



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:	International Business (IBUS), CA/AS International Business
Department Name:	Business Administration
Division Name:	AMBA

Please list all participants in this Program Review:

Name	Position
Alba-Marie Armistead	Professor, International Business Program
Jackie Martin	Professor, Chair, Business
Lawrence Hahn	Adjunct Professor, Business, Business Management, IBUS

Number of Full Time faculty	2	Number of Part Time Faculty	4
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Please list the Classified positions (and their FTE) that support this discipline:

ISA III and ADA (Both positions support all disciplines in Business Administration Department)

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

N/A

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

The mission of International Business is to prepare students for employment and/or transfer in the area of International Business, Trade, Logistics, Import/Export, Management, and related fields.

List all degrees and certificates (e.g., AA, AT, Certificates) offered within this discipline:

New Certificate of Achievement, International Business, effective fall 2018.

PART 2: Program Assessment

The first step in completing your self-study is to examine and assess your discipline/program. To accomplish this step, complete the Following Sections:

- Section 1: Program Data and Enrollment
- Section 2: Course Success Rates
- Section 3: Institution and Program Set Course Success Rate Standards
- Section 4: Completions
- Section 5: Labor Market Information (CTE programs only)
- Section 6: Additional Qualitative Information
- Section 7: Curriculum, Scheduling, and Student Learning Outcomes

SECTION 1: PROGRAM DATA & ENROLLMENT

Click on the following link to examine enrollment, efficiency, and instructional FTEF trends for your discipline. Log-in using your network username and password.

<https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Productivity%20Metric%20Summary.aspx>

- A. To access your discipline data, select your discipline from the drop down menu.
- B. To access course level data (e.g., COMM 100 or BIOL 100) use the drop down menus to select “discipline” and “catalog number”.

Use the data to answer the following questions.

1. Discipline Enrollment

Discipline Enrollment (over last 5 years)	Increased		Steady/No Change		Decreased	X
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Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?

Fill rates declined from 57.29% in 2011-12 to 45.31% in 2015-16 and averaged approximately 55% before the decline in 2015-16; classes were cancelled for the first time in 30 years for this small program and have not been offered since 2015-16.

However, given the importance of international business studies and skills for our students who will be working in a global environment, we felt that it was imperative to reinvigorate the program.

During 2016-17 we redesigned the program and are preparing to offer some exciting and in-demand courses and options for students interested in logistics, import/export, supply chain management and international business.

2. Course-Level Enrollment and Fill Rates

If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your discipline is addressing this. For example, are there courses that should be deactivated?

Instead of deactivating the international business certificate/degree, we completely repackaged the certificate/degree.

Major changes:

- 1) The retooling of the Certificate of Achievement that leads to either an A.S. in General Business or an A.S. in International Business. Launched fall 2017, effective fall 2018, pending Chancellor’s Office approval.
- 2) Approval of a \$100,000 regional innovative grant in Logistics and Supply Chain Management. Palomar College is one of the three colleges participating.

- 3) Adding SC Pro Fundamentals certification to the Business Department's MD335 certification center. Timeline: approval of funding, October, first Logistics class spring 2017; creation of cohort, October-January, 2017; exam prep and examinations completed by October 2018. Outcomes data, spring 2018.

3. WSCH/FTEF

Although the college efficiency goal is 525 WSCH/FTEF or 35 FTES/FTEF, there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

Discipline Efficiency Trend	Increased		Steady/No Change		Decreased	
Discipline Efficiency:	Above 525 (35 FTES/FTEF)		At 525 (35 FTES/FTEF)		Below 525 (35 FTES/FTEF)	X

Reflect on your enrollment trends over the past five years. Was the trend expected? What factors have influenced enrollment?

WSCH/FTEF declined from 275.00 in 201-12 to 217.50 in 2015-16. Therefore, classes were cancelled fall 2016 and have not been offered since that time (three semesters).
Moving forward we will need administrative support of the new programs as we build enrollment.

4. Instructional FTEF:

Reflect on FTEF (Full-time, Part-time, and Overload) over the past 5 years. Discuss any noted challenges related to instructional staff resources.

We will have one FT faculty member and four PT faculty who are qualified to teach in this new C of A area of emphasis for the Business General degree. The department has recently hired three PT faculty with recency in Logistics, Supply Chain Management and Entrepreneurship to teach the Logistics course spring 2018, which will prepare the summer cohort to take the Supply Chain Management certification exams. There are eight modules, and grant monies will cover student costs (\$2,400 per student). The Import/Export class should be part of the course offerings on a regular basis because it is part of the new certificate. Department Chair Jackie Martin, FT Alba Armistead, PT faculty Lawrence Hahn and several new PT hires will lead the efforts.

