GLENDALE COMMUNITY COLLEGE

Annual Program Review   2012-2013 – INSTRUCTIONAL REPORT

Division - Program

BUSAD

Authorization

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

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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 Admin	2008-2009	233	15	499	25.6%	71.3%	71.5%	61
	2009-2010	275	17	525	22.8%	70.2%	72.8%	49
	2010-2011	282	19	483	24.7%	92.6%	68.4%	71
	2011-2012	278	18	504	22.8%	93.5%	72.4%	73
	% Change	+19.3%	+18.1%	+1.0%	-2.8%	+22.2%	+0.9%	+19.7%
	Four-Year Trend	increasing	increasing	stable	stable	increasing	stable	increasing

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

> The trends show that the increased student demand for these courses and increased fill rate, has not diminished the success rate, and has translated into a directly proportional increase in student awards. Furthermore, the trends shows that the courses offered in this Business Administration department contribute significantly towards the college meeting our number one Educational Master Plan goal of "increasing student success in completion of their educational goals".

1.2   Please explain any other relevant quantitative/qualitative information that affects the evaluation of your program?

> Explicit in the data above is the correlation between FTES, Fill Rates, Success Rates and Awards. The demand is high and the fill rates reflect this (94%). The success rates are consistent and increasing and the resulting Awards rate is excellent (+20%).

Implicit in the data are three important issues relating to:

 (1) Why we have increased demand,
(2) Why we offer so few core transfer-level Business Administration sections when demand for additional sections clearly exists,
(3) How this represents a risk to current and future GCC FTES growth, and
(4) A serious lack of full-time instructional faculty within the department.

With respect to the first issue: One might argue that the increased demand and fill rate trend can be attributed to the reduced number of available classes in other disciplines, but this is not the case for two reasons. First, we were already at a high fill rate and reduced our number of section offerings like all other disciplines. Second, there is a proportional increase in the awards trend (+20% -- three times the college-wide trend) that matches the increased FTES. This tells us that the demand is from Business students that want and need these courses not only to transfer, but also to achieve their AA, AS, or Certificate Awards. The data shows that the courses offered in the Business Administration department contribute directly towards the college meeting our number one Educational Master Plan goal of "increasing student success in completion of their educational goals". I would argue that the trend analysis clearly shows that the college needs to invest in the expansion of the Business Administrations courses, programs, and certificates until we are at least comparable to the surrounding community colleges.

With respect to the second issue: Over the past few years, the Business Administration department has had to cannibalize core transfer-level section offerings in order to continue offering needed vocational programs within reduced FTEF caps. The net result is that we still account for a large share of the transfer successes and Awards earned each year, but have been reduced to a point where we offer only one section of each core transfer-level course, each semester, except for Business Law(8), Intro to Business(6), and Business Communications (4). This is far below what our surrounding community colleges offer and artificially limits student success in completion of their educational goals (GCC Master Plan, Goal #1). I would argue that increasing FTEF for the Business Administration department by at least one FTEF would allow us to restore some of the reduced core transfer-level sections without hurting the vocational programs, and result in a proportionate increase in student transfer success (Educational Master Plan goal #1).

With respect to the third issue: The reduction in Business/Business Administration section offerings represents a significant future FTES growth risk to the college for two reasons. First, Business is the largest declared Major and represents the largest group of transfer students and Award recipients GCC has each year. These students are at GCC to take required Business courses and, while they are here, complete their other transfer degree or certificate requirements. If we don't offer them a sufficient number of core sections, they will go to our surrounding community colleges and not come back. Second, when we have to cut the only section of a course that is offered that semester, we not only lose the FTES for that class, we also lose the FTES for all other GE/IGETC/TMC classes those students would have taken, because they leave GCC. I would like to suggest that this is not only a slippery slope, but that it is a slippery slope for a group of students that account for the largest number of transfer, AA/AS degrees, and Certificates the college awards each year . I would like to make the same suggestions here as I did for second issue. I would argue that increasing FTEF for the Business Administration department by at least one FTEF would allow us to maintain and restore some of the reduced core transfer-level sections without hurting the vocational programs, and keep these students succeeding at GCC (Educational Master Plan goal #1).

With respect to the fourth issue: The program has only one full-time faculty member and me at 50%. This means that 80% of the courses are being taught by part-time faculty and 100% of the administrative tasks associated with vocational meetings/reporting requirements, grants, SLO's/PLO's, scheduling, book orders, course/program development, certificate development and approval through the chancellor's office, part-time evaluations, and Business Lecture Series preparations, for 280 FTES, 29 courses, 8 Associate Degrees, and 13 Certificate are the responsibility of 1.5 full-time faculty members. I would like to suggest, as I have for the past several years, that the college allow the Business Administration department to hire an additional full-time faculty member.

