



# Program Review and Planning

## OVERVIEW OF PROGRAM REVIEW AND PLANNING FOR INSTRUCTIONAL PROGRAMS

Program Review is about documenting the plans you have for improving student success in your program and sharing that information with the 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 our new Guided Pathways plan, this review becomes even more crucial for the success of our students and college.

[We are using the Strengths, Opportunities, Aspirations, Results \(SOAR\) strategic planning technique to help us focus on our current strengths and opportunities, create a vision of future aspirations, and consider the results of this approach.](#)

### BASIC PROGRAM INFORMATION

**Academic Year**  
2018-2019

**Are you completing a comprehensive or annual PRP?**  
Annual

**Department Name**  
Business Administration

**Discipline Name**  
Business Education (BUS)

**Department Chair Name**  
Jackie Martin

**Division Name**  
Arts, Media and Business Administration

**Website address for your discipline**  
<https://www2.palomar.edu/pages/business/>

#### **Discipline Mission statement**

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. BUS 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 the following academic programs; Accounting, Advertising and Marketing, Entrepreneurship, General Business, Business Management, International Business, Supply Chain/Logistics, Legal Studies, and Real Estate.

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

**Does your discipline have at least one degree or certificate associated with it?**  
Yes

**Are any of your programs vocational (CTE/CE)?**  
Yes

#### **List all degrees and certificates offered within this discipline.**

Advertising, Marketing, Merchandising (A.S. or C of A), Administrative Assistant (AS, CA), Business

Administration (AS-T), Business General (A.S), Business Information Worker (CA), E-Marketing (A.S. or C of A), Medical Office Specialist (C of A), Retail Management (C of A), Social Media (CA)

**Please list the names and positions of everyone who helped to complete this document.**

Mary Cassoni, Professor, Business Administration

Jackie Martin, Professor and Chair, Business Administration

**Full-time faculty (FTEF)**

2

**Part-time faculty (FTEF)**

0

**Classified & other staff positions that support this discipline**

Lucy Aguilar, 11 months, 100%

Lourdes Runk, 12 months, 100%

**Additional hourly staff that support this discipline and/or department**

None

## **PROGRAM INFORMATION**

### **PROGRAM OUTCOMES**

Begin this section by reviewing the Program Review reports for courses and programs in TracDat. All active course and program outcomes should be systematically assessed over a 3-year cycle.

- **Program** = Leads to a degree or certificate
- **Discipline** = A group of courses within a discipline

\*Programs will be able to complete program completion and outcome questions.

**How well do your program's learning outcomes communicate the scope and depth of the degree/certificate offered and align with employer and transfer expectations?**

The current program learning outcomes communicate the scope and depth of the degree/certificates offered and do align with employer and transfer expectations. The AS-T Degree in Business Administration is Palomar's most popular degree and effectively prepares students for transfer. The General Business degree (non-transfer) has been redesigned to be more aligned with student needs and employer expectations.

**Describe your program's plan for assessing program learning outcomes.**

Program SLOs for the AS-T for transfer have a straightforward metric. But other BUS programs, such as the General Business Degree or the various certificates, have a program learning outcome that is more difficult to measure; such as, students will gain the necessary skills for employment. These program SLOs could be improved by instilling a survey methodology as the assessment method. The assessment can be done upon completion of the program to assess if students believe they have the skills necessary for employments. Ultimately, the survey would be done again at 6 month and 1 year intervals to measure whether students are actually working in business.

**Summarize the major findings of your program outcomes assessments.**

The major findings from the program level assessments indicate that most outcomes are met; however, more scrutiny and analysis is needed for authentic program assessments. With the addition of 4 new full time hires by the next assessment cycle, the program outcome assessments for each program will be revamped.

Depending on the degree or transfer goals of our students, they have the choice of three different GE pathways:

- [Associate Degree GE Requirements](#)
- [CSU GE Requirements](#)
- [IGETC Requirements](#)

Palomar College has identified a set of General Education/Institutional Learning Outcomes, which represent the overall set of abilities and qualities a student graduating from Palomar should possess. [Click here for a link to Palomar's GE/ILOs.](#)

## PROGRAM COMPLETIONS

Student success is at the core of what we do in assisting students in achieving their goals.

The Chancellor's Office Vision for Success stresses the importance of Program Completion as a major goal for our students. In addition, transfer and career readiness are key components of Palomar College's mission statement. This year, our funding formula has also changed reflecting this emphasis, providing additional funding as a function of the number of completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for program completions.

The standards represent the lowest number of program completions deemed acceptable by the College. In other words, if you were to notice a drop below the set standard, you would seek further information to examine why this occurred and strategies to increase completions.

In this section we will identify a program standard and a stretch goal (what you would like to move toward) for programs.

### **List the number of completions for each degree/certificate for the previous year.**

169 AS-T (Business) and 23 AS Degrees = 192 TOTAL AA/AS Degrees  
14 CAL and 10 CAT Certificates = 24 TOTAL Certificates.

### **Have your program completions Increased, decreased, or stayed the same over the last 5 years?**

Increased

### **What factors have influenced your completion trends?**

Overall, completions for the last 5 years show an uptrend. This past year, 2017-2018, shows significant growth in both Degrees and Certificates. Degrees show a 71% increase from the previous year, with the bulk coming from the AS-T, which is expected. However, BUS also saw impressive growth in Certificates in 2017-2018 with an 84% increase from the previous year. This growth is higher than the college average, which is essentially flat. BUS attributes this to improvements in scheduling, class offerings, deactivating of poor performing programs and replacement them with higher quality, stackable programs allowing students more streamlined completion.