SECTION 2: COURSE SUCCESS RATES

Click on the following link to review the course success rates (% A, B, C, or Credit) for your discipline. Examine the following course success rates.

- A. On-Campus Course Success Rates
- B. Online Course Success Rates
- C. Course Success Rates by gender, age, ethnicity, and special population (use the filter buttons at the top of the worksheet to disaggregate success rates by demographic variables)
- D. Course Success Rates by class location (Escondido, CPPEN, etc.)

<https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Success%20and%20Retention.aspx>

1. Overall Success Rate:

Reflect on your discipline's on-campus, online, and by location (ESC, CPPN, etc.) course success rates over the past five years. Compare your success rates to the overall college success rates. Are the rates where you would expect them to be? Have there been changes over time?

All International Business classes were cancelled for the 2016-2017 academic year and also for fall 2017; however previously, the five year data trend shows a 95.5% retention rate in 2011-12, a 61.3% rate in 2012-13, a 59.0% rate in 2013-14, a 61.1% rate in 2014-15 and a 100% rate in 2015-16. We only offer these courses at the main campus at Palomar. This clearly shows varying retention rates with a very low retention for three years spanning 2012-2015, then a bounce back to 100% in 2015-16, although with a relatively small class (24 students).

A reorganization of the degree is clearly necessary.

2. Course Success Rates by gender, age, ethnicity, and special population:

Reflect on your discipline's success rates by the given demographic variables (gender, age, ethnicity, special population). Are there large differences between groups? If so, why do you think this is happening and what might you consider in the future to address the needs of these groups?

Note: Institutionally, the College has a goal to close the performance gap of disproportionately impacted students, including African-American, Hispanic/Latino, veterans, foster youth, and students with disabilities. You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/>

Gender	Female retention rate was 50% in years 2012-13 compared to 84.6% for males, and quite low in 2013-14 at 47.8% for females (23 students) and not a statistically significant number of males for these years.
Age	Fewer than 10 students ages 20 to 24 in 2014-15, so no comparative data, but 100% for 2011-12 in this age range. Notable is the decrease in retention in the 25 to 49 age range, from 94.4% in 2011-12 to 33.3% in 2014-15. Also significant and healthy is a return to 100% retention in 2015-16.
Ethnicity	<p>Varied results here, for three years of data. 2011-12 the Hispanic retention rate was not statistically available, but the White retention rate was 100%. 2012-13 Hispanic retention was 50%, whereas in 2013-14 it increased to 80%. White retention rate in 2011-12 was 100%, in 2012-13, not statistically significant and in 2013-14 was 23.1%.</p> <p>These are quite varied results and we would hope to see across the board retention rates of 70% or better. It will be a goal to achieve a more equitable retention rate and we will have statistically more significant data with increased enrollment.</p>
Special Population (examples- veteran, foster youth, etc)	<p>No foster youth data.</p> <p>Veteran enrollments are high in these classes; retention has been varied, but has improved to 100% for the past two years, so this is an excellent improvement. 2011-12, 100%, 2012-13, 52.4%, 2013-2014, 71.4%, 2014-15, 71.4%, 2015-16, 100% and 2016-2017, 100%.</p>

3. Disaggregated Course Success Rates (Select at least two other variables):

Disciplines/programs find it useful to examine course success rates by other types of variables (e.g., time of day, level of course (basic skills, AA, Transfer). Examine course success rates disaggregated by at least two other variables and reflect on your findings.

Little data for the past several years due to small classes, and cancelled classes for the most recent three semesters.

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 rates within your area. If you set your discipline standard below the College’s standard, please explain why.

Standard for Discipline Course Success Rate:	70%
Why?	
To align with the institutional course success rate of 70%.	

SECTION 4: COMPLETIONS

Click on the following link to review the completions for your discipline.

<https://sharepoint2.palomar.edu/sites/IRPA/SitePages/Degrees%20and%20Certifications.aspx>

- A. To access your discipline data, go to the "Awards" tab at the bottom of the page and click on your discipline.
- B. To access your program level completions, click on the tab titled "Awards by Academic Plan" at the bottom of the page and then click on your discipline.

1. Overall Completions:

Reflect on your discipline’s overall completions over the past five years. Are the completions where you would expect or want them to be? What is influencing the number of completions?

Completions have declined from 10 in 2007-08 to 5 in 08-09, 7 in 09-10, 2, 3, 2, and 2 in subsequent years ending with 2 completions in 2014-15.

