

Program Review & Planning (PRP)

PART 1: BASIC PROGRAM INFORMATION

Program Review is a self-study of your discipline. It is about documenting the plans you have for improving student success in your program and sharing that information with the college community. Through the review of and reflection on key program elements, program review and planning identifies program strengths as well as strategies necessary to improve the academic discipline, program, or service to support student success. With that in mind, please answer the following questions:

Discipline Name:	BUS - Business
Department Name:	Business Administration
Division Name:	Arts, Media, Business

Please list all participants in this Program Review:

Name	Position
Mary Cassoni	Professor, Business Administration
Jackie Martin	Professor, Business Administration
Bill Higley	Adjunct Faculty, Business Administration
Cathy Haag	Adjunct Faculty, Business Administration

Number of Full Time faculty	2	Number of Part Time Faculty	2
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Please list the Classified positions (and their FTE) that support this discipline:

Academic Department Assistant, Lucy Aguilar, 100%
 Instructional Support Assistant II, Lourdes Runk, 100%

What additional hourly staff support this discipline and/or department:

None

Discipline mission statement ([click here for information on how to create a mission statement](#)):

I hear you on "spicing it up", per your feedback and will suggest at upcoming Dept. Meeting. For now, here is the "still bland" version: The mission of the Business Administration Department at Palomar College is to prepare students for success in business and business-related studies, so that they may transfer to a 4-year college in business and business related degrees, as well as pursue vocational business and business related education for career placement and advancement. Our students can earn Associate in Arts (AA), Associate in Science (AS), and Associate in Science in Business Administration for Transfer (AS-T) degrees, as well as

Certificates of Achievement (CA) and Certificates of Proficiency (CP) in Accounting, Business, Business Management, International Business, Legal Studies, and Real Estate.

List any new degrees and certificates offered within this discipline since your last comprehensive review:

Social Media Certificate

Discipline Level Data: <https://sharepoint2.palomar.edu/sites/IRPA/SitePages/PRP%20Summary%20Source.aspx>

PART 2: PROGRAM REFLECTION

1. Program Analysis:

Reflect upon and provide an analysis of your summary data.

Enrollment, WSCH, and FTE: Enrollment in the BUS discipline is steady with an average of 1,832 students each Fall semester. This trend is expected as BUS is a steady discipline and is where the AS-T (our most popular degree) is housed. WSCH/FTEF is 480.05 - the highest it has been over the last 5 years. Our fill rate of 77.15% is lower than the previous year, but significantly higher than previous years (2011-2014), where it was in the high 60s. This is due to increases in our efficiency of scheduling.

Achievement: Overall success and retention rates dipped slightly in 2016 to 66.6% and 88% respectively. Though these are lower than the previous year (68.7% and 88.3%, respectively), they are not so different to warrant any concern. What does warrant concern are some interesting trends in the course level data. Upon reviewing success rate of courses in the BUS area, the success rate for BUS 100, Introduction to Business, is much lower than expected (average of 62% across 2011-2016) and lower than the Department average. As this is often the very first course that students interested in Business take, it's critical to understand and resolve why this is happening. This could be due to curriculum, scheduling, or instruction. This needs to be further investigated to fully understand the trend.

Awards: There were 103 degrees awarded in 2015-2016, our highest since 2010-2011, with 86 of these (83%) being the AS-T degree. In addition, there were 14 certificates (18+ units), our highest since 2010-2011.

2. Standards:

ACCJC requires that colleges establish institutional and program level standards in the area of course success rates. These standards represent the lowest success rate (% A, B, C, or Credit) deemed acceptable by the College. In other words, if you were to notice a drop below the rate, you would seek further information to examine why the drop occurred and strategies to address the rate.

Discipline Level Course Success Rate:

- A. The College's institutional standard for course success rate is 70%.
- B. Review your discipline's course success rates over the past five years.
- C. Identify the minimum acceptable course success rate for your discipline. When setting this rate, consider the level of curriculum (e.g., basic skills, AA, Transfer) and other factors that influence success

Standard for Discipline Course Success Rate:

70%

Why?

This number is consistent with Palomar College's institutional standard.

3. Program Update:

Describe your proudest moments or achievements related to student success and outcomes.

Palomar College, through the Business Administration Department, is a Certiport Authorized Testing Center (CATC). In the past year, we have increased the number of students completing certification exams from under 10, to more than 250 in the areas of Microsoft Office Specialists, and Quickbooks Certified Users. These certifications help students secure in-demand high paying jobs. So we have used our \$47,000.00 worth of grant monies to upgrade our testing center, and increase the number of completers quite successfully within a one year period of time.

4. Program Improvement:

What areas or activities are you working on this year to improve your program? Please respond to new data as well as feedback from last year's program review.

The areas and activity we continue to work on this year and in future years include the re-design of the Business Degree to allow for stackable certificates that make it clearer and easier for students to finish the degree. In the past, students were confused about which degree best suited them and took many courses - but ultimately, did not complete. As discussed in the comprehensive PRP last year, we are continuing our work in Curricunet to finalize the re-design. Students will choose between the transfer degree or the Business Administration Degree. Within the Business Administration degree, they can focus on one of 6 speciality areas.

5. Unanticipated Factors:

Have there been any unanticipated factors that have affected the progress of your previous plan?

