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

Instructional Discipline Reviewed   _____

                                                                                                                                                         2007-08

1.   3-year trend of quantitative data

	Fall 2004	Fall 2005	Fall 2006	Definitions
Enrollment at Census	1,340	1,492	1,428	*Self Explanatory*
Census Enrollment Load %	54.58%	69.46%	62.74%	Enrollment at Census Divided By Sum of Caps (aka "Seats")
WSCH	3,427	3,840	3,758	Weekly Student Contact Hours
FTES	114.23	127.99	125.27	One Full-Time Equivalent Student = 30 WSCH
Total FTEF	8.08	9.05	9.17	Total Full-Time Equivalent Faculty
WSCH/FTEF	424	424	410	WSCH Generated per Full-Time Equivalent Faculty Member
Full-time FTEF	3.20	3.80	3.60	FTEF from Contract Faculty
Hourly FTEF	4.68	4.38	4.90	FTEF from Hourly Faculty
Overload FTEF	0.20	0.87	0.67	FTEF from Contract Faculty Overload
Part-Time FTEF	4.88	5.25	5.57	Hourly FTEF + Overload FTEF
Part-Time FTEF %	60.40%	58.01%	60.73%	Percent of Total FTEF Taught By Part-Time Faculty
Retention Rate	84.49%	87.43%	89.48%	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	55.63%	60.22%	61.03%	A,B,C,CR Grades Divided By A,B,C,CR,D,F,FW,NC,W Grades
Degrees Awarded	12	11	15	Total number of Degrees awarded for the Full Academic Year
Certificates Awarded:	4	4	7	Total number of Certificates awarded for the Full Academic Year
- Under 18 Units	2	1	1	Total number of Certificates awarded for the Full Academic Year
- 18 or More Units	2	3	6	Total number of Certificates awarded for the Full Academic Year

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

Enrollment is often counter-cyclical to the economy. When the economy is strong, students go to work, including taking on overtime. When the economy is weaker, they come back to school.

Similarly, the retention rate, success rate, and degrees and certificates awarded might reflect the achievement of the more serious students who otherwise would be out on the job.

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

PLAN – 2007-08	Progress – 2008-09
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.) **Our curriculum is updated on a continuing basis.** **We try out new offerings frequently, but as our entire program is elective (not in the GE package), we are very sensitive to student demand.** **When we are able to hire new instructors with different skills, we are hoping to change the curriculum in other directions.**	
b. Class scheduling (consider enrollment trends, growth, course rotation, comprehensiveness, etc.) **Enrollment is fairly steady. Attempts to schedule at "odd" hours have not met with outstanding success. This is likely due to the need of our students to at least maintain part-time jobs. This makes it difficult for them to take classes at odd hours just because we have rooms available to teach them in.**	

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

PLAN – 2007-08	Progress – 2008-09
a. **Equipment/Technology – block grant funds, VTEA, other resources, etc.** **All disciplines in this department have an extraordinary need for up-to-date technology on a continuous basis. We try to get money wherever we can.** **The Business discipline has fewer needs in comparison to some other areas in our department.** **We also try to be as frugal as we can and have learned to do more with less whenever possible.**	
b. **Budget – budget development process, one-time funds, grants, etc.** **We budget for equipment each year and do the best we can.** **There never is much money to support faculty participation in conferences, etc.**	
c. **Facilities – schedule maintenance needs, additional classrooms/labs due to growth, remodeling, etc.** **We are mostly on hold awaiting the creation of a new building with modern facilities. We've done as much as possible with the existing facilities.**	
d. **Faculty position(s) – faculty priority process and projected full-time needs for 1 – 3 years** **We have serious needs for new instructors immediately as many of the department members plan to retire in the next few years. If we do not get full-time positions approved just to maintain our offerings, we will become mostly a department of part-timers very soon.**	
e. **Staff position(s) – changes in instructional or support needs due to program growth, new technology, etc.** **We always could use more help with our burgeoning technology demands in all aspects of our department.**	
f. **Other**	

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

Business 100 is part of the Business discipline. It is a survey course with an expectation of student mastery of many different aspects of business. We measure student learning with term papers, frequent class discussion on relevant topics, and numerous exams throughout the semester.

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

We would like to see how mastery of the topics in our Business program leads to action in terms of possible successful business creation. We can observe the student excitement and enthusiasm

As the students do not always keep in touch to tell us what they have done, however, we cannot adequately measure this outcome.

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

We manage to keep this program afloat and increase our retention rate and success rate on a shoestring.

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

It would be wonderful if there would be a crystal ball to determine what our needs are going to be and how to react to them.

We do the best we can with the limited information we have. As our entire discipline exists outside the GE package, we would love to be able to do a better job of predicting demand.

If the school has other pertinent data, we would always appreciate the information.

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

Programs in the Business discipline do not have external accreditation.

10. Other comments, recommendations:

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

Sherry Gordon

Business Administration Professor ____

Department Chair/Designee Discipline Review and Signature   **Date**

Division Dean Review and Signature   **Date**

* By no later than 2/14/08, forward a hard copy to Instructional Services for review by IPC.

* Also, by no later than 2/14/08, forward an electronic copy to Institutional Research and Planning.