

Palomar College – Institutional Review and Planning Instructional Programs

Purpose of Institutional Review and Planning:

The institution assesses progress toward achieving stated goals and makes decisions regarding the improvement of institutional effectiveness in an on-going and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data (ACCJC/WASC, Standard I, B.3.)

Discipline: Business Management

Instructional Department/Discipline

2007-08

1. 4-year trend of quantitative data

	Fall 2004	Fall 2005	Fall 2006	<<Prelim>> Fall 2007	Definitions
Enrollment at Census	199	183	206	249	<i>Self Explanatory</i>
Census Enrollment Load* %	90.45%	81.70%	70.31%	79.81%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
WSCH	616	564	632	757	Weekly Student Contact Hours
FTEF	20.52	18.81	21.08	25.22	One Full-Time Equivalent Student = 30 WSCH
Total FTEF	1.20	1.20	1.60	1.50	Total Full-Time Equivalent Faculty
WSCH/FTEF	513	470	395	504	WSCH Generated per Full-Time Equivalent Faculty Member
Full-time FTEF	-	0.40	0.20	-	FTEF from Contract Faculty
Hourly FTEF	0.80	0.40	1.40	1.40	FTEF from Hourly Faculty
Overload FTEF	0.40	0.40	-	0.10	FTEF from Contract Faculty Overload
Part-Time FTEF	1.20	0.80	1.40	1.50	Hourly FTEF + Overload FTEF
Part-Time/(Total FTEF) %	100.00%	66.67%	87.50%	100.00%	Percent of Total FTEF Taught By Part-Time Faculty
Retention Rate	87.57%	88.02%	96.41%	90.00%	Non-W Grades (A,B,C,CR,D,F,FW,NC) Divided By A,B,C,CR,D,F,FW,NC,W Grades
Success Rate	65.54%	55.69%	50.30%	60.91%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
Degrees Awarded	8	13	7	N/A	Total number of Degrees awarded for the Full Academic Year
Certificates Awarded:	8	11	8	N/A	Total number of Certificates awarded for the Full Academic Year
- Under 18 Units	-	-	-	N/A	Total number of Certificates awarded for the Full Academic Year
- 18 or More Units	8	11	8	N/A	Total number of Certificates awarded for the Full Academic Year

The data for Fall 2007 are as of 1/31/2008 and are "preliminary" in nature. Final WSCH, awards, grades, etc. will not be available until Aug/Sep'08.

2007-08 Degrees & Certificates show as "N/A" since Spring'08 awards are obviously unknown at the current point in time.

2. Reflect upon and analyze the above 3-year trend data. Briefly discuss overall observations and any areas of concern or noteworthy trends.

Through better scheduling, curriculum updates, and improved "marketing", enrollment in the BMGT discipline is increasing. What's more, the WSCH/FTEF increased in 2007 as we got better at filling classes by offering the best location, format and instructors to meet students' needs. Our retention rate averages a healthy 90%. Though it's increased over the last 2 years, our success rate of 60.9% is still lower than the College total of 69% and Division total of 68%.

