



Annual Program Review 2011-2012 - INSTRUCTIONAL

Division - Program BUSINESS - BUSAD

Authorization

After the document is complete, it must be reviewed and submitted to the Program Review Committee by the Division Chair.

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Overview of the Program

All degrees and certificates are considered programs. In addition, divisions may further delineate and define programs based on their assessment needs (developmental sequences, career track, etc).

Statement of Purpose – briefly describe in 1-3 sentences.

The Business Administration Department is a comprehensive program serving the needs of the Business transfer student, the needs of the vocational student, and the needs of the business community.

Please list the **most significant achievement** accomplished since your last program review.

We have made significant curriculum and certificate revisions, additions, and scheduling modifications to both our Insurance and International Business programs. These changes were made in direct response to advisory committee recommendations, community needs, and student requests. We have leveraged the tremendous commitment of a part-time faculty member (Roderick Allen) and a current full-time faculty member in another division (Poorna Pal) to bring about these changes. A large portion of the increase in our FTEF and the primary reason that our Full-Time % Trend is not worse than -11%, is because of Allen's commitment to the college, and Poorna's willingness to teach almost half his load in this department.

List the current major strengths of your program

1. The high level of commitment by the only two full-time faculty members in the department. These two individuals not only actively participate in many campus governance and accreditation activities; but also, try to accomplish all the special tasks associated with being a vocational department and keep up with the constant curriculum and certificate revision needs, SLO's, part-time faculty evaluations, outreach and coordination efforts with transfer institutions, lecture series presentations, and teach more than full-time loads.

2. The value and need, by our community, for our AA degree, AS degree, and certificates awards. These awards not only meet the needs of our transfer students, but also, lead directly to jobs in our local economy.

3. We are able to adapt quickly to the changing needs of our community. This is evidenced by the development and expansion of our Insurance program and the curriculum and schedule changes to our International Business program.

List the current weaknesses of your program

1. With only two full-time faculty members, we are relying quite heavily on the good will of the part-time faculty and other full-time faculty across campus, to meet the growing needs of our transfer and vocational students.

2. We do not have enough full-time faculty members to coordinate and offer a reasonable number of our core curriculum transfer courses to our traditional day students. We are relying on part-time faculty to offer weekend and evening courses, and on the hybrid/Online course formats to compensate for this need. We have used this short-term solution to a long-term problem for too long. As a result, our department lacks the cohesiveness and balance needed to develop and offer a strong Business program that is competitive with our surrounding community colleges.

3. We do not have an Entrepreneurship program. The need is obvious and the demand is high, but we simply do not have someone that can put in the tremendous amount of time and effort it would take to establish and manage this cross-discipline program. Note: This is not a curriculum development issue. It leverages what we already offer and is something that our community needs. However, it will require a significant amount of administrative and coordination effort to make happen.

1.0. Trend Analysis

For each program within the division, use the data provided to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

Program	Academic Year	FTEs Trend	FTEF Trend	WSCH / FTEF Trend	Full-Time % Trend	Fill Rate Trend	Success Rate Trend	Awards Trend
Business Administration	2007-2008	225	14.3	502	28.0%	67.4%	71.3%	63
	2008-2009	233	14.9	499	25.6%	71.3%	71.5%	61
	2009-2010	275	16.7	525	22.8%	70.2%	72.8%	49
	2010-2011	282	18.6	483	24.7%	92.6%	68.4%	71
	% Change	+25.3%	+30.3%	-3.8%	-11.7%	+37.5%	-4.1%	+12.7%
	4-Yr. Trend	increasing	increasing	stable	decreasing	increasing	stable	increasing

1.1. Describe how these trends have affected student achievement and student learning:

Leveraging part-time faculty and full-time faculty from other divisions has enabled us to modify and adjust curriculum offerings and maintain a relatively consistent level of student achievement and learning. However, our ability to rely on the good will of this faculty to perform tasks beyond what they are compensated for is reaching its limits and will soon affect success rates (currently in a downward trend).

1.2. Is there other relevant quantitative/qualitative information that affects the evaluation of your program?

Not that has come to my attention.

2.0. Student Learning and Curriculum

Provide the following information on each department and program within the division.