Rather than focusing on why there was a decrease in completers, we redesigned the program, so we will focus on the program redesign in this report.

2. Specific Degree/Certificate Completions:

Do you have degrees or certificates with few or no completions? If so, what factors influence completions within specific programs? If you have degrees/certificates with few completions, are they still viable? What can be done to help students complete programs within your discipline?

Yes, both the AA and Certificate of Achievement in IBUS have only 2-3 completers for the past 4 years. However, with the new redesign of the program, students will complete a C of A which will give them expertise in three distinct but related areas: Logistics, Supply Chain Management, and Import/Export. Certification exams and grant funding and regional partnerships are tied to these courses. Palomar College was awarded a Regional Innovative Grant in Supply Chain Management fall 2017 and is working with Southwestern College and City College on the grant. With this new regional alliance, Palomar’s testing center in MD335 will become the North County destination for the ScPro Fundamentals certification. We are creating a cohort of 30 students at Palomar who will go through our BUS 129 and BUS 130 courses, and then take some or all of the ScPro Fundamentals certifications, preparing them to directly enter the workforce in a number of related and high-paying jobs.

SECTION 5: LABOR MARKET INFORMATION (CTE PROGRAMS ONLY)

If you have CTE programs in your discipline, refer to the following link to obtain relevant labor market data. This data can be found on the Centers for Excellence website at <http://www.coeccc.net/Supply-and-Demand.aspx>

Example of Labor Market Information:

SOC	Description	Counties	2014 Occupations	2017 Occupations	Change	% Change	Openings	Annual Openings	10% Hourly Earnings	Med Hourly Earnings	Entry Level Education (Typical)
13-2011	Accountants and Auditors	Imperial	341	361	20	5.8%	57	19	\$17.70	\$26.09	Bachelor's degree
13-2011	Accountants and Auditors	San Diego	12,554	13,735	1,181	9.4%	2,388	796	\$20.88	\$32.92	Bachelor's degree

1. What is the regional three-year projected occupational growth for your program(s)?

See attached report.
(Dean's comment: All information must be provided here.)

2. What is being done at the program-level to assist students with job placement and workforce preparedness?

The new certifications in Supply Chain Management will prepare students for the workplace upon completion of the C of A and completion of eight exams in areas that show demand. Students are advised to take our one unit BUS 173 Job Search class; they are encouraged to utilize our Career Center and are directed to internships via various internet sites within class modules. Internships and support via the regional grant will also assist cohort of students with employment.

3. If your program has other program-level outcomes assessments (beyond SLOs and labor market data), including any external mandated regulatory items, discuss how that information has been used to make program changes and/or improvements.

See above.

4. When was your program's last advisory meeting held? What significant information was learned from that meeting? (CTE programs are required by Title 5 to conduct a minimum of 1 advisory meeting each year)

Spring 2017. Advisors want students to complete internships and certifications, to conduct team work in classes, and to improve their writing skills and customer service skills. We have reactivated our Customer Service class as of fall 2017 and have scheduled this class in Ramona as part of the BIW Certificate. We will schedule this class going forward upon completion of the Hospitality TMC.

SECTION 6: ADDITIONAL QUALITATIVE INFORMATION

Not all information important to reviewing your program is quantitative or included in the section above.

Describe other data and/or information that you have considered as part of the assessment of your program. (Examples of other data and factors include, but are not limited to: external accreditation requirements, State and Federal legislation, four-year institution directions, technology, equipment, budget, professional development opportunities).

Students will complete a C of A with the new redesign, which will give them expertise in three distinct but related areas: Logistics, Supply Chain Management, and Import/Export. Certification exams and grant funding as well as regional partnerships with Southwestern College and City College are tied to these courses, the certificate and industry certification. With this new regional alliance, Palomar's testing center in MD335 will become the North County destination for the ScPro Fundamentals certification. Specifically Palomar College was part of an Regional Innovative Grant in Logistics and Supply Chain Management

so we are combining the redesign of curriculum with industry certification preparation and testing at Palomar College for the North County region. Timeline is October 17-October 2018.

SECTION 7: CURRICULUM, SCHEDULING, AND STUDENT LEARNING OUTCOMES

1. SLO Assessment Results:

How have SLO assessment results impacted your planning over the last three years? Consider curriculum, teaching methodology, scheduling, department discussion (FT & PT faculty included) resources, etc. Refer to the SLO/PRP report – <https://outcomes.palomar.edu:8443/tracdat/>

SLOs and assessments are current.

The new SLO/Assessment for the new Certificate of Achievement is still under development.

