

2022-23 Program Review Template

Directions for Lead Writers: Please use this template to complete your Unit’s Program Review for this cycle. Instructions for submitting your completed template at the end of the spring semester will be provided in a few weeks. Click [here](#) to view our Glossary of Terms.

Other Resources:

[Program Review Handbook](#)

[Acronym Dictionary](#)

[Resource Link Library](#)

[Mesa 2030](#)

[Program Review Archives](#)

DEI Discussions: as part of your reflection with your unit, a workgroup has developed a Diversity, Equity, Inclusion, and Accessibility Discussion Guide. Please use this in your unit-level discussions as we move toward becoming more diverse, equitable, inclusive, and accessible through intentional and ongoing campus-wide reflections and revisions of policies and practices.

View the guide [here](#). Have reflections or feedback to share? Click [here](#).

<i>Program Information & Executive Summary</i>		
Prompt	Guidance	Program Response
Describe the successes and challenges your unit has faced since the last comprehensive review.		<p>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.</p> <p>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</p>

		<p>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.</p> <p>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.</p> <p>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.</p> <p>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..</p>
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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.	Optional	NA
If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit and/or action plan implementation.	Optional	NA
Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy.	Select One	<input checked="" type="checkbox"/> Reviewed and accurate <input type="checkbox"/> Reviewed not accurate, update in progress <input type="checkbox"/> Reviewed not accurate, need support

Data Reflection

Prompt	Guidance	Program Response
Describe the trends you see in your program/service area's data.	<p>Instructional Data you may consider: enrollment trends, course & program learning outcomes, Institutional Learning Outcomes, course success and retention rates, degree completion, transfer, employment, labor market analysis, other data relevant to your unit's work</p> <p>Service/Admin Area Data you may consider - service usage, service access, demand for services, student service/administrative unit outcomes, types of services offered and used, headcount of services usage, trends in reason for service use, other data relevant to your unit's work</p>	<p>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.</p> <p>Interestingly, the number of MARK Program awards for Fall 2021/22 was 7, which is the highest number since 2015/16,</p>

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

		<p>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.</p>
<p>Describe any equity gaps you see in these data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)?</p>	<p>Equity gaps refer to disparities in educational outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, and other demographic traits and intersectionalities.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>

		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.
Describe the discussion(s) that took place about the unit's learning outcomes assessment data.	Department Outcomes Coordinators (DOCs) facilitate a department wide discussion on learning outcomes data each year during "Outcomes Across Campus". DOC's may helpful in supporting this section.	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.
<i>Practice Reflection</i>		
Prompt	Guidance	Program Response
Describe current practices your unit has engaged in that you believe impact the above data trends and equity gaps.	Items to consider: new actions specifically focused on issues of equity, major curricular changes, professional learning, policy or process changes, data-informed unit dialogue, community outreach.	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?	Items to consider: legislative changes, fiscal changes, staffing changes, recruitment, hiring, and retention practices.	<p>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.</p> <p>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.</p>
<i>Unit Goals and Action Plans</i>		
Prompt	Guidance	Program Response
Unit Goals	Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-bound.	<p>Goal 1: Conduct outreach to high schools and community.</p> <p>Goal 2: Engage in direct collaboration with Work-Based Learning & Strong Workforce organizations</p> <p>Goal 3: Develop interdisciplinary projects with college faculty.</p> <p>Goal 4: Update MARK curriculum to include an introductory course in digital marketing</p>
Mesa2030 Roadmap Strategic Objective (SO) Alignment	Review Mesa2030 and the Roadmap to Mesa2030 , only link to SO's that your goal clearly and intentionally is meant to contribute to, each goal should link to 1 or more SOs	<p>Goal 1:</p> <p>SO: Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students.</p>

		<p>Goal 2: SO: Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers.</p> <p>Goal 3: SO: Develop cross-functional teams that support student success and include integrated career and transfer counseling.</p> <p>Goal 4: SO: Increase community engagement, experiential learning, integrated career planning, and workforce training to prepare students for future careers.</p>
<p>Identify specific actions your program/service area will engage in to accomplish this goal.</p>	<p>Examples may include: policy or practice changes; unit initiatives, curricular changes, etc.</p>	<p>Goal 1 1. 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.</p> <p>Goal 2 1. 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.</p> <p>Goal 3 1. 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.</p> <p>Goal 4 1. 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</p>

		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.)
Does this Action Plan require resources	if yes, complete resource request form	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Lead Writer and Manager Information		
Lead writer Name(s)	Mariette Rattner	
Name of Program/Unit	MARK	
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Submission Date of Program Review Draft to Manager for feedback	April 15, 2023	
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