

Golden West College

INSTRUCTIONAL PROGRAM REVIEW

Spring 2016

Program Name: Business

Division Name: Business and CTE

Program Contact Information:

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INSTRUCTIONAL PROGRAM REVIEW PROMPT

PROGRAM INFORMATION

Assume the reader does not know anything about your program. Briefly describe your program and how your program supports one or more of [Golden West College's mission and goals](#). **This description will likely be used on your department's website.**

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The Golden West College Business Department offers a variety of majors and certificates that lead to an Associate's Degree, transfer to a four-year college or university for a Bachelor's Degree, and provide preparation and training for careers in the public and private sectors. The Business Department has programs in each of its four disciplines: Accounting, Business Administration, Management, and Marketing. **This program review is for the programs in the Management discipline.** Currently, the Management discipline has six programs – two majors and four certificates:

1. Management Major
2. Management Certificate of Achievement
3. Human Resources Management Certificate of Achievement
4. Entrepreneurship and Small Business Management Certificate of Achievement
5. Retail Management Major
6. Retail Management Certificate of Achievement

College's mission (check all that apply)

- Basic Skills**
- Career Technical Education**
- Transfer**
- Offer Degrees/Certificates**

Program Contributions: Describe how your department contributes to the campus. Consider areas such as diversity, campus climate, student success, campus processes, student support, and other

college goals below.

College goals (check all that apply):

- Institutional Mission & Effectiveness
- Instructional Programs
- Student Support Services
- Library and Learning Support Services
- Student Engagement
- Student Equity
- Human Resources
- Facilities & Campus Environment
- Technology
- Fiscal Resources
- Planning Processes
- District Collaboration
- Community Relations
- Business, Industry, Governmental Partnerships

External Requirements: Indicate any requirements that are imposed on your program by the state, federal regulations, or other external accrediting bodies (if applicable).

The program does not have any requirements that are imposed by federal, state, or other external accrediting agencies.

REVIEW OF LAST CYCLE PROGRAM REVIEW

Provide assessment of your previous program review initiatives. Summarize any accomplishments that your program achieved. (2 pg limit)

Since the last program review in 2013, the department's major undertaking in the management discipline has been to update 4 of its 6 programs. This was a major undertaking that involved reviewing all programs, gathering input from faculty and industry representatives, and defining a direction for the discipline that is reflected in each of the programs. The changes were approved in CCI in Spring 2014 and received state approval in Fall 2014. The effective dates of the new programs were in Spring 2015. The following changes were made to the Management Major, Management Certificate of Achievement, Human Resources Management Certificate of Achievement, and Entrepreneurship and Small Business Management Certificate of Achievement.

- Updated the program descriptions to reflect current objectives and learning outcomes.
- Rewrote the program objectives.
- Revamped the course requirements:
 - The Human Resources and Entrepreneurship certificates had courses that were not relevant or pertinent to the discipline as well as courses that have since become outdated, suspended, or altogether retired. These courses were written out of the programs. The approved program includes updated requirements and courses for the discipline.
- Reduced unit requirements to reflect the current trend of shorter time to completion
 - The Human Resources Management certificate used to require 24-26 units to completion. It was reduced to a 12-unit program.

- The Entrepreneurship certificate had 30-32 units to completion. It was reduced to 25.5 to 27 units.
- Performed program sequencing for all 6 programs for inclusion into the College Catalog.
- Performed course SLO alignments to program SLOs and institutional SLOs.

There are two additional programs in the management discipline – the Retail Management Major and the Retail Management Certificate of Achievement. These programs were created to provide education to employees in the grocery industry. Students who graduate from the program are eligible to receive the retail management certificate awarded by the Western Association of Food Chains. These programs are in the process of being reviewed and will be updated by the next program review cycle in 2019.

FOR CTE PROGRAMS ONLY

Labor Market Demand: How is your program meeting labor market demands? Should you expand, contract or stay the same? Is there competition from other programs in the area? If yes, from what institution? How is the competition affecting your program? Are there any other external factors about which you are concerned?

Given the broad nature of the management discipline, individuals with a management background may be employed in vastly different occupations. Some can be floor managers, while others are high-level financial analysts at a Wall Street firm. The education requirements and pay scales of these occupations are also quite different, yet both can have a degree in management. Therein lies the difficulty in ascertaining trends and analyzing data for those employed as managers or working in a management capacity.

The following table shows employment projections for management positions in Orange County until 2022. The most telling statistic of the 35 management-related occupations on the list is the entry level education required. All but 6 of the jobs on the list require a bachelor's degree or higher as the level of education required. There are 2 positions in education administration that require a master's degree or higher. The 6 positions that do not require a bachelor's degree are in the transportation, agriculture, food service, lodging, and property management industries. [Data provided by the California Employment Development Department (EDD), Division of Labor Market Information, showing 2012-2012 Occupational Employment Projections for the Santa Ana-Anaheim-Irvine Metropolitan Division (Orange County).

That being said, the department needs to evaluate the student population it intends to serve in the management program. According to the Occupations With The Most Job Openings in Orange County, retail salespeople, cashiers, customer service representatives, office clerks, food service operators, etc. have the most job openings from 2012-2022. With an Associate Degree or Certificate in Management, these employees would have greater opportunities for advancement or promotion in their current jobs.

