Status: **Reviewed**

Entry #: 300

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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
2020-2021

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 TOP coded as 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), Marketing (A.S. or C of A), Medical Office Specialist (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, Asst. Professor, Business

Use the link to provided to help answer the staffing questions below. This form requires a login and password to access. Please use your Palomar email and password to log in.

Link: Permanent Employees Staff Count

Full-time Faculty (total number of FT faculty in your discipline)
3

Full-time Faculty (FTEF)   **Part-time faculty (FTEF)**
2.8   5.87

Classified and other permanent staff positions that support this discipline
50% ADA.
Lourdes Runk, 12 months, 100%

Additional hourly staff that support this discipline and/or department
None

PROGRAM INFORMATION

In this section you are asked to consider your programs, their learning outcomes, the annual number of completions, goals for completions and enrollment and efficiency trends.

PROGRAM LEARNING OUTCOMES

Begin this section by reviewing the Program Review reports for programs and courses in Nuventive Improve (TracDat). All active course and program learning outcomes should be systematically assessed over a 3-year cycle. First, look at program learning outcomes.

- **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?
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.

How do they align with employer and transfer expectations?
They do align.

With employer expectations the four areas of emphasis allow for entry level knowledge or re-entry level upgrade of skills for employment in popular emerging Business areas.

Even one of our areas of emphasis in the two year terminal degree prepares students well for transfer to CSUSM in the newly stated transfer major of Supply Management.

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. We successfully hired one new Business faculty who is specializing in General Business courses as well as Entrepreneurship. He has doubled enrollment in his first year of teaching.

Regarding "more scrutiny and analysis for authentic program measurements," Professor Cassoni conducted an authentic survey to students to assess whether students felt that they had met the outcomes of the courses and if they felt that these outcomes better prepared them for work (some of the SLOs for these classes related to work preparedness). There was a high rate of student participation, and most students felt the outcomes were met. Students at the beginning of their academic courses felt that they were somewhat prepared and those that were further along in their academic coursework felt better or fully prepared. We liked this authentic assessment for PLOs, and we will ensure that other faculty have access to this assessment as model.

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.
176 AS-T (Business) and 22 AS Degrees = 198 TOTAL AA/AS Degrees and 15 Certificates of Achievement.

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.

For the previous year, trends also show an uptick. We held steady with our AST degrees at 176 (178 from 2018); AS degrees increased from 13-22; Certificates of Achievement increased from 11-15.

Program Information Summary

Consider your program outcome assessments, completions, and enrollment/efficiency trends, as well as other internal and external factors.

How have these factors contributed to the success of your program(s)?
The trends are positive. CSUSM determined in 2019 that they would no longer accept the AST Business as a transfer degree. Instead they changed the accepted transfer major to Supply Chain Management. However, we have continued counseling students to complete their major prep for transfer and many have continued to complete the AST Business as a solid prep for transfer. Additionally, this may have impacted favorably the increased completion rates for our two year terminal Business degree.

How have these factors presented challenges for your program(s)?
In spite of the challenges mentioned above, we are steering the program in the right direction with our new areas of emphasis in emerging trends in business; also we have partnered with Redlands to offer the first four year degree on the Palomar College campus.

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

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.

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 LEARNING 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 1 new full-time faculty before the next PRP. That position has been sidelined for a year due to budget restraints. 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.

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

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

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
- Career Coach-San Diego Workforce Partnership
- EDD Labor Market Info
- 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-word 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

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 20. We had a Zoom advisory meeting with over 30+ attendees. I like that all three local community colleges had
representation. We are working collaboratively to meet student and program needs, and addressed issues related to
how COVID is changing the employment outlook.

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

For current data, we searched Indeed.com.

For Business as a keyword we found 12,399 jobs ranging from 35,000 - 70,000 for entry level work and 70,000 to
125,000+ for middle and upper level career work.

For Business Management as a keyword we found 415 listed as entry level with a range of approx. 40,000-80,000 salary
range.

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

Ongoing

How will you complete this goal?
BUS has made all curriculum changes needed and is now updating the catalog to reflect these changes. The ongoing piece of this is submitting Regional Approval documentation and Chancellor's Office documentation; also ensuring proper catalog deactivations and proper catalog additions.

We would to ensure that these processes are completed this year. Therefore, Mary Cassoni and Jackie Martin will be involving the dean, the curriculum chair and the classified staff member responsible for updates in META and the catalog, in Zoom meetings to ensure proper process and completion.

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 helping to ensure that students have a clear pathway to completion.
This goal aligns with both.

Expected Goal Completion Date
12/18/2020

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.
In 2020, we need a refresher update on the new programs and on program deactivations.
We have a very active marketing which is ongoing for Palomar College students to enroll for upper division courses at Redlands University.