2.0. Student Learning and Curriculum

Course Level

Year	SLOAC Course Count	% of Courses with SLOs Defined	% of Courses Assessed
2010-2011	28	82.1%	7.1%
2011-2012	26	100.0%	34.6%
% Change		+17.9%	+27.5%
Four-Year Trend		Increased to 100%	Increasing

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

List each program within the division	Active Courses with Identified SLOs		Active Courses Assessed		Course Sections Assessed	
	N / N	%	N / N	%	N / N	%
Business Administration	26/26	100%	9/26	34.6%	-	-

2.1   Please comment on the percentages above.

We have made significant progress. All courses now have identified SLO's. We are in the process of assessing many courses this semester and will continue to do so over the following semester. Our current goal is to get all courses assessed by the end of spring.

2.2   Using the results from your division/departments recent assessment reports, please summarize any pedagogical or curricular changes that have been made as a result of your course assessments.

In one or more classes the textbook will be supplemented with additional materials to compensate for background skills that the book assumes students already understand, but don't. In addition, several classes will seek to incorporate a more applied/technology supported approach to teaching the concepts in-class, in order to resolve some concept understanding/implementation concerns, and further improve student success (EMP Section 1.3.1 "Persistence and Success", and EMP Section 3.5.2 "Innovative Learning for 21st Century Students and Faculty").

2.3   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.

None

Degree, Certificate, Program Level

List each degree and certificate, or other program* within the division	AA/AS Degree PLO Identified		AA/AS Degree Assessment Cycles Completed		Certificate PLO Identified		Certificate Assessment Cycles Completed	
	YES	NO	YES	NO	YES	NO	YES	NO
A.A Degree: Business Administration	X			X				
A.S. Degree: Entrepreneurship/Small Business	X			X				
A.S. Degree: Financial Planning and Investment	X			X				
A.S. Degree: General Business	X			X				
A.S. Degree: Insurance Specialist	X			X				
A.S. Degree: International Business	X			X				
A.S. Degree: International Business Professional	X			X				
A.S. Degree: Management	X			X				
A.S. Degree: Marketing	X			X				
Certificate: Entrepreneurship/Small Business					X			X
Certificate: Financial Planning and Investment					X			X
Certificate: General Business					X			X
Certificate: Human Resourcs Assistant					X			X
Certificate: Insurance Professional					X			X
Certificate: Insurance Specialist					X			
Certificate: Insurance Specialist: Life and Health					X			X
Certificate: Insurance Specialist: Property and Casualty					X			X
Certificate: International Business					X			X
Certificate: International Business Professional					X			X
Certificate: Management					X			X
Certificate: Marketing					X			X
Certificate: Retail Management					X			X

2.4   Please comment on the percentages above.

Course level SLO's need to be completed before we can effectively accomplish PLO's. Our department only has 1.5 full-time faculty members for 29 courses, 8 Associate Degrees, and 13 Certificate programs.

2.5   Using the results from your division/departments recent assessment reports, please summarize any. changes that have been made as a result of your program level assessments. Your summary should include a summation of the results of all degrees, certificates, and other programs which were recently assessed.

None – Program level assessments are underway.

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

A.S. Degree: Insurance Specialist
Certificate: Insurance Specialist: Life and Health

2.7   What recent activities, dialogues, discussions, etc. have occurred to promote student learning or improved program/division processes in the last year?

Mark an "X" in front of all that apply.

X	Curricular development/revisions of courses
X	Curricular development/revision of programs
X	Increased improved SLO/PLOs in a number of courses and programs
X	Other dialog focused on improvements in student learning
	Documented improvements in student earning
X	Increased/improved SLO/PLOs in a number of courses and programs
X	New degree or certificate development
X	Best Practices Workshops (Online/Hybrid instruction)
X	Conference Attendance geared towards maintaining or improving student success (Entrepreneurship)
X	Division Retreat in 2011-2012
	Division or department attendance at Staff Development activity geared towards maintaining or improving student learning
X	Division Meeting Minutes
	Reorganization

Please comment on the activities, dialogues, and discussions above

We competed for and were successful in winning an Entrepreneurship grant offered through the Chancellor's office, but the funding was cut do to the budget shortfall.

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3.0 Reflection and Action Plans

3.1 Based on your data and analysis presented above, as well as on issues or items that you were unable to discuss above, comment on the Strengths and Weaknesses of the Program

Strengths
List the current strengths of your program

1. High level of commitment by the 1.5 full-time faculty members to both the department and campus governance activities.
2. Strong demand and success rates for our transfer courses, AA/AS degrees, and certificates programs (EMP Section 1.3.1 "Persistence and Success")
3. High level of computer-assisted learning implementation for distance/online instruction at the course, program, certificate, and degree levels (EMP Section 3.5.2 "Innovative Learning for 21st Century Students and Faculty").

3.2 Weaknesses
List the current weaknesses of your program

1. With only 1.5 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 a department with 280 FTES, 29 courses, 8 Associate Degrees, and 13 Certificates.
2. We are limited to offering a single section of most of our core transfer-level courses, which artificially limits student success (EMP Section 1.3.1 "Provide scheduling that reflects student and prospective students' needs").
3. We do not have an ongoing funding mechanism that will allow us to implement innovative "in-class" instructional technologies that address the evolving pedagogical needs of our students (Perkins funds are no longer available to meet these needs). We currently meet online student needs by having the students use their own hardware and software resources, or use one of our campus open labs (EMP Section 3.5.2 "Innovative Learning for 21st Century Students and Faculty").
4. 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 (EMP Section 3.1.2 "Solicit and consider community needs in decision-making", and EMP Section 3.4.3 "Increased Seamlessness between Noncredit and Credit Offerings and the Verdugo Campus and Garfield Campus").