2. SLO Assessment Methods:

How effective are your current methods/procedures for assessing course and program student learning outcomes? What is working well and how do you know? What needs improvement and why? Refer to the SLO/PRP report – <https://outcomes.palomar.edu:8443/tracdat/>

Assessment data for IBUS 100 and IBUS 110 was based on specific questions on an exam. Both the SLO and Assessment for the new certificate and the IBUS program need to reflect a more overarching Student Learning Outcome, not just a question on an exam.

3. Program SLOs:

How do your program SLOs represent the scope and depth of learning appropriate to the degree/certificate programs offered? What needs improvement and why? Refer to the SLO/PRP report – <https://outcomes.palomar.edu:8443/tracdat/>

Assessment data for IBUS 100 and IBUS 110 was based on specific questions on an exam. Both the SLO and assessment for the new certificate and the IBUS program need to reflect a more overarching Student Learning Outcome, not just a question on an exam.

SLOs and assessments being reworked. We should include a SLO and assessment based on the industry certification exam success in Logistics and Supply Chain.

4. Curriculum overview:

Does your program offer sufficient opportunities for students to learn current disciplinary and professional knowledge, skills, competencies, etc. for the type and level of degree/certificate offered? Discuss how your course/program reviews, since the last PRP, have changed and/or impacted your program. How is the potential need for program/course deactivation addressed by the department?

With the new C of A, students will be learning high demand industry skills. We will be deactivating the current C of A in International Studies and replacing with an Area of Emphasis within the General Business degree.

5. Curriculum scheduling:

Describe how you schedule your courses to include a discussion on scaffolding (how all parts build on each other in a progressive, intentional way), and scheduling of courses so students can follow the best sequence. Address how enrollment issues impact scheduling and student completion/achievement.

The C of A in International Business will be a terminal degree that leads to employment, but could also lead to an A.S. in General Business or International Business.

6. Curriculum communication:

How does regular communication with other departments that require your courses in their programs occur – scheduling, review scheduling conflicts/overlaps for courses within same program, etc.?

There is no overlap.

PART 3: Program Evaluation and Planning

Program Evaluation and Planning is completed in two steps.

Section 1: Overall Evaluation of Program

Using the results of your completed assessment (See Sections 1-6 above), identify the strengths and areas for improvement within your program. Also consider the areas of opportunities and any external challenges your program faces over the next three years. Summarize the results of your assessment in the Grid below.

Section 2: Establish Goals and Strategies for the Next Three Years

Once you have completed your overall evaluation, identify a set of goals and strategies for accomplishing your goals for this upcoming three year planning cycle. Use the template in Section 2 below to document your goals, strategies, and timelines for completion.

SECTION 1: OVERALL EVALUATION OF PROGRAM

1. Discuss your discipline’s strengths, weaknesses, opportunities and threats in regards to curriculum, assessment, enrollment, success rates, program completion, etc. For helpful suggestions on how to complete this section, go to <http://www2.palomar.edu/pages/irp/files/2017/02/Helpful-Tips-for-Completing-a-SWOT.pdf>

Strengths:	Focus on Global Economy and International Business; also industry certifications with high demand and high earnings.
Weaknesses:	Are being fixed!
Opportunities:	Tremendous opportunity in Logistics, Supply Chain Management, and Import/Export.
Threats:	Additional support from the administration in terms of marketing of the program is needed so that we can provide students with proper education that leads to a good employment.

SECTION 2: Establish Goals and Strategies for the Next Three Years

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 .

COMPREHENSIVE PROGRAM REVIEW AND PLANNING

Goal	Completed	Ongoing	No longer a goal
Completely on target with the timeline of launching our C of A, area of emphasis in International Business by fall 17, through fall 18 and ongoing.		X	
Readiness to offer industry certifications in our MD335 lab by 2017-18.		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	To fill individual sections of new courses for spring 18; then create a cohort of 20 students for certification.
Strategies for implementation	Marketing within our department, college-wide and to the community.
Timeline for implementation	Fall 17, Spring 18
Outcome(s) expected (qualitative/quantitative)	20 students + successful course and certification completion 70% or above.

Goal #2

Program or discipline goal	Increase number of completers for the C of A.
Strategies for implementation	Marketing, offering of courses, cohort support.
Timeline for implementation	Spring 18 – Fall 18, Spring 19
Outcome(s) expected (qualitative/quantitative)	Hope to have 70% of the 20 in cohort complete and certify.

