

# Program Review, Analysis, and Planning

Department Name: **Business**

## Data Analysis

Based on data provided by ORPIE:

1. Are your department's average FTES/FTEF and average enrollment per section lower, higher, or similar to college-wide average FTES/FTEF and average enrollment per section? Why? (150 words limit)

**Per data provided by the Office of Research, Planning, and Institutional Effectiveness ("ORPIE"):**

**Business FTES/FTEF 2017-18: 29.5 vs. GWC FTES/FTEF 2017-18: 33**

**Business Enrollment/Section 2017-18: 31 vs. GWC Enrollment/Section 2017-18: 37**

**The lower statistics for the Business Department is attributed to the wide variety of business classes that the department offers which may require additional sections relative to other departments.**

2. What factors have contributed to your trends in enrollment? If your department is experiencing an enrollment decline, what is your department's plan to address the enrollment decline? (150 words limit)

	2013-14	2014-15	2015-16	2016-17	2017-18
<b>Enrollment</b>	<b>1,630</b>	<b>1,699</b>	<b>1,809</b>	<b>1,583</b>	<b>1,451</b>
<b>Enrollment/Section</b>	<b>44</b>	<b>40</b>	<b>38</b>	<b>30</b>	<b>31</b>
<b>Average Fill Rate</b>	<b>88.5%</b>	<b>81.4%</b>	<b>77.9%</b>	<b>63.8%</b>	<b>66.7%</b>
<b>FTES</b>	<b>162.2</b>	<b>165.9</b>	<b>175.7</b>	<b>152.6</b>	<b>140.1</b>

- **Overall enrollment has shown a steady decline since the 2015-16 academic year. The decline in total enrollment is attributed to an overall district-wide and county-wide student enrollment. The trend is also reflected in the corresponding drop in FTES from 2015-16. The department has been more proactive in the past two years in canceling sections that were low-enrolled prior to semester start and re-directing students to other sections.**
- **The enrollment per section and average fill rate also decreased precipitously from 2015-16. This is due to certain classes in the department that were previously set at LCF to accommodate higher enrollments in past years, but were not adjusted back to regular size once enrollment slowed.**

**Starting in Fall 2019, the department will teach introductory business courses at Huntington Beach High School. These courses will expose high school students to business curriculum, with a key objective of attracting these students to the business program at Golden West College.**

3. Looking at the demographic of your student population, what strategies has your department considered or implemented to be more inclusive of the distinct student populations you serve? (250 words limit)

**Overall, there were no notable trends in the makeup of the student population. Some historically dominant populations have receded somewhat:**

- **The number of Asians have trended downward, from 31.2% in 2013-14 (year 1) to 28.4% in 2017-18 (year 5).**
- **The economically disadvantaged group has decreased slightly also, from 61.5% in 2013-14 to 57.8% in 2017-18.**
- **The number of students in all age groups declined over the 5-year period observed (2013-14 to 2017-18), but all age groups declined at the same rates, thereby retaining the same percentages of the total student population.**

**Since there were no obvious trends to take note, the department should continue to be mindful of the students**

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that are in their classes, be astute to specific needs that certain students may have, and be willing to make reasonable accommodations in order for students to succeed.

4. How does your program course success rate compare to GWC's overall course success rate? If your course success rates are in decline or below the college average, what is your department plan to address the success rate? (250 words limit)

**Success rates in the Business Department has been lower than the GWC rate for all 5 years under comparison. Most recently in the 2017-18 academic year, the department's success rate was 60.8% versus GWC's success rate of 72.2%. However, a positive trend has been an increase in Business Degrees and Certificates in the past two years. Going forward, each faculty member needs to put greater emphasis on improving success rates. This data shall be shared with FT and PT Business faculty so they understand it is an important metric that they should track in all their courses.**

5. Looking at success rates for different demographic groups, which groups are experiencing disproportionate impact in student success? If there are student groups experiencing disproportionate impact, what is your department's plan to address the disproportionate impact? (250 words limit)

**Reviewing the success rates by race/ethnicity, Black/African American (48.2%) and Hispanic/Latino (54.8%) students are the two major groups that fall below the department's success rate of 60.8%. Past success rates in previous program reviews conducted have shown that certain student groups that enroll in business courses do not possess the level of college readiness that is necessary to succeed in business law, business communication, and other such courses that require enhanced critical thinking. Again, the Business Department needs to share these specific results with faculty so they understand that certain groups are lagging and perhaps better leverage GWC student support services.**

6. Does your department confer a degree or certificate? What is your department's plan to increase the number of students receiving degrees or certificates? (150 words limit)

**Business confers these 5 degrees and certificates:**

- 1. Business Administration ADT**
- 2. Business Administration Associate Degree**
- 3. Business Administration Certificate**
- 4. Entrepreneurship I – Small Business Startup Certificate**
- 5. Entrepreneurship II – Small Business Expansion Certificate**

**The department will continue to increase outreach and marketing efforts in order to increase enrollment. In addition, it will continue to acquire and maintain quality instructors for its articulated courses that are part of the ADT (Business G100, Business G108/G110, and Business G139):**

- High School Day, GWC Open House**
- Career Day (to market Entrepreneurship I and Entrepreneurship II)**
- Drafting of program-specific brochures and flyers to distribute at events**
- Full-time faculty to teach Business G139 and to incorporate some sections into the morning hours**

7. Are students transferring to four-year institutions from your program? What is your department's plan to increase the number of students transferring to a four-year institution? (150 words limit)