3.3 Using the weaknesses, trends and assessment outcomes as a basis for your comments, please briefly describe any future plans and/or modifications for program/division improvements. Any plans for reorganization should also be included, along with a resource request if applicable.

Plans or Modifications	Anticipated Changes/ Improvements	Link to EMP, Plans, SLOs, PLOs, ILOs
Hire one additional full-time faculty member to our Business Administration department	Restore some of the reduced core transfer-level sections, fully accomplish curriculum activities including SLO's, PLO's, and assessment cycles, and	EMP: 1.3.1 EMP: 3.1.2 EMP: 3.4.3 SLO's/PLO's

	establish a much needed/requested cross-disciplinary Entrepreneurship program.	& Assessments
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.	EMP: 3.1.2 EMP: 3.4.3
Request an ongoing funding mechanism that will allow us to continue implementing innovative "in-class" instructional technologies that address the evolving pedagogical needs of our students and resolve some assessment identified concept understanding concerns. Submit an initial request for sufficient funds necessary to purchase a secure/mobile cart and 35 iPads for in-class instructional activities.	Resolve some concept understanding and implementation concerns identified through SLO assessments, and further improve student success.	EMP: 1.3.1 EMP: 3.5.2 SLO assess-ments

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2012 PROGRAM REVIEW

Section 4
Resource Request

BUSINESS *Cart with 35 ipads & replacement computer funding*	**I:BUS.BA-1**

Mark Type of Request:

	Facilities/Maintenance		Computer Hardware for Student Use
	Classroom Upgrade		Computer hardware or Faculty Use
X	Instructional equipment		Software/Licenses/Maintenance/Agreements
	Non-Instructional Equipment		Conference/Travel
	Supplies		Other

4.1   Clearly describe the resource request.

Amount requested: This request has a one-time component and an ongoing funding component. The one-time funding component is for is for a secure/mobile cart with 35 iPads that will be used for in-class instructional activities. The college has already purchased at least one of these configurations for another program. I believe the cost was approximately $18K. The ongoing funding component is intended to replace Perkins funds that can no longer be used to fund instructional technology for existing instructional programs (the rules for Perkins funds changed – funding is now for new instructional programs only). In the past, these funds were used to replace/upgrade instructional equipment that no longer met the needs of our instructional programs and any other program that used classrooms maintained by the Business Division (this affects multiple divisions/programs). The amount requested should be consistent with the no longer available Perkins funds. I believe this amount was about $65K/year.

Breakdown of cost, if applicable.

4.2   Funding

X	Requires One Time Funding
X	Requires Ongoing Funding
	Repeat Request
	Year(s) Requested

4.3   Please check if any off the following special criteria apply to this request:

	Health & Safety Issue
	Accreditation Requirement
	Contractual Requirement
	Legal Mandate

4.4   Justification and Rationale: What EMP Goal, plan, SLO, PLO, or ILO does this request address? Please use information from your report to support your request.

This request is linked to EMP section 3.5.2 "Innovative Learning for 21st Century Students and Faculty", EMP section 3.5.1 "Technology Infrastructure and Classrooms", and our latest SLO assessments. The first component of this request specifically addresses SLO assessment data that identified in-class concept understanding concerns. These concerns can be addressed with the implementation of innovative instructional technology in classrooms that don't have desktop computers. This component of the request is linked to SLO assessments, EMP section 3.5.2 "Innovative Learning for 21st Century Students and Faculty", and EMP section 3.5.1 "Technology Infrastructure and Classrooms". The second component of this request specifically addresses the loss of Perkins funds, without which, all of the existing instructional technology classrooms and systems that the Business Division maintains will no longer be maintained, upgraded, or replaced. This will impact multiple divisions and programs across campus. The current and future use of instructional technology to meet student needs will quickly degrade and impact student learning and success. This component of the request is linked to EMP section 3.5.2 "Innovative Learning for 21st Century Students and Faculty", and EMP section 3.5.1 "Technology Infrastructure and Classrooms".

4.5   What measurable outcome will result from filling this resource request?

Student in-class concept understanding concerns will be addressed for students not schedule in a classroom with desktop computers and result in increased student success for multiple courses/sections. Existing instructional technology will be maintained, upgraded, or replaced so that current student success is not reduced.

APPROVAL

AGENCY	DECISION	
The Program Review Committee has reviewed the information in this request and finds it to be:	COMPLIANT	**X**
	NON COMPLIANT OR INCOMPLETE	
	a) Request not adequately described or incomplete	
	b) Request not linked to assessments or assessments not completed	
	c) Request not linked to EMP, plan or SLO,PLO or ILO	
	d) Report Incomplete	
PRC Comments		

Form Revised 9.19.12
Reports determined to be "Non-Compliant" will be returned to the division member responsible. Reports must be resubmitted with needed changes to the Program Review Office. Requests will not move forward in the budget process if the report or request is Non-Compliant.