



Program Review and Planning 2019-2020

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
2019-2020

Are you completing a comprehensive or annual PRP?
Comprehensive

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.

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)

Newly designed is our General Business degree with four areas of emphasis that represent stackable degrees based on emerging industry sectors. Each is a stand alone certificate of achievement, 12 units, and will fulfill the equivalent of elective credits in the A.S. General Business degree.

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

L. Reza Wrathall

Full-time faculty (FTEF)

3

Part-time faculty (FTEF)

8

Classified & other staff positions that support this discipline

Temporary hourly fulfilling duties of FT ADA position, limited to 160 days.

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.

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your program that you have not yet been able to address with your outcomes assessments?

What are student success rates upon transfer to 4 year universities.

What are student success rates in employment both after transfer, while they are working and studying, and after completion of their four year degree.

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.](#)

How do the courses in your discipline support General Education/ Institutional Learning Outcomes? In your response, please specify which GE/ILO(s) your discipline supports.

Our discipline supports all four ILO's. The courses in the BUS discipline are very complex courses that teach critical thinking and application of concepts; they include communication, computation, and information literacy; we build team work into our classes as a best practice and students solve business problems within a local and global business environment.

Summarize the major findings from your course outcomes assessments that are related to the General Education/Institutional Learning Outcomes that your discipline supports.

There are 38 unique courses in the Business discipline. It would be difficult to summarize all 38 courses within the scope of this PRP.

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.

178 AS-T (Business) and 13 AS Degrees = 191 TOTAL AA/AS Degrees
9 CAL and 2 CAT Certificates = 11 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. 2017-2018 showed significant growth in both Degrees and Certificates. Degrees showed a 71% increase from the previous year, with the bulk coming from the AS-T, which was expected. However, BUS also saw impressive growth in Certificates in 2017-2018 with an 84% increase from the previous year. This growth was 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.

This year, there was an increase again in AS-T degrees, up from 171 to 178 degrees. This was a much smaller increase than the huge growth in the previous year.

AS degree completions though dropped from 23 (2017-2018) to 13 in 2018-2019, and certificates dipped from 24 to 11 (2018-2019).

We will need to reflect on these drops in completions in these areas.

Are the courses in your discipline required for the completion of other degrees/certificates?

No

Do you have programs with 7 or fewer completions in the last 5 years?

No

What is your program standard for program completion?

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 program completion?

75.0%

How did you decide upon your stretch 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.

ENROLLMENT TRENDS

Palomar College uses the WSCH/FTEF ratio as one indicator of overall efficiency in addition to the overall

fill-rate for courses.

Although the college efficiency goal is 525 WSCH/FTEF and 85% fill-rate (minimal), there are many factors that affect efficiency (i.e. seat count / facilities / accreditation restrictions).

This information can be found by going to the "Program" page in the [PRP Data Dashboard](#).

What was your efficiency trend over the last 5 years? Was it expected?

Our fill rate across the BUS discipline has increased from 76% in 2017-18 to 79% in 2018-19. This is good news. Also good news is that our WSCH per FTEF has increased from 482.62 to 493.14. Enrollment during this same time period has decreased from 1,724 to 1,678 students.

Over the last five years the trend has been decreased enrollment from 1,850 students in 2014-15 to 1,678 students in 2018-19. WSCH per FTEF has increased happily from 385 in 14-15 to 493 in 18-19 due to four new FT BUS/ACCT faculty hires. Yay! Fill rate has increased from 2014-15 at 70% to 79% in 2018-19, with a consistency between about 76-81% in the past four years.

What factors have influenced your efficiency trends?

This is most likely due to the college's efficiency practice resulting in approximately 8-11 class cancellations per semester for the past few years. We try to balance growth of new classes and programs with deactivation of less popular classes and programs. We hope to increase overall enrollment with growth specifically in our Entrepreneurship and Logistics programs and continued growth and interest in our staple courses such as Accounting, BUS 100, 117, 204 and 205.

Are there particular courses or programs that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled at this time? What is contributing to this issue? Does this level of efficiency meet the needs of the program and the district?

There are courses that have not been offered in many years due to efficiency trends. This may be impacting our students' ability to complete their certificates and degrees in a timely fashion. Some of this is OK as we are not offering low demand classes and are restructuring certificates and degrees in a streamlined and efficient fashion.

We are looking critically at mapping this academic year to assist in scheduling classes so that students have the courses that they need to complete. We are also looking at evening and day block scheduling and offering more FT classes.

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.

Has your overall course SUCCESS rates increased, decreased, or stayed the same over the last 5 years?

Stayed the same

Was this expected?

