



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
International Business (IBUS)

Department Chair Name
Jackie Martin

Division Name
Arts, Media and Business Administration

Website address for your discipline
<https://www.palomar.edu/business>

Discipline 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, International Marketing, and related fields.

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

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, International Business effective Fall 2019

Please list the names and positions of everyone who helped to complete this document.
Jackie Martin Business Education Department Chair

Full-time faculty (FTEF)

Part-time faculty (FTEF)

Classified & other staff positions that support this discipline

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

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?

This program is being integrated into Business. See the Business PRP.

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

This program is being integrated into Business. See the Business PRP.

Summarize the major findings of your program outcomes assessments.

This program is being integrated into Business. See the Business PRP.

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?

This program is being integrated into Business. See the Business PRP.

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 program is being integrated into Business. See the Business PRP.

Summarize the major findings from your course outcomes assessments that are related to the

General Education/Institutional Learning Outcomes that your discipline supports.

This program is being integrated into Business. See the Business 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.

This program is being integrated into Business. See the Business PRP.

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

Stayed the same

What factors have influenced your completion trends?

This program is being integrated into Business. See the Business PRP.

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?

Yes

What steps are you taking to address these completions?

This program is being integrated into Business. See the Business PRP.

What is your program standard for program completion?

70.0%

Why did you choose this standard?

To align with the Institution course success rate.

What is your Stretch goal for program completion?

70.0%

How did you decide upon your stretch goal?

This program is being integrated into Business. See the Business PRP.

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?

The last FTEF was 20% or .20

What factors have influenced your efficiency trends?

This program is being integrated into Business. See the Business PRP.

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?

This program is being integrated into Business. See the Business PRP.

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?

To align with the Institutional course success rate of 70%.

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

Stayed the same

Was this expected?

Yes, there are no courses currently being offered.

Courses not offered for three years.

This program is being integrated into Business. See the Business PRP.

What is your Stretch goal for COURSE success rates?

70.0%

How did you decide upon the goal?

This program is being integrated into Business. See the Business PRP.

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

Decreased

Was this expected? Please explain.

This program is being integrated into Business. See the Business PRP.

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

Ethnicity

Ethnicity: Why do you think ethnicity differences exist? What do you need to help close the gap?

This program is being integrated into Business. See the Business PRP.

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

N/A

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

This program is being integrated into Business. See the Business PRP.

COURSE OUTCOMES

How is course assessment coordinated across sections and over time?

This program is being integrated into Business. See the Business PRP.

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

This program is being integrated into Business. See the Business PRP.

Summarize the major findings of your course outcomes assessments.

This program is being integrated into Business. See the Business PRP.

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?

This program is being integrated into Business. See the Business PRP.

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?

This program is being integrated into Business. See the Business PRP.

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?

This program is being integrated into Business. See the Business PRP.

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?

C of A in IBUS scaffolds into the new A.S. in General Business as of fall 2019.

This program is being integrated into Business. See the Business PRP.

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)?

There is a combination of both but emphasis on block scheduling, as it is better for the students to have sufficient time to grasp the principles of business and have higher success in future employment.

We are looking at FT1 and FT2 course blocks for the certificate. Online, hybrid, and F2F as well.

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

We are apprising them of our new offerings. Visiting classrooms, counseling department meetings and asking for a counseling liaison.

Does your discipline offer cross-listed courses?

No

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

Curriculum for IBUS was revised and approved fall 2019.

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

Curriculum has been completed. The International Business degree is being deactivated October 2019.

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

The department has agreed upon this deactivation.

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

Yes

Are there areas you would like to expand?

Not in this area at this time.

This program is being integrated into Business. See the Business PRP.

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?

To be balanced I think we should offer fifty percent online and fifty percent face-to-face classes.

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

This program is being integrated into Business. See the Business PRP.

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?

There are various jobs in Marketing, Teaching, Sales, Financial Accounting, Operations specialist, Business Analysts, Import/Export, Logistics, Supply Chain, International Finance.

This program is being integrated into Business. See the Business PRP.