List each Department within the Division as well each degree, certificate, or other program* within the Department	Active Courses with Identified SLOs		Active Courses Assessed		Course Sections Assessed		If this area has program outcomes have they been assessed? Yes or No
	n/n	%	n/n	%	n/n	%	
Business Administration	24/29	83%	5/29	17%	11/47	23%	No

2.1. Please comment on the percentages above.

SLO's for the five courses that do not have them will be accomplished by the end of the semester. Sixteen of the active courses that are not assessed yet are currently assigned and will be assessed by the end of this semester. The remaining seven have been assigned and will be assessed next semester. This is because they are only offered in alternating semesters. Program SLO's are being written and will be submitted this semester. Assessment of program SLO's will begin next semester. Please note that with only two full-time faculty members, completing the SLO's activities is a difficult task.

- 2.2. a) Please provide a **link*** to all program assessment timelines here. This link could be to your division /department website, eLumen, etc.
 b) Briefly summarize any pedagogical or curricular elements of courses/programs that have been changed or will be changed as a result of developing assessment timelines and course/program alignment matrixes.
 c) Based on the program assessment timelines you have developed and the evidence you have gathered, please comment briefly on how far along your division/program is in the assessment process.

- a) http://www.glendale.edu/miketta2/BUSAD_SLO/BUSAD_Course_SLO_Assignments.htm
 b) None yet.
 c) We will be nearly complete with the first round of course level SLO's and assessment's by the end of this semester. We will have identified the program level SLO's by end of this semester, and begin program level SLO assessments next semester.

- 2.3 a) Please provide a **link** to any program and/or relevant course assessment reports. Does the evidence from assessment reports show that students are achieving the desired learning outcomes?
 b) Please briefly summarize any pedagogical or curricular elements of courses and/or programs that have been changed or will be changed as a result of the assessments conducted.

- a) Assessment reports have been sent to Mr. Karpp and are currently not available in an online format. The assessment reports that I have reviewed show that students are achieving the desired learning outcomes.
 b) None to date.

2.4 Please list all courses which have been reviewed in the last academic year.
Note: Curriculum Review is required by the Chancellors Office every 6 years.

All BUSAD course were reviewed in the last academic year (primarily to fix formatting problems and add SLO's to their content).

2.5 Please list all degree/certificate programs within the division that were reviewed in the last academic year.

International Business Professional
Insurance Specialist: Property and Casualty
Insurance Specialist: Life and Health

2.6 For each program that was reviewed, please list any changes that were made.

International Business Professional – (new certificate)
Insurance Specialist: Property and Casualty (name change)
Insurance Specialist: Life and Health (new certificate)

3.0. Reflection and Action Plans

3.1 What recent activities, dialogues, discussions, etc. have occurred to promote student learning or improved program/division processes?

1) We have reached out to both CSUN and Woodbury Universities in an effort to improve matriculation of our students. In the coming months we will make the same effort with the Business Schools of both U.S.C and Pepperdine. The Woodbury efforts have resulted in an invitation for our students to attend their Graduate Lecture Series presentations, and a draft proposal to offer several two-unit paired courses at GCC that will allow our students to articulate several 100/200-level GCC courses to 300-level courses at Woodbury (effort in progress). We did take Woodbury up on the offer to allow GCC students to attend their Graduate Lecture Series and brought 87 GCC Business students to an outstanding lecture on October 24, 2011. Woodbury will also be involved in GCC's upcoming State of the College Address/Business Lecture Series this spring. We plan to establish a rotating sponsorship-like relationship with Woodbury, Pepperdine, and U.S.C. for all future presentations (work in progress).

2) We established a business community outreach and networking strategy for our Business Lecture series that resulted in a very large number of our local Business owners and managers actively networking with our students and the college, and then attending the State of the College Address & Business Lecture Series presentation.