Restrictions in scheduling and overall decreases in enrollment have been somewhat unanticipated. As discussed in the previous plan, we're re-engineering our degrees to make them more streamlined for students. However, we still have difficulty filling some classes to acceptable levels so that they can be offered and students can finish.

6. SLOACs:

Describe your course and program SLO activities this past year. How have you used the results of your assessments to improve your courses and programs? Refer to the SLO/PRP report – <https://outcomes.palomar.edu:8443/tracdat/>

With respect to SLOs, we are focussing on success at both the course and program level. On the course level, we continue to assess the success rate of online vs. in-class sections. From the data, it appears to be class dependent. Students tend to struggle online with the more complex courses (BUS 110 - Business Math), but do well, or on par with the in-class sections in more basic courses (BUS 100 - Introduction to Business). On the program level, we already know that students need to be more successful and that the current degrees (with the exception of the transfer degree) need to be re-designed. This was discussed in last year's comprehensive PRP and in further detail below.

PART 3: PROGRAM GOALS

1. Progress on Previous Year's Goals: Please list discipline goals from the previous year's reviews and provide an update by placing an "X" the appropriate status box .

Goal	Completed	Ongoing	No longer a goal
Re-engineer offers in BUS admin degree to focus on 5-7 specialty areas (Advertising, Marketing, Media; Retail Merchandising; International Business; Business Management; Small Business Entrepreneurship; Logistics; and Hospitality) that will lead to a 19-unit certificate and an A.S. in Business. (Note that some of the Curricunet work has been done and some is still in progress.)	X	X	

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Market ALL programs more effectively		X	
Coordinate with other departments (art, graphics, photography, etc.) to enable students to quickly start their own business and instill entrepreneurship across the college.		X	

2. New Discipline Goals: Please list all discipline goals for this three-year planning cycle (including those continued from previous planning cycle):

Goal #1	
Program or discipline goal	Successfully launch and enroll students in new programs and prepare them for industry certifications; test in industry certifications: Business Entrepreneurship, Logistics, Supply Chain Management, and Self Employment in the Gig Economy.
Strategies for implementation	Marketing, using Strong Workforce funding to students, the community and our advisory board contacts. Create a cohort of students specifically for the ScPro Fundamentals (ScPro Fundamentals) and Small Business Entrepreneurship (SBE) certifications.
Timeline for implementation	January 2018 - January 2019
Outcome(s) expected (qualitative/quantitative)	Increased enrollments and completers; show metrics for students taking courses to prepare for SCPro and SBE certifications; target is 20 student cohort for each of the two certifications.
Goal #2	
Program or discipline goal	Create and launch successful Non-credit and Not for Credit Programs
Strategies for implementation	Work with Deans Nichol Roe and Suzanne Sebring to assess need and create.
Timeline for implementation	Spring 2018 through Spring 2020
Outcome(s) expected (qualitative/quantitative)	Increased revenue for college and increased interest (enrollment) from the community into credit programs.
Goal #3	
Program or discipline goal	Continue Curricunet work to streamline offerings
Strategies for implementation	Work with Cheryl Kearse and Curriculum committee to ensure newly designed degrees appear properly in catalog
Timeline for implementation	Fall 2017 through Spring 2019
Outcome(s) expected (qualitative/quantitative)	Increase in completers/success/retention

PART 4: FEEDBACK AND FOLLOW-UP

This section is for confirming completion and providing feedback.

Confirmation of Completion by Department Chair

Department Chair	Jackie Martin
Date	11/20/2107

***Please email your Dean to inform them that the PRP has been completed and is ready for their review**

Reviewed by Dean

Reviewer(s)	Norma Miyamoto
Date	Nov. 25, 2017

1. Strengths and successes of the discipline as evidenced by the data and analysis:

The Department Chair (Jackie Martin) provides outstanding leadership and vision for this discipline. The curriculum redesign has been labor intensive. She does an outstanding job engaging the part-time faculty.

2. Areas of Concern, if any:

Workload for the Chair! Please continue to examine ways to engage ALL of the faculty in the work that needs to be done. These goals are lofty. Please consider a timeline with benchmarks and assignments. The workload needs to be more equally distributed among the full-time faculty. I worry about personal and professional fatigue when one person carries the primary burden for ensuring currency and excellence in the academic programs.

3. Recommendations for improvement:

Please review the goals and re-list the ongoing previous goals in this document.

***Please email your VP to inform them that the PRP has been completed and is ready for their review**

Reviewed by Vice President

Reviewer(s)	Jack S. Kahn, Ph.D. VPI
Date	1/7/2018

1. Strengths and successes of the discipline as evidenced by the data and analysis:

1. Ill look forward to your spiced up mission statement
2. Great awards possible in this discipline- very important contributor- one of the most (and at times the most) popular Major
3. Program Analysis is excellent and well stated. I hope to work with the team this year to continue to improve fill-rates and productivity measures- decreasing in some areas and promoting in others as needed
4. 70% is consistent with Palomar – but any reason why Business majors should be held to this rather than any higher etc?
5. CERT data is really impressive – well done!
6. Stackable certificates is def the way to go—looking forward to ongoing discussions
7. Goals are excellent and stated really well- very well put together – excellent- but see deans comments- I think timelines and accountability need to be brought into the discussion
8. This is a really well done review- I appreciate the work that was put into this

2. Areas of Concern, if any:

1. SLO summary is good- would love one step further by mentioning the outcomes of the more complex courses etc. with

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some results

3. Recommendations for improvement:

See above.