



# 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 Management (BGMT)

**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.**

Certificate of Achievement; Area of Emphasis Leading to a 2 year General Business degree.

We will be discontinuing the two year Business Management degree this academic year.

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

Jackie Martin, Professor, Business Administration and Department Chair

Mary Cassoni, Professor, Business Administration

**Full-time faculty (FTEF)**

3

**Part-time faculty (FTEF)**

0

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

ADA, approx. 80%

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

## **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 General Business degree (non-transfer) has been redesigned to be more aligned with student needs and employer expectations. We have created four areas of emphasis, each with approximately four courses and which stand-alone as a Certificate of Achievement, that replace electives and fulfill elective courses within the two year General Business degree.

This change became effective fall 2019.

Therefore, we will deactivate the two year Business Management A.S. degree.

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

The program SLOs for the BMGT area will now be measured as part of the new General Business Degree. Business Management is now a stand-alone certificate and an emphasis area of the General Business Degree. The program SLO will be measured by survey methodology. The assessment can be done upon completion of the program to assess if students believe they have the skills necessary for employment. Ultimately, the survey would be done again at 6 month and 1 year intervals to measure whether students are actually working in management.

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

Reflection of Results 1. Students learned what was taught in the class effectively. 100% of the students performed with a grade of 70% or higher. However, we realize that this program is in major flux. Two of the Bus Mgmt. courses that have been taught consistently, BMGT 101 and BMGT 105 are solid courses that have high enrollment. However, the trend is to offer Entrepreneurship instead of Small Business Management. We have spent much time focusing on this area of curriculum over the past few years and

have brought Entrepreneurship, BMGT 153 into the department and concurrently have deactivated BMGT 105, Small Bus Mgmt. as a result of this trend. See narrative below from the BMGT 153 course. It summarizes best what is happening with the Business Management area of our curriculum. More...from TracDat Outcomes, Results and reflection on these results.

2. We need to make sure that the students will always have access to business coach(es) in the future.
3. The discipline is in a climbing trend. We are involved with the state wide efforts for the GIG economy and working together with the state Deputy Sector Navigator in entrepreneurship.
4. This particular class should be offered by ALL departments at Palomar College. It will help their students to embrace entrepreneurship and be entrepreneurial spirits. This class should be used to help our students' success efforts that are currently underway. One of the results of this course is for students to abandon their victim mentality; instead they should think and behave like an entrepreneur. This course helps students to learn about importance of persistence and perseverance. Currently, we are working with various departments but this course should be embraced by everyone who REALLY cares about Palomar College students' success.
5. In the Business Department, we are stacking the class and the certificate of achievement (CoA) along with other CoAs as areas of emphasis within the General Business A.S. degree.
6. The next assessment will be in 2019-2020.
7. We need to make sure that the class is always offered and it should expanded to also include online modality.

**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?**

We are addressing all of the questions above as we 1) encourage enrollment in BUS 153 2) have a FT faculty member (L. Reza Wrathall) in place beginning fall 2019 to shepherd the program and 3) work to schedule the classes within the BMGT C of A as fast track classes and at times that will enable students to complete the classes in a streamlined fashion.

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.**

This discipline is becoming an area of emphasis of the Business discipline rather than a standalone Business Management degree; therefore this question will be answered there.

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

Answered within the General Business A.S. degree 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.**

Deactivating this degree. New certificate does not yet have completers. Will be answered within the Business PRP.

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

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

N/A, due to deactivation.

**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?**

**Why did you choose this standard?**

N/A, due to deactivation.

**What is your Stretch goal for program completion?**

**How did you decide upon your stretch goal?**

N/A, due to deactivation.

## **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?**

N/A, due to deactivation.

**What factors have influenced your efficiency trends?**

N/A, due to deactivation.

**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?**

N/A, due to deactivation.

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. Interestingly (and as noted in previous PRPs), the success rate for BMGT courses (~60%) is LOWER than for BUS courses. We believe this is due to the BMGT area having been poorly defined in the past and thus the movement toward the redesign.

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

**Was this expected?**

N/A, due to deactivation.

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

75.0%

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

BMGT is a discipline that has not had focus. Redesigning it as part of BUS will help that focus. And, the hiring of new part time faculty to focus on entrepreneurship, the flagship BMGT class will help. Most importantly, BMGT will be rolled into BUS and 75% is the stretch goal for the BUS discipline.