3. Reflecting on the 3-year trend data, describe/discuss discipline planning related to the following:

PLAN – 2007-08	Progress – 2008-09
<p>a. Curriculum, programs, certificates and degrees (consider changes due to CSU/UC transfer language updates, articulation, workforce and labor market projections, certificate or degree completions, etc.)</p> <p>A team consisting of Angelo Corpora, Mary Cassoni, Rena Stevens and Gloria Kerckhoff (articulation officer) updated the BMGT certificate and degree program to streamline the offering, improve relevancy and ensure transferability within the CU/UC system.</p> <p>The result: an updated offering for Fall 2008 that meets the needs of students and will help to improve retention and completion.</p> <p>Going forward: the team will meet annually to ensure program articulates and is well aligned with workforce needs.</p>	<p>The program was updated and appears to be working well.</p> <p>The first annual meeting will be scheduled to evaluate this.</p>
<p>b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.)</p> <p>Course offerings and locations were updated to ensure the right classes were being taught in the right place and at the right time to meet students' needs.</p> <p>The result: Preliminary Fall 2007 data shows a 30% increase in enrollment in BMGT courses (F07=221 students vs. F06=170 students). The biggest drivers of the increased enrollment are the NEW additions to the class schedule: an evening BMGT 101 course on the main campus (30 students) and a new late start, 3:30 to 6:30 pm BMGT 105 course (37 students).</p> <p>Going forward: more courses will be tried in the late afternoon or other alternative formats. For example, in Fall 2008, the BUS 140 course (an elective in the updated BMGT curriculum) will be offered in a 12-week format from 2:00 to 3:50 pm.</p>	<p>Ability to increase course offerings are dependent on demand in relation to budgetary constraints.</p> <p>Both are being analyzed to determine an optimal mix under challenging circumstances.</p>

4. Discuss/identify the resources necessary to successfully implement the planning described:

PLAN – 2007-08	Progress – 2008-09
<p>a. Equipment/Technology – block grant funds, VTEA, other resources, etc.</p> <p>Currently, there are no plans to apply for equipment or technology funds; however, please see comment under facilities. The BMGT and BUS</p>	<p>SMART classrooms will not be available until we move into the new MIB building in a few years.</p>

<p>discipline courses should ALWAYS be taught in SMART classrooms that mimic the business environment.</p>	
<p>b. Budget – budget development process, one-time funds, grants, etc.</p> <p>Increase from 6 class offerings (Fall 2004 and 2005) to 9 class offerings (Fall 2007) may require increase in supply money allocated for BMGT.</p>	<p>Supply money for the whole department is extremely tight due to severe budgetary constraints.</p>
<p>c. Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc.</p> <p>BMGT courses should be taught in SMART classrooms with computer, overhead, and sound. That’s because students’ final projects usually involve the presentation of a Business or Management plan in a professional setting. As we increase enrollment and add more sections, it will be important to ensure future classrooms have this capability.</p>	<p>See 4a above.</p>
<p>d. Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years</p> <p>Interestingly, few full-time faculty teach in the BMGT area. Of the 8 courses offered in Fall 2006 and 9 offered in Fall 2007, only one was taught by a full-time faculty member each semester.</p> <p>Going forward: Having more of a FULL-TIME faculty presence in this discipline will facilitate the development of a longer term strategic vision at both the program and course level. We should keep MANAGEMENT in mind for future hires.</p>	<p>We were approved for a new BUS instructor but all hiring was halted. This will be addressed when we can get a new person on board.</p>
<p>e. Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc.</p>	<p>N/A</p>
<p>f. Other</p> <p>With additional STAFF to complement potential new FACULTY above, we could bring programs (such as SIFE) to Palomar that have already proven to be successful at other local community colleges, like City College. Attached is a “strategic vision” for SIFE that was spearheaded by one of our adjunct faculty, Lawrence Hahn. I agree that the best resource we can provide for our students is hands-on, real working experience; however, we don’t have to “reinvent” the wheel to do this. A model exists – we simply need dedicated</p>	<p>Se 4d above.</p>

STAFF and FACULTY to make it happen.

Going forward: Consider new STAFF member dedicated to bringing SIFE on campus to Palomar and running the SIFE office.

5. Discuss one discipline goal linked to Palomar's Strategic Plan 2009 and how it will support the success of students.

Palomar's Strategic Plan 2009 includes nine tactics for student success. Two of these include:

- Develop and implement an institution-wide plan that includes strategies to improve retention (course completion) and persistence (semester to semester attendance and completion).
- Align scheduling, course and program offerings to meet the needs of students.