The Chancellor's Office Vision for Success stresses the importance of reducing equity gaps through faster improvements of underrepresented groups.

ACCJC also requires that colleges establish institutional and program level standards in the area of

success rates. These standards represent the lowest success rate 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.

[Click on this link to review the course success rates \(A, B, C, or Credit\) for your discipline.](#)

In this section we will identify a course success rate standards and a stretch goal (what you would like to move toward) for programs.

Course Success Rates by gender, age, ethnicity, special population, location, and modality (You can access the Student Equity Plan on the SSEC website <https://www2.palomar.edu/pages/ssec/> )

## **COURSE INFORMATION**

### **COURSE SUCCESS AND RETENTION**

**What is your program's standard for Discipline COURSE Success Rate?**

70.0%

**Why did you choose this standard?**

This standard is consistent with the college and historical success rates across BUS courses.

**What is your Stretch goal for COURSE success rates?**

75.0%

**How did you decide upon the goal?**

Upon further inspection of the data within BUS, it's interesting that the classes that are part of the transfer degree (BUS 100, BUS 117, BUS 204, and BUS 205) have HIGHER success rates (~75%) than other BUS classes. ACCT 101 and 102 courses, which are also part of the transfer degree, also have a success rate of ~75%. This is most likely due to the focused goal and mindset of a transfer student as compared to a non-transfer student. However, the BUS discipline can learn from this information AND see that 75% IS achievable.

## **COURSE OUTCOMES**

**How have you improved course-level assessment methods since the last PRP?**

BUS is actively working on improving course-level assessments since the last PRP. Some courses within the BUS discipline are assessed regularly and the assessment results do help update the teaching methodology. Other courses, which are primarily taught by part time faculty, are not assessed regularly. The BUS department has hired 1 new full-time faculty since the last PRP and will be hiring 3 new full-time faculty before the next PRP. We have already seen improvements in our course-level assessment methods with the 1 new full-time faculty member and anticipate greater improvements when the 3 new full-time faculty members come on board.

**Summarize the major findings of your course outcomes assessments.**

The BUS discipline has 38 courses, 71 SLOs, 70 assessment methods, and 59 results.

The major findings indicate that most courses have met their SLOs. For a few courses (BUS 204, BUS 117), the SLOs are being rewritten due to changes in COR or addition of new faculty. The SLO for the BUS 155 class is also being updated since the text and final project have changed.

**This section is intentionally blank for annual PRPs. Please click "Next" to continue.**

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## Program Goals

In the previous sections, you identified opportunities for improvement. Using these opportunities, develop 3-year [SMART goals](#) for your department. Goals should be Specific, Measurable, Attainable, Relevant, Time-Specific. Ensure your goals align with the mission of your department and/or [the College's strategic plan](#).

Please list all discipline goals for this three-year planning cycle. [Click here for previous PRPs and goal information.](#)

### Goals

#### Goal 1

##### Brief Description

Re-engineer offers in BUS admin degree to focus on specialty areas (Advertising and Marketing; International Business; Business Management; Entrepreneurship; and Supply Chain/Logistics that will lead to a 19-unit certificate and an A.S. in Business.

##### Is this a new or existing goal?

Existing

##### Goal Status

Ongoing

##### How will you complete this goal?

BUS has made all curriculum changes needed and is now updating the catalog to reflect these changes.

##### Outcome(s) expected (qualitative/quantitative)

An increase in completions for both certificates and AS degrees.

An easier to understand pathway for students to follow.

##### How does this goal align with your department mission statement, the college strategic plan, and/or Guided Pathways?

The BUS mission 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.

Guided pathways is to ensure students have a clear pathway to completion.

This goal aligns with both.

##### Expected Goal Completion Date

8/19/2019

#### Goal 2

##### Brief Description

Market ALL programs more effectively

##### Is this a new or existing goal?

Existing

##### Goal Status

Ongoing

##### How will you complete this goal?

Use Constant Contact email marketing, Facebook sponsored posts, and the website more effectively.

Train counselors and other Palomar personnel on new curriculum updates.

**Outcome(s) expected (qualitative/quantitative)**

An increase in enrollment

An increase in awareness of who BUS is and what is offered.

**How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?**

The BUS mission 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.

The college strategic plan includes Goals # 2 and 3 regarding outreach and the message to the community.

This goal aligns with both.

**Expected Goal Completion Date**

1/25/2021

### **Goal 3**

**Brief Description**

Create 1 to 2 more transfer alternatives for students.

**Is this a new or existing goal?**

New

**How will you complete this goal?**

Explore opportunities with University of Redlands and other 4-year schools to provide various pathways for students.

**Outcome(s) expected (qualitative/quantitative)**

Improve transfer rates

Increase options for students

**How does this goal align with your department mission statement, the college strategic plan, and /or Guided Pathways?**

The BUS mission 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.

The college strategic plan includes Goal #2 regarding students success.

Guided pathways is to ensure students have a clear pathway to completion.

This goals is aligned with all three.

**Expected Goal Completion Date**

5/28/2021

## **STAFFING AND RESOURCE NEEDS**

### **Instructions**

1. Refer to [Strategic Plan](#).

2. See [Data](#).
3. See career info (In PRP)

**Are you requesting additional full-time faculty?**  
No

**Are you requesting additional Staff, CAST or AA?**  
No