Outcome(s) expected (qualitative/quantitative)
An increase in enrollment
An increase in awareness of who BUS is and what is offered, and especially of the four emphasis areas in the A.S. Business; also Redlands University Business degree.

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
12/18/2020

Goal 3

Brief Description
Create 1 to 2 more transfer alternatives for students.

Is this a new or existing goal?	**Goal Status**
Existing	Ongoing

How will you complete this goal?
Continue to market 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 goals is aligned with all three.

Expected Goal Completion Date
5/14/2021

RESOURCES

Congratulations! You are nearing completion. In this section, you will consider the resources you need to implement your three-year program review plan and/or address any findings from your assessment of your discipline.

The section is organized into the following four parts:

PART 1: Staffing Needs (Faculty and Additional Staff)

PART 2: Budget Review

PART 3: Technology and Facilities Needs

PART 4: One Time Request for Other Needs (NonTechnology Equipment, Supplies, Operating Expenses, Travel)

PART 1: STAFFING NEEDS

Requests for faculty will follow the prioritization process currently in place in IPC, and the IPC SubCommittee. Requests for new staff positions will be prioritized at the division level and reviewed at Exec.

Are you requesting additional full-time faculty?
No

NOTE: If you are requesting full-time faculty, you must go back to the Labor Market section of the form to complete that section. It is required when requesting additional faculty positions.

Are you requesting new Classified, CAST or AA positions?
No

PART 2: BUDGET REVIEW

Review your Budget/Expenditure reports for 2018, 2019, 2020. Consider your three-year PRP plan.

Click on the link below to access directions to the *Available Budget Report* to complete this section.

How to Request the Available Budget Report

Reflecting on your three-year PRP plan, are there any budget considerations you would like your dean/supervisor to be aware of for the upcoming year?
No

NOTE: PARTS 3 and 4 – TECHNOLOGY, FACILITIES AND OTHER NEEDS

This year the College is implementing two new processes related to resource needs coming from the PRP process.

1. One-Time Fund Requests. The college is implementing a process for prioritizing and allocating funds for one-time needs/requests tied to Program Review and Planning. Prioritization will take place through participatory governance in planning councils and the Budget Committee. Then, a recommendation will be made to Exec for funding of request utilizing various funding sources.

   For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES.

   Consider submitting one-time requests only if you have verified that you cannot fund the request using your general discretionary funds or other funds.

2. Technology and Facilities Review. From now on, ALL requests for technology will go through an institutional review process. If you request technology here, you will see a description of the process below.

PART 3: TECHNOLOGY AND FACILITIES NEEDS

Will you be requesting any technology (hardware/software) this upcoming year?
No

Do you have resource needs that require physical space or modification to physical space?
No

PART 4: OTHER ONE-TIME NEEDS

For more information about funding sources available, see IELM BLOCK GRANT, LOTTERY, PERKINS AND STRONG WORKFORCE GUIDELINES. Please check with your department chair on the availability for this cycle.

Do you have one-time requests for other items (e.g., Non-Technology Equipment, Supplies, Operating Expenses, Travel) that your budget or other funding sources will NOT cover?
No

I confirm that the Program Review is complete and ready to be submitted.
Yes

Enter your email address to receive a copy of the PRP to keep for your records.
ljmartin@palomar.edu

Review

Chair Review

Chair Comments
Chair, Jackie Martin, was a primary writer (co-contributor) on this document. Approved.

Chair Name	**Chair Sign Date**
Jackie Martin	10/19/2020

Dean Review

Strengths and successes of the discipline as evidenced by the data and analysis:
Great job!
Impressive growth of the ADT, and with the new changes to the General Business AS and continued support of entrepreneurship and supply chain classes, I imagine that degree completions will continue to increase.

Areas of Concern, if any:
None

Recommendations for improvement:
None

Dean Name	**Dean Sign Date**
Justin Smiley	11/6/2020

IPC Review

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

Areas of Concern, if any:

Recommendations for improvement:

IPC Reviewer(s)   **IPC Review Date**
                                                              12/28/2020

Vice President Review

Strengths and successes of the discipline as evidenced by the data and analysis:
strong completion rates; intentional work towards this end with scheduling and curriculum; good connection between
SLOs and impact on teaching methodology; WBL

Areas of Concern, if any:
1. managing large number of assessments
2. marketing
3. goal outcomes are broad

Recommendations for improvement:
1. Does the discipline make use of Canvas for assessment process?
2. work with dean and marketing director and outreach to discuss institutional support for marketing
3. rewrite goal outcomes with specific measurable outcomes, where possible

Vice President Name   **Vice President Sign Date**
Shayla Sivert   1/3/2021