**The Business Administration ADT captures all students transferring to 4-year institutions as accounting majors, finance majors, management majors, and a number of options such as entrepreneurship, hospitality, and operations management. In the past 5 years, the number of ADTs granted have increased all except for the last year 2017-18:**

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	2013-14	2014-15	2015-16	2016-17	2017-18
ADTs awarded	54	107	144	176	118

**The department plans to continue to review these statistics and encourage and enable students to achieve ADT status.**

8. Did you complete the two-year program review requirement for CTE? If no, why not? (150 words limit)

**The majority of business students transfer to 4-year institutions. Furthermore, the department did not request CTE funds in the previous 2-year period.**

9. Did your department complete all course SLOs assessment? If no, why not? (150 words limit)

**The department completed SLO assessments in a majority of its courses. However, SLO assessments have decreased in the 2 most recent years. As such, the department plans to ensure that all faculty assess their courses and submit their assessments on a timely basis.**

10. Did your department review all Course Outline of Records in the last 6 years? If no, why not?

**The department has reviewed a majority of its course outlines of record in the past 6 years. Note: there is no ORPIE data provided on course outline review.**

### Review of Last Cycle Program Review

Provide assessment of your previous program review initiatives. Summarize any accomplishments that your program achieved (List 3 to 5 bullet points). Limit to 250 words.

Initiative from 2016 Program Review:

1. Increase ADTs, Increase Enrollment in Articulated Classes, Gain Market Share of Transfer Students: The department expects to continue to achieve this goal through enhanced marketing efforts. Additionally, the department launched a Entrepreneurship Certificate Program in Fall 2017 that has resulted in 6 Certificates awarded.

### PROGRAM PLANNING/BRAIN STORMING

Based on your analysis of previous program review and current data, list 3-5 goals that your department want to accomplish in the next three years?

1. Continue to foster and develop transfer relationships with our neighboring 4-year institutions (CSUF and CSULB in particular).
2. Build a business brand that promotes and focuses on transfer as opposed to Career Education. The numbers in this program all point to a majority of students in transfer-mode taking our classes as pre-requisites in preparation to finish their degrees at 4-year universities. Having a brand that stresses this component of our offering, creating marketing materials (flyers and

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brochures) that distinguish Business apart from Career Education. Marketing materials created in recent years have branded Business as career education, which has diluted the strong transfer component of our programs and classes.

3. Establish and continue to expand dual-enrollment programs such as the GWC/Huntington Beach High School entrepreneurship program that will begin in Fall 2019.
4. In addition to the OC Vital Link Regional Business Advisory Committee, the Business Department will have its own local business advisory committee meeting that will hold meetings at least once a year. The committee will consist of faculty, industry professionals, and community leaders to discuss program development in order to meet community needs.

## Program Planning

Description of Department's Goal?	What metric will you use to measure your goal?	What actions will the department take?	Which of the College's mission and goal does this goal support?		List necessary support and/or resources if applicable.
<p><b>Goal 1:</b></p> <p><u>Increase student enrollments for business</u></p>	<p><u>Annual student enrollments</u></p>	<p><u>Review importance of this goal at department meetings and track progress.</u></p>	<input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> Degrees <input checked="" type="checkbox"/> Certificates <input checked="" type="checkbox"/> Career advancement <input type="checkbox"/> College readiness	<input checked="" type="checkbox"/> Student Success <input checked="" type="checkbox"/> Equitable Achievement <input checked="" type="checkbox"/> Learning Environment <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Engagement <input checked="" type="checkbox"/> Resource Optimization	<p><u>New and more-business specific marketing collateral (not only CTE collateral)</u></p>
<p><b>Goal 2:</b></p> <p><u>Increase student success</u></p>	<p><u>Meet or exceed GWC rate of 72%</u></p>	<p><u>Review importance of this goal at department meetings and track progress.</u></p>	<input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> Degrees <input checked="" type="checkbox"/> Certificates <input checked="" type="checkbox"/> Career advancement <input type="checkbox"/> College readiness	<input checked="" type="checkbox"/> Student Success <input checked="" type="checkbox"/> Equitable Achievement <input checked="" type="checkbox"/> Learning Environment <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Engagement <input checked="" type="checkbox"/> Resource Optimization	<p><u>Greater awareness and action by FT and PT business faculty</u></p>
<p><b>Goal 3:</b></p> <p><u>Increase student retention</u></p>	<p><u>Meet or exceed GWC rate of 87%</u></p>	<p><u>Review importance of this goal at department meetings and track progress.</u></p> <p><u>Review types of student support resources that could be leveraged to help struggling students.</u></p>	<input checked="" type="checkbox"/> Transfer <input checked="" type="checkbox"/> Degrees <input checked="" type="checkbox"/> Certificates <input checked="" type="checkbox"/> Career advancement <input type="checkbox"/> College readiness	<input checked="" type="checkbox"/> Student Success <input checked="" type="checkbox"/> Equitable Achievement <input checked="" type="checkbox"/> Learning Environment <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Engagement <input type="checkbox"/> Resource Optimization	<p><u>Greater awareness and action by FT and PT business faculty.</u></p>

**Golden West College  
Program Review  
Signatures Page**

Date: **April 26, 2019**

Program/Department Name: **Business**

Department Lead/Manager: **Christopher Whiteside**

I have read/participated in the preceding report and accept the report as an accurate portrayal of the current status of the program/department.

(mark (X) as a signature and type names)

**Alice Kit Rivera**

**Bern Baumgartner**

**Barbara Hawksley**