The discipline goal for BMGT (Business Management) linked to this element of the strategic plan includes updating the curriculum to maintain relevancy. As discussed above in curriculum, programs, certificates, and degrees, we updated the BMGT offering for Fall 2008 to help meet the needs of students and improve retention and completion. In addition, we updated our scheduling by eliminating underperforming sections and offering sections that would better meet the needs of students.

6. Student Learning Outcome progress:

a. Describe a learning outcome at the course or program level and the assessment used to measure student learning of that outcome.

Learning outcome at the course level for BMGT 105 (Small Business Management):

- Develop and present a business plan for the launch and operation of a small business.

This learning outcome is the culmination of the semester's worth of content taught in BMGT 105. It assesses a student's ability to recognize a business opportunity and devise a plan to capitalize on it with the appropriate human resources, marketing, accounting, and financing required.

Assessment used to measure

The Business Plan is the assessment used to measure. Students write a formal business plan individually or with a team. They then submit the written plan and present highlights in a 15-20 minute presentation as if they were trying to secure financing for their proposal.

Some students also participate in the annual SIFE (Students in Free Enterprise) competition held each year at City College. Here, they compete with other San Diego Community Colleges by presenting their ideas to local business leaders. Winners of this competition are awarded "seed" money to fund their business venture. Palomar students have participated in this in the past and have made it to the "finalist" round.

b. Discuss a learning outcome that is observable yet difficult to measure.

A learning outcome that is observable yet difficult to measure includes the development of Strategic Business Skills in our BMGT students. Most of the courses in the Business Management curriculum are designed to develop high-level, critical thinking skills. These include the analysis of

opportunities, development of strategic plans, understanding of personnel and motivation, and interpretation of complex financial information. We can see these skills develop over time with our students – particularly with the course succession of BMGT 101, 105, 115 and 130. However, measuring a student’s change in thinking from tactical to strategic is difficult to measure.

7. Describe a discipline accomplishment that you want to share with the college community.

Working WAFC (Western Association of Food Chains) and other community colleges, Palomar developed a Retail Management Certificate several years ago designed to teach critical business skills to employees of the grocery industry. Though we had heard that the need was great and interest was high, we experienced low course enrollments semester after semester. A team of folks at Palomar (Mary Cassoni, Rena Stevens, Angelo Corpora, and Jenny Al-Shafie) joined forces to create a plan to turn this around. We:

- Held a strategic meeting with all the HR/educational heads of Ralph’s, Vons, Stater Brothers, Albertsons and Costco in November 2007 to further understand their needs and wants. Then we:
- Put on an “information night” for employees of the grocery chains and included students who had already completed the program that could speak to its benefit. We then:
- Created “advertisements” (see attached) that were given to employees at the stores by the heads of HR/educational job training

The result: We more than tripled enrollment in the course/program for Spring 2008

Going forward and lessons learned: Reaching out to industry and understanding their needs is critical for this discipline. Continually “prospecting” and “marketing” to potential students in specialized disciplines like this is not only necessary, it works! We’ll continue to offer an annual “Information” night and semester-by-semester aggressive marketing of the courses being offered. We’re also developing a master schedule so interested students can plan out their strategy for completing the 10-course program at Palomar.

8. Are there other resources (including data) that you need to complete your discipline review and planning?

Though difficult to obtain, it would have been nice to have insight into success at the COURSE level. This would help to further drill into our lower than average scores on success rate. Is it the course? The instructor? The student population? Without being able to zero in on this data, it’s difficult to determine “Why only 60% success in BMGT when the department and college totals are ~10% higher?”

9. For programs with an external accreditation, indicate the date of the last accreditation visit and discuss recommendations and progress made on the recommendations.

N/A

10. Other comments, recommendations:

Although a bit painful, I think this exercise was well worth it to better our courses, programs, and college for students.

Please identify faculty and staff who participated in the development of the reviewer’s planning:

Department Chair/Designee Discipline Review and Signature

Date

Division Dean Review and Signature

Date