3.2 Using the weaknesses, trends and assessment outcomes listed on the previous pages as a basis for your comments, please briefly describe your plans and/or modifications for program/division improvements

Plans or Modifications	Anticipated Improvements
Add one full-time faculty member to our BUSAD department staff.	Offer all of our core curriculum offerings during the traditional day program, meet our SLO target accomplishment dates, and establish the much needed and requested cross-disciplinary Entrepreneurship program.
Establish a three-year BUSAD department strategy to improve matriculation of our students to our local private Universities – Specifically the private Universities with Business Schools that have expressed an interest in this area.	The plan will result in improved matriculation and motivated students that will have increased paths to success.

Establish the requested Entrepreneurship program that promotes student success across all divisions, departments, and the credit/non-credit programs.	Meet the needs of our students and community members who are specifically looking for this program. Leverage the curriculum that we already have to provide paths for success in a collaborative and cross-disciplinary manner that serves both the credit and non-credit programs.
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Format Rev. 8.31.11

2011 PROGRAM REVIEW**BUSINESS**
*FT BusAd Instructor***I:BUS.BA-1****Section 4**
IHAC RequestIf this is a repeat request, please list the Resource ID code or year requested: 2010-2011**4.1** The Office of Instruction will provide data on instructional hires during the past five years, including the full-time percentage of each new hire.

a) Number of full-time faculty currently assigned to the Program	2
b) Number of full-time faculty assigned to the Program in 2005	2
c) Does this position cover classes currently taught by adjuncts? Yes or No	Some
c) Does this position contribute to program expansion? Yes or No	Some

4.2 CPF Index (Committees Per Full-time Faculty)

1. Total number of full-time faculty members in this department/program.	2
2. Total number of committees in which all FT faculty members in this area participate (Governance and other campus related committees & participation).	12+
3. CPF INDEX (Total of # 2 divided by #1)	6

4.3 Status of Released Time Faculty

Faculty Name	Release Time Position	% RT	Term of Assignment
Brett Miketta	None		
Phillip Kazanjian	None		

4.4 How does this assignment relate to the college's Mission Statement?

This assignment would allow the department to: 1) Offer all of our core curriculum during the traditional day program – specifically meeting the needs of our traditional transfer students. 2) Establish and work towards the goals in a three-year strategy to improve matriculation of our students. 3) Establish, implement, and manage a much-needed Entrepreneurship program that promotes student success across all divisions, departments, and provides pathways for our non-credit students to the credit program (a key issue that the college specifically needs to address).

4.5 How does this position relate to the objectives and functions of the college?

- | | |
|--|------------------------------|
| a) Associate Degree | d) Basic Skills development |
| b) Transfer to a four-year institution | e) Noncredit Adult Education |
| c) Career and Technical Education | f) Personal enrichment |

This position relates to categories: a, b, c, and e.

4.6 Describe how this position enhances student success. Ex: enhances instructional skills, meets community or industry needs. Contributes to state of the art technical education, etc. What measureable outcome will result from filling this request?

This position will enhance student success by meeting the course offering needs of our traditional transfer students (we are currently offering weekend, evening, and hybrid/online courses, by part-time faculty, to back fill part of this need), and the needs of the community to have an Entrepreneurship program that creates multiple new pathways to success with our existing curriculum. As a result of the position, we will successfully matriculate more of our traditional business students (one of the largest declared majors on campus with only two full-time faculty members), and link together our instructional offerings (both credit and non-credit) in a meaningful way that will result in many new pathways to success for vocational students.

4.7 Are there anticipated negative impacts for not hiring this position? If so describe.

Yes. We will not meet the needs identified by our community advisory committee and fail to comply with multiple requests to establish an Entrepreneurship program. In addition, we will continue the practice of not meeting the course offering requirements of our traditional transfer student.

4.8 Are there any other special concerns not previously identified? If so, please explain.

We have many opportunities to go after grant money in the areas of International Business and Entrepreneurship, but because there are only two of us, we simply do not have enough time to write one, or even implement one if we were fortunate enough to succeed in winning an award.

APPROVALS

AGENCY	DECISION						
The Program Review Committee has reviewed the data, outcomes and plans in the report and finds this request to be:	Well supported						
	Adequately supported						
	Not supported						
	Reason:	Sect.1: Data		Sect.2: SLOs		Sect.3: Plans	Other:
Standing Committee Review of Resource Request							Prioritization Score
Committee: Academic Affairs							