Yes, given that many of our courses are both CTE and transfer, and that these courses are very high level, complex, application based classes that are dependent upon students having higher level foundational skills (in spite of having some very standard prereqs such as ENG 100, and MATH 130, etc.), we see a broad range of abilities in our student population in terms of preparedness. This is a challenge for all of our BUS faculty inside the classroom as it relates to student success. Our success rates have been very consistent over the past five years, between 67-69% consistently.

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.

Have your overall course RETENTION rates increased, decreased, or stayed the same over the last 5 years?

Stayed the same

Was this expected? Please explain.

Our retention rates are higher than our success rates, ranging from 87% to 88% over the past five year period. This is a relatively high retention rate and yes, I would expect it to be high for many reasons. Our faculty are excellent overall, many of our students are interested in transfer/completion of certificates and programs, so they want to continue to remain in the classes and do their best, and our faculty use many strategies to help students achieve success.

Are there differences in success or retention rates in the following groups? (choose all that apply)

Age

Age: Why do you think age differences exist? What do you need to help close the gap?

Overall Success increased over a five year trend in a positive fashion for success. From 60% in 2014 to 77% in 2018-19. During the same period retention by age was consistent in the 86-87% percentile range but dipped last year to 80% Overall, we are still experiencing high success and retention rates based on

age.

Are there differences in success/retention between on-campus and online courses?

Yes

Do you have any best practice methods you use for online courses to share with the community?

Online courses have a lower success rate by about 6-7% over the past five years.

Evening classes have the highest success rates overall, but the gap between evening success rates and daytime success rates are about equal now at 69% and 71% respectively in the past year.

We have a FT faculty member who is studying OEI standards for his Fall19 sabbatical. He will be sharing Best Practices with the department Spring 20.

Please explain.

See above narrative.

COURSE OUTCOMES

How is course assessment coordinated across sections and over time?

Coordinator occurs via a SLO Coordinator. For the past three years the SLO coordinator has also been the department chair. PT faculty have been involved directly in course SLOs, assessments and results and they have truly taken ownership of this process.

Over time I hope that this ownership will become a function of what we do as a department, just like posting grades. We do not aggregate our results across the BUS discipline because we have 38-43 unique courses.

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 1 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.

With the inclusion of BMGT in the General Business degree, we have added three more actively offered (scheduled) classes, each with approximately three SLOs.

Reflecting on the major findings you summarized, what are some questions you still have about students' learning in your courses that you have not yet been able to address with your outcomes assessments?

We are constantly working as faculty at the course level to help students stay in class, stay focused, balance their careers and life with school and to achieve success via completion of courses, certificates and programs. There are other challenges that we as faculty and that the college as a whole faces such as food inadequacy; homelessness; and financial and personal hardship of our student population. All of these factors make success and retention a greater challenge.

Additionally the Business Department offers many online courses. We are in the process of evaluating our

online courses and programs to ensure success, retention, and completion as well. This is an ongoing process.

What are some improvements in your courses that have been, or can be, pursued based on the key findings from your course learning outcomes assessments?

Each faculty member has taken responsibility for their courses in regards to helping ensure student success. Most faculty have an intrinsic sense of wanting to do more to help their students move towards success and completion. With the addition of four new highly qualified faculty who are already performing at A+ levels, there is much new energy and discussion surrounding success and outcomes.

PROGRAM CURRICULUM ALIGNMENT, MAPPING, SCHEDULING, & PLANNING

The Chancellor's Office Vision for Success stresses the importance of decreasing the average number of units accumulated by CCC students earning degrees.

Palomar College's Guided Pathways plan includes clarifying paths for students by sequencing course offerings so that they support scaffolding and timely completion. Our goal is to ensure learning through:

- The mapping and assessment of clear program outcomes that are also aligned to employer and/or transfer institution expectations.
- Engaging and applied learning experiences.
- Effective instructional practices to support students in achieving success.

How do your course outcomes help your students achieve their program outcomes?

Success in course level objectives ensures success at the program level.

How do your degree maps and scheduling strategy ensure scaffolding (how all parts build on each other in a progressive, intentional way)? How do you share the maps with students?

This is probably the most significant part of the PRP.

We have deactivated three A.S. degrees: IBUS; Advertising, Marketing and Merchandising; and Business Management.

Rather than offer four competing degrees we have created four C of A, at four courses each, which can be earned as an independent certificate and also scaffold up to the Gen Bus degree, serving as an area of emphasis for that degree. The areas of emphases replace what were formerly electives in this degree. These four areas also follow emerging industry trends.