Goal #3

Program or discipline goal	Internship Creation
Strategies for implementation	Use of Coop Ed and Business Coaches
Timeline for implementation	2017-2019
Outcome(s) expected (qualitative/quantitative)	Students who are certified and can transition into a job/internship.

Goal #4

Program or discipline goal	
Strategies for implementation	
Timeline for implementation	
Outcome(s) expected (qualitative/quantitative)	

Goal #5

Program or discipline goal	
Strategies for implementation	

COMPREHENSIVE PROGRAM REVIEW AND PLANNING

Timeline for implementation	
Outcome(s) expected (qualitative/quantitative)	

3. How do your goals align with your discipline’s mission statement?

(Dean’s comment: No response?)

4. How do your goals align with the College’s Strategic Plan Goals?

(Dean’s comment: No response?)

PART 4: FEEDBACK AND FOLLOW-UP

This section is for providing feedback.

Confirmation of Completion by Department Chair

Department Chair	Jackie Martin
Date	October 2017

***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:

This re-tooling of the program demonstrates a commitment to better service our students. Thank you for making these much-needed changes.

2. Areas of Concern, if any:

3. Recommendations for improvement:

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

Reviewed by: Instructional Planning Council PRP Sub-Committee

Reviewer(s)	Monica Galindo (MG), Nick Vallone, Barb Kelber, Shayla Sivert
Date	12/11/2017 (MG)

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

Taking steps to address curriculum (e.g., retooling of the program)

2. Areas of Concern, if any:

Although the Department demonstrated to address the need to improve success rate, retention, etc. by improving their program and offering the C of A, I didn't see information that would explain what caused the drop in retention, completion and cancellation of classes to better understand the need for the change. (MG) Very low enrollments and WSCH/FTEF. The analysis put forth in this document is incomplete. The potential for success in this area appears to be high; however, the numbers do not reflect that.

3. Recommendations for improvement:

Analyzing the reasons for the drop in retention and completion and dealing with the conclusions would be a good step in working to resolve issues.

4. Recommended Next Steps:

Proceed as Planned on Program Review Schedule

x **Repeat Comprehensive Review**

Reviewed by: Vice President

Reviewer(s) Jack S. Kahn, Ph.D.

Date 1/18/18

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

1. Could look at this mission statement and expand with new certs- what are you trying to do here (It's exciting and should be reflected in the mission)
2. Data on fill rates, efficiency etc. are well stated but there is no rationale as to why this occurred
3. Looking forward to the reinvigoration as well. This is an incredibly important area and I'm glad we are looking to revamping- very much needed.
4. I know it will be a challenge to roll out new programs in our current fiscal situation- we need to be careful but also allow some room for growth.
5. Logistics and supply chain management does seem really interesting and well needed
6. Good discussion of certificates
7. Couldn't agree more about internships – we need so many more applied learning opportunities for students
8. I agree with Monica – describe the weaknesses (see comment)

2. Areas of Concern, if any:

- a. Need some insight on gender/ethnicity differences- what do you think is happening here? What might we need to do differently (particularly in the revamping) to make sure we address needs of our students?
- b. SLO section is incomplete- see Rubric- you need to discuss actual SLOS, what was measured, how, what was learned
- c. Incomplete sections (see RED as indicated by dean)

3. Recommendations for improvement:

See above and comments by colleagues

4. Recommended Next Steps:

	Proceed as Planned on Program Review Schedule
X	Repeat Comprehensive Review

Upon completion of PART 4, the Program Review document should be returned to discipline faculty/staff for review, then submitted to the Office of Instruction and Institutional Research and Planning for public posting. Please refer to the Program Review timeline.

Addenda:

Proposed Start: 2018 Fall

Status: Pre-Launched

Last Updated: Fall 2018

Discipline: International Business (IBUS)

International Business Certificate of Achievement

Students who complete this degree will gain the workplace skills needed to enter careers in Supply Chain Management, Logistics, Import and Export, and Customer Service. Courses taken in this certificate bridge the interested student to the A.S. degree in General Business and/or the A.S. degree in International Business also. Finally, these courses help prepare students for industry certifications.

Program Requirements:		
BUS 100	Introduction to Business	3 DE
	or	
IBUS 100	Introduction to International Business and Management	3 DE
BUS 110	Business Mathematics	3 DE
BUS 173	Contemporary Job Search Techniques	1 DE
BUS 129	Principles of Logistics	3 DE
BUS 130	Principles of Supply Chain Management	3 DE
BUS 142	Customer Service	1 DE
IBUS 120	Essentials of Import/Export Procedures	3 DE
	Total units	17
Percent DE: 100.00%		
	1707	

