges or personal difficulties. In terms of societal impacts, research shows that many minority students live with the daily stress associated with the fear of racial profiling. At an institutional level, disproportionately poor minority students may be unable to afford tuition and course material expenses, or experience housing or food insecurity to a greater degree than their white classmates. Ways of addressing these potential threats to minority students' academic success are discussed below.

(REQUIRED) A4. How have you/might you alter practices to increase student success and reduce equity gaps?

Three promising, interrelated means of addressing equity issues and supporting student success that are currently being applied by Marketing faculty include: 1. Monitoring of individual student performance in Marketing 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.

To illustrate, by implementing these three approaches during the Fall 2019 semester, Marketing faculty were able to identify a number of students (most of whom were African-American males) who were not completing coursework and discover that their lack of participation was owing to the extremely delayed disbursement of their financial aid, which had precluded their purchase of the

course textbook and or digital resources. These students were provided with emergency funding from the Resiliency Fund, and the expired deadlines for the assignments they had missed were extended, permitting them to catch up with their coursework. Another student was likewise identified because he was not turning in coursework, and faculty uncovered that he was experiencing a housing crisis, emotional abuse, and financial hardship. He, too, was connected with Resiliency Fund resources, as well as counseling, which enabled him to begin actively participating in his studies. Other students, who were identified because they had achieved low scores on an initial writing assignment, were referred to the Writing Center for the subsequent assignment, on which they performed notably better. These examples support the efficacy of the integrated approaches described in this section in addressing equity issues and supporting student success.

(REQUIRED) A5. How does your program contribute to the College's identity of being a Hispanic Serving Institution?

Like other programs at the College, the Marketing Program welcomes and sees considerable enrollment of Latinx students in MARK courses. For Fall 2018, enrollment in MARK Program courses was 36% Latinx, close to the 39% Latinx enrollment reported for all other programs during the same period. In this way, the program, like others on campus, contributes to Mesa College's identify as a Hispanic Serving Institution.

(REQUIRED) A6. Have you identified resource needs? If yes, please list.

In the approaches described above, faculty play a key role. They are the ones taking the initiative to monitor student academic performance, conduct outreach to students, and connect students with the resources best suited to addressing their individual needs. The primary difficulty associated with faculty's ability to do this is the time required to carry out this work.

In a sense, the kind of support described here requires faculty to act not only as instructors, but as social workers who take the initiative for identifying students who are potentially experiencing problems (which not infrequently involve circumstances in their personal lives), approaching them for information, determining which campus resources would be most effective in addressing the issues impeding their academic success, and then directing students to those resources. Preliminary data suggest that this kind of proactive, individualized attention can be highly effective, but the activities entailed in providing such attention are enormously time intensive to implement. This can pose challenges for faculty, particularly when class sizes are large, as they are in Marketing Program courses (i.e., which have online class caps of 40 and face-to-face class caps of 45). Adjustments to AFT contractual and or institutional policies impacting faculty workload are therefore likely to be necessary if such individualized attention is to be applied across all Marketing Program courses.

In addition, efforts to reduce equity gaps would benefit from allocation of additional funding to permit Marketing Program faculty to attend educational

conferences focused on supporting the academic success of nontraditional minority students in higher education.

(REQUIRED) A7. Do any of your program goals address these implications or needs? If not, please develop a new goal that addresses your findings and subsequent reflection.

Some of the needs described above, specifically those related to faculty workload, will have to be addressed through the AFT contractual negotiation process and the shared governance structures of the College.

In terms of the need for funding to permit Marketing Program faculty to attend educational conferences, however, the Marketing Program already has the relevant program goal to "Support professional development for MARK Program faculty."

Part B: In this section, look at the area of focus you identified in last year's program review and answer the following questions.

(REQUIRED) B1. How have you developed this focus? Are you seeing any results? What are your next steps?

Areas of focus identified in last year's program review were described as follows: "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."

In terms of the focus on offering class sections of MAKR 100 at La Jolla High School, the Marketing Program has continued this program. This has entailed mentoring the Mesa adjunct instructor who teaches MARK 100 at the high school, as well as actively negotiating with the high school to obtain an actual classroom for her to teach, rather than the high school library, where she taught last year. The Marketing Program will continue to mentor this instructor and assure that she has the appropriate facilities and resources with which to teach..

With regard to negotiating an agreement between the University of Redlands and the Mesa College School of Business & Technology, the MOU with the University of Redlands has been negotiated and drafted. Next steps will entail final review and approval of the MOU, and signature of the agreement by representatives of the

University of Redlands and the School of Business & Technology. Once this step is complete, the process of communicating with Mesa students about the agreement and scheduling Redlands' upper division business and marketing classes on campus at Mesa can begin.