What is your departmental strategy on how you schedule your courses including the time of day you offer courses? Do you use fast track or block scheduling (putting required classes near each other) to organize required classes (Particularly to meet the needs of disproportionately impacted students)?

We offer a completed variety of course delivery methods. However, we are looking very specifically at scheduling options that will benefit all students, to include fast-track courses.

How do you work with other departments that require your course(s) for program completion?

We are very collaborative with other departments. There are several faculty who collaborative with other departments on interdisciplinary degrees.

Does your discipline offer cross-listed courses?

Yes

How do you work with the other department(s) to ensure consistent curriculum per the COR and minimum qualifications? How do you coordinate course scheduling?

We work with the faculty members directly and the ADAs of the respective departments. It is collaborative. The curriculum process has helped ensure this collaboration as well in recent years.

Are there curriculum concerns that need to be resolved in your department? What are they?

We have worked hard in recent years to create stackable certificates and degrees. Also, we have deactivated or updated outdated courses and programs.

We will need to apply for Chancellor's Office approval of our four C of A in the Gen Bus degree this year.

Are there courses that should be added or removed from your program - please explain?

We have taken care of that over the past six years, quite proactively across the department. See above narrative.

How is the potential need for program/course deactivation addressed by the department?

The Chair and FT faculty work cooperatively to address this concern.

Is your department pursuing non credit or not-for credit options at this time?

Yes

Are there areas you would like to expand?

Excel and Project Management. Goal for implementation Fall 20.

Click here for information about [Noncredit](#) and [Community Education](#)

Is your department offering online classes?

Yes

How do you consider student needs when determining which classes and how many classes should be offered online versus face-to-face?

We do this on a course by course basis with extensive dialogue among faculty and chair. These conversations are also shared with the dean.

Describe other data and/or information that you have considered as part of the evaluation of your program

Articulations, Gen Ed satisfaction, industry trends, industry advisory board recommendations, collaborations with CSUSM; C-ID courses, transfer degree requirements and vetting, faculty expertise, local job need, industry certifications.

CAREER AND LABOR MARKET DATA

The Chancellor's Office Vision for Success stresses the importance of increasing the percent of exiting students who report being employed in their field of study. It is important for us to consider how all of our programs connect to future careers.

Go to this website <https://www.onetonline.org/> and enter your discipline in the bubble on the top right for ideas about potential occupations. Click on an example to see more detail.

The following websites are for CTE related data:

- [Centers of Excellence](#) (many other data resources besides supply and demand) Password: GetLMI
- [LaunchBoard](#)
- [LaunchBoard Resource Library](#)
- [Chancellor's Office Data Mart](#)
- [San Diego Workforce Partnership](#)
- [State of CA EDD](#)
- [Career One Stop](#)

What kinds of careers are available for people who complete your programs (and/or transfer)? (Refer to link above) Are there any new or emerging careers and if so how would the new or emerging careers impact your future planning?

Careers in Entrepreneurship; Logistics and Supply Chain; Project Management. We have written grants and secured grant money to fund student certification testing so that it is free; added new curriculum; added industry certifications to our testing center in MD335; and hired new faculty to shepherd these trends.

What are the associated knowledge, skills, abilities (KSA's) needed for the occupations listed above? (click examples in the link above to get ideas)

Across all 45+ BUS courses:

Associated knowledge includes:

Knowledge of general business and business management.

Computer literacy skills, keyboarding skills, specifically Excel and other database, logistics software. Soft skills and abilities such as teamwork, and oral and written communication are embedded into curriculum. Computational and logic skills.

How does your program help students build these KSA's?

By integrating these knowledge concepts, and application of the knowledge learned into each of our courses so that students build a skill set. Most of our business courses use and develop many of the skill sets and knowledge mentioned above.

Work Based Learning

Applied and work-based learning (WBL) allows students to apply classroom content in professional settings while gaining real-world experience. WBL exists on a continuum that reflects the progress of experiences from awareness-building to training. Students often cycle back through the continuum many times throughout college and throughout their career. Faculty play a critical role in ensuring these experiences are embedded into curriculum and support learning.

Have you incorporated work based learning (work experience, internships, and/or service learning) into your program?

Yes

What have you done to integrate work-based learning?

Some of our programs have internship based opportunities. Medical Office and Entrepreneurship are two examples.

How does your work-based learning help your students learn how to do some of the tasks associated with the potential occupations?

Medical: By acquiring real life skills in a medical office environment. Entrepreneurship: by working for a new business or launching their own business.

How do you engage with the community to keep them apprised of opportunities in your program?