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

**Was this expected? Please explain.**

N/A, due to deactivation.

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

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

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

N/A, due to deactivation.

## **COURSE OUTCOMES**

**How is course assessment coordinated across sections and over time?**

N/A, due to deactivation.

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

BUS and BMGT are actively working on improving course-level assessments since the last PRP. Many courses within the BMGT have been historically taught by part time faculty and 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 BMGT discipline has 6 courses, 10 SLOs, 10 assessment methods, and 6 results.

The major findings indicate that most courses have met their SLOs; however, with new full-time faculty, new courses (BMGT 153) and new programs, the SLOs, assessment methods and results for these courses will need to be revisited.

**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?**

FT faculty discipline expert L. Reza Wrathall will be addressing course level outcomes and results, and making changes to classroom and focus that will address both student expectations for course outcomes as well as industry practice and emerging trends for the entrepreneurial as well as more traditional business management course content. These will be ongoing.

**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?**

Course level improvements have been addressed by the creation of new curriculum and also by hiring a

new FT faculty member who is driving change, innovation and a standard of consistency and excellence among the BMGT courses.

## **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?**

See Business PRP due to deactivation of Business Management A.S. degree.

**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?**

See Business PRP due to deactivation of Business Management A.S. degree.

**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)?**

Courses will be offered in FT format, back to back in one semester so that students can complete these C of A within one or two semesters. This will help disproportionately impacted students as well as students who are not disproportionately impacted.

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

See Business PRP due to deactivation of Business Management A.S. degree.

**Does your discipline offer cross-listed courses?**

No

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

See Business PRP due to deactivation of Business Management A.S. degree.

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

See Business PRP due to deactivation of Business Management A.S. degree.

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

See Business PRP due to deactivation of Business Management A.S. degree.

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

No

**Are there areas you would like to expand?**

See Business PRP due to deactivation of Business Management A.S. degree.

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?**

See Business PRP due to deactivation of Business Management A.S. degree.

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

See Business PRP due to deactivation of Business Management A.S. degree.

## **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?**

See Business PRP due to deactivation of Business Management A.S. degree.

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

See Business PRP due to deactivation of Business Management A.S. degree.

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

See Business PRP due to deactivation of Business Management A.S. degree.



## 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?**

No

**Do you want more information about or need assistance integrating work-based learning into your program?**

No

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

See Business PRP due to deactivation of Business Management A.S. degree.

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

See Business PRP due to deactivation of Business Management A.S. degree.

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

See Business PRP due to deactivation of Business Management A.S. degree.

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

See Business PRP due to deactivation of Business Management A.S. degree.

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

See Business PRP due to deactivation of Business Management A.S. degree.

## 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

Remove BMGT discipline and integrate it as an emphasis area in the BUS (Business Administration Degree) in order to increase student success rate to be line with Palomar College.

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

**Goal Status**

Existing

Completed

**How will you complete this goal?**

This goal has been completed on a curriculum and catalog level. The next step is to work with research and planning to roll up the BMGT data into BUS.

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

An increase in success rates for BMGT courses

An increase in completions for Business Management certificates.

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**

5/25/2019

## 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?**

Yes

**In the last ten years, what is the net change in number of Staff in the department? (loss vs. gain)**

+1 FT faculty who will teach in BUS, BMGT and ACCT, L. Reza Wrathall, start date fall 2019

## Review

### Chair Review

**Chair Comments**

Approved. Need to deactivate the PRP for BMGT. BMGT is now an area of emphasis within the BUS discipline.

**Chair Name**

Jackie Martin

**Chair Sign Date**

10/29/2019

## Dean Review

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

Looking forward to the development and success of the BMGT discipline with the addition of FT faculty and revision of the program.

**Areas of Concern, if any:**

none

**Recommendations for improvement:**

none

**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:**

IPC commends the Business Department for making the necessary changes that ultimately will benefit students by choosing to deactivate this program moving forward.

**Areas of Concern, if any:****Recommendations for improvement:****IPC Reviewer(s)**

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

**IPC Review Date**

11/19/2019

## Vice President Review

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

Revisions all make sense- thank you so much.

**Areas of Concern, if any:****Recommendations for improvement:****Vice President Name**

Jack S. Kahn, Ph.D.

**Vice President Sign Date**

1/2/2020