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

This program is being integrated into Business. See the Business PRP.

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

This program is being integrated into Business. See the Business PRP.

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?

Yes

Please list any questions and describe what you need to integrate work-based learning.

This program is being integrated into Business. See the Business PRP.

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

We need counselors to promote the new C of A in International Business which includes Logistics and Supply Chain classes.

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

This program is being integrated into Business. See the Business PRP.

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

This program is being integrated into Business. See the Business PRP.

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

This program is being integrated into Business. See the Business PRP.

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

This program is being integrated into Business. See the Business PRP.

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

Provide Support to Current International Business

Is this a new or existing goal?

Existing

Goal Status

No longer a goal

How will you complete this goal?

Supporting the old International Business Certificate of Achievement, which in return will be the base for the new small international business program, to be able to succeed in this endeavor we need the complete support of the administration with good publicity and marketing. it is very easy to say that old program doesn't carry any enrollment when we don't do any advertising, publicity, or marketing. The current employment is based on complete knowledge of trade laws, exporting/importing, understanding the market (overseas and domestic). Today the doors are open to people with a deep knowledge in Domestic and International Business.

Outcome(s) expected (qualitative/quantitative)

We expect that by doing so it will provide a larger surge of students taking the course leading to an increase in retention for the course and program.

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

It aligns with our mission statement by providing the students a broader path to their goal of employment and/or transfer in the area of International Business, Trade, Logistics, Import/Export, Management, and related fields.

Expected Goal Completion Date

8/19/2019

Goal 2

Brief Description

Internship Creation

Is this a new or existing goal?

Existing

Goal Status

Ongoing

How will you complete this goal?

Using Coop Ed and Business Coaches

Outcome(s) expected (qualitative/quantitative)

Students who complete the C of A can transition into a job/internship.

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

This program is being integrated into Business. See the Business PRP.

Expected Goal Completion Date

1/1/2020

Goal 3

Brief Description

Deactivate the International Business A.S. degree and certificate and create a Certificate of Achievement in International Business as an area of emphasis within this degree. Stackable certificate.

Is this a new or existing goal?

New

How will you complete this goal?

Completed via the curriculum process last year. Approval fall 2019.

Outcome(s) expected (qualitative/quantitative)

Fewer competing A.S. in Business degrees.

Students will achieve industry skills in shorter time frame, 4 classes.

Certificate of Achievement completers should increase.

Students can apply classes in this certificate to their required units in the A.S. General degree.

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

Guided Pathways initiative includes streamlining programs so that students can completed earlier. We are doing this with the new degree and stackable certificate.

The department and college want to see completers.

We want to see students gaining emerging real-world skills that lead to good jobs.

Expected Goal Completion Date

10/30/2019

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?

No

RESOURCE REQUESTS AND BUDGET ALLOCATION REVIEW

Budget Analysis: This section should be completed by department chairs by the end of September.

Are there areas in your budget where there has been a historical surplus (See three year trend)?

No

Are there processes that need to be examined to ensure we are being the most efficient with funding?

No

Are there ongoing needs in your department budget that you currently do not have the resources

for?

No

Do you have non-general fund sources of funding?

No

One Time Needs

For more information about funding sources available, see [IELM BLOCK GRANT, LOTTERY PERKINS AND STRONG WORKFORCE GUIDELINES](#) (on the left menu of the web page.)

Please check with your department chair on the availability for this cycle.

Do you have one-time funding requests?

No

Review

Chair Review

Chair Comments

The A.S. in International Business is being deactivated. A Certificate of Achievement in International Business has been created as an area of emphasis in the A.S. General Business degree.

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:

Thank you for evaluating and simplifying the AS degree.

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:

See above.

Areas of Concern, if any:

Recommendations for improvement:

IPC Reviewer(s)

IPC Review Date

Vice President Review

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

Agreed- thank you for simplifying this degree !

Areas of Concern, if any:

Recommendations for improvement:

Vice President Name

Jack S. Kahn Ph.D.

Vice President Sign Date

1/2/2020