We have a very robust advisory meeting each year with over 30+ members from the community and other educational institutions. We have both Facebook and Instagram advertising. Sometimes we launch hard copy and social media campaigns re: new programs. Recent videos of some of our BUS programs are on our website.

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

LMI data for San Diego/Imperial County

Search keywords: Business, Management, Administrative, Sales

2017 Jobs, 588,363

2022 Jobs, 610,293

2017-22 change, 21,929

Change 2017-22, 3.7%

Openings, (New & Replacements), 348,723

Annual Openings, 69,745

Rounded Avg. of 10% Hourly Earnings, \$15.90

Rounded Avg of Median Hrly Earnings, \$25.80

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

Faculty advise students during their educational career at Palomar within the classroom. Also, we have incorporated the BUS 173 Job Search class as a required class for our General Business students, new as of fall 19.

When was your program's last advisory meeting held? What significant information was learned from that meeting?

Spring 19. Affirmation of the new directions of our emerging programs under the General Business degree. A willingness for industry members to guest speak and connect with students.

What are the San Diego County/Imperial County Job Openings?

LMI data for San Diego/Imperial County

Search keywords: Business, Management, Administrative, Sales

2017 Jobs, 588,363

2022 Jobs, 610,293

2017-22 change, 21,929

Change 2017-22, 3.7%

Openings, (New & Replacements), 348,723

Annual Openings, 69,745

Rounded Avg. of 10% Hourly Earnings, \$15.90

Rounded Avg of Median Hrly Earnings, \$25.80

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 12-unit certificate and an A.S. in Business.

Is this a new or existing goal?

Existing

Goal Status

Completed

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?

Existing

Goal Status

Ongoing

How will you complete this goal?

Explore opportunities with University of Redlands and other 4-year schools to provide various pathways for students. Anticipated launch date for Redlands at Palomar is spring 20.

Outcome(s) expected (qualitative/quantitative)

Improve transfer rates

Increase options for students

Allow students to move from the two year degree at Palomar to the four year Redlands degree, without leaving Palomar and at reduced rates compared to other comparable four year schools.

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 goal is aligned with all three.

Expected Goal Completion Date

2/1/2020

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

Review

Chair Review

Chair Comments

Completed by Jackie Martin, Mary Cassoni, and L. Reza Wrathall

Chair Name

Jackie Martin

Chair Sign Date

10/24/2019

Dean Review

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

Good collaboration with most of the FT faculty teaching in the discipline. High completion rates for transfer degree. With a streamlined AS, it is a good opportunity to have program maps that are straightforward for students.

Areas of Concern, if any:

none

Recommendations for improvement:

Look into ways to schedule for completion - evening/working adults. Opportunities to integrate more closely with work based learning and internships.

Dean Name

Justin Smiley

Dean Sign Date

11/12/2019

IPC Review

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

High completions at 178 AS-T (Business) and 13 AS Degrees = 191 TOTAL AA/AS Degrees 9 CAL and 2 CAT Certificates = 11 TOTAL Certificates

See there has been a lot of curriculum work done to streamline the degree and make it easier for students and working toward your Goal #1.

Happy to see WBL as a component in your program.

Excited to see partnerships grow with other 4 year institutions

Overall, good analysis of the data.

Areas of Concern, if any:

Recommendations for improvement:

We suggest an equity lens added to the mission statement; consider our diverse student body at Palomar College.

Mention that courses in transfer degree have higher success rates over the AS degree due to the focused goal and mindset of a transfer student. Maybe could find ways to market the benefits of the AS degree in hopes to help the AS students focus on their goals as well. Are there other support services that might be beneficial that can help you reach your stretch goal of 75%?

It was unclear to reviewers the specific SLOs you are experiencing challenges with. Recommend being more specific/detailed in this area.

IPC Reviewer(s)

Kelly F., April C., Nichol R., Ben C., Cindy A.,
Michelle B.

IPC Review Date

11/19/2019

Vice President Review

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

This is a strong and important program at Palomar. I really like the SLO improvement ideas—I bet there is some literature out there on that topic as well.

Great point on age- elaborate please- why might this be? How can we help improve? Great that you are working on completion methods also.

Good CTE data and KSAs

Strong completions and good discussion of success rates. Well done! Looking forward to all the creative ideas.

Areas of Concern, if any:

Recommendations for improvement:

The discussion of outcomes is a bit general at times though, hard to give much feedback. I know this area is very knowledgeable about this topic.

There are missing elements in the outcome section. There is a cut/paste on program vs. course outcomes – I think this nuance was missed.

Vice President Name

Jack S. Kahn Ph.D.

Vice President Sign Date

2/2/2020