Employment Development Department Labor Market Information Division Published: December 2014		2012-2022 Occupational Employment Projections Anaheim-Santa Ana-Irvine Metropolitan Division (Orange County)															
SOC Code*	Occupational Title	Estimated Employment 2012**	Projected Employment 2022	Numeric Change 2012-2022 [1]	Percent Change 2012-2022	Annual Average Percent Change	Average Annual Job Openings			2014 First Quarter Wages [5]		Education and Training Levels [7]					
							New Jobs [2]	Replacement Needs [3]	Total Jobs [4]	Median Hourly	Median Annual	Entry Level Education	Work Experience	On-the-Job Training			
11-000	Management Occupations	104,130	121,540	17,410	16.7%	1.7%	1,760	2,086	3,846	\$55.25	\$114,931						
11-100	Top Executives	30,500	36,200	5,700	18.7%	1.9%	571	579	1,150	N/A	N/A						
11-101	Chief Executives General and	3,240	3,600	360	11.1%	1.1%	36	69	105	N/A	N/A	3	≥5 years	None			
11-102	Operations Managers	27,120	32,470	5,350	19.7%	2.0%	535	507	1,042	\$54.86	\$114,114	3	<5 years	None			
11-103	Legislators	140	130	-10	-7.1%	-0.7%	0	3	3	[6]	\$63,314	3	<5 years	None			
11-200	Advertising, Marketing, Promotions, Public Relations, and Sales Managers	11,450	13,830	2,380	20.8%	2.1%	238	249	487	N/A	N/A						
11-201	Advertising and Promotions Managers	380	500	120	31.6%	3.2%	12	12	24	\$49.63	\$103,223	3	<5 years	None			
11-202	Marketing Managers	3,550	4,330	780	22.0%	2.2%	77	76	153	\$65.47	\$136,180	3	≥5 years	None			
11-202	Sales Managers	7,080	8,480	1,400	19.8%	2.0%	140	152	292	\$59.49	\$123,726	3	<5 years	None			
11-203	Public Relations and Fundraising Managers	440	520	80	18.2%	1.8%	9	9	18	\$54.81	\$113,994	3	≥5 years	None			
11-300	Operations Specialties Managers	23,400	27,250	3,850	16.5%	1.6%	384	426	810	N/A	N/A						
11-301	Administrative Services Managers	4,560	5,210	650	14.3%	1.4%	65	74	139	\$44.60	\$92,785	3	<5 years	None			
11-302	Computer and Information Systems Managers	4,520	5,600	1,080	23.9%	2.4%	108	63	171	\$67.61	\$140,623	3	≥5 years	None			
11-303	Financial Managers	7,980	9,340	1,360	17.0%	1.7%	136	150	286	\$65.01	\$135,222	3	≥5 years	None			
11-305	Industrial Production Managers	2,390	2,400	10	0.4%	0.0%	1	43	44	\$47.80	\$99,424	3	≥5 years	None			
11-306	Purchasing Managers	790	900	110	13.9%	1.4%	11	17	28	\$51.04	\$106,165	3	≥5 years	None			
11-307	Transportation, Storage, and Distribution Managers	1,150	1,350	200	17.4%	1.7%	20	26	46	\$37.91	\$78,860	7	≥5 years	None			
11-311	Compensation and Benefits Managers	200	210	10	5.0%	0.5%	1	5	6	\$58.02	\$120,684	3	≥5 years	None			
11-312	Human Resources Managers	1,450	1,820	370	25.5%	2.6%	36	38	74	\$57.65	\$119,918	3	≥5 years	None			
11-313	Training and Development Managers	350	420	70	20.0%	2.0%	6	9	15	\$55.83	\$116,119	3	≥5 years	None			
11-900	Other Management Occupations	38,790	44,260	5,470	14.1%	1.4%	566	831	1,397	N/A	N/A						
11-901	Farmers, Ranchers, and Other Agricultural Managers	1,110	930	-180	-16.2%	-1.6%	0	18	18	\$43.52	\$90,508	7	≥5 years	None			
11-902	Construction Managers	5,420	6,430	1,010	18.6%	1.9%	101	85	186	\$51.64	\$107,414	3	None	MT OUT			
11-903	Education Administrators, Preschool and Childcare Center/Program	650	730	80	12.3%	1.2%	8	17	25	\$28.62	\$59,526	3	<5 years	None			
11-903	Education Administrators, Elementary and Secondary School	1,440	1,610	170	11.8%	1.2%	17	38	55	[6]	\$113,802	2	≥5 years	None			
11-903	Education Administrators, Postsecondary	1,110	1,330	220	19.8%	2.0%	22	30	52	\$44.70	\$92,986	2	≥5 years	None			
11-903	Education Administrators, All Other	400	450	50	12.5%	1.3%	5	11	16	\$54.83	\$114,054	3	<5 years	None			
11-904	Architectural and Engineering Managers	3,770	3,950	180	4.8%	0.5%	17	92	109	\$73.21	\$152,260	3	≥5 years	None			
11-905	Food Service Managers	4,840	5,650	810	16.7%	1.7%	81	86	167	\$21.82	\$45,390	7	<5 years	None			
11-908	Lodging Managers	720	750	30	4.2%	0.4%	3	22	25	\$22.65	\$47,113	7	<5 years	None			
11-911	Medical and Health Services Managers	2,290	2,770	480	21.0%	2.1%	48	56	104	\$49.48	\$102,911	3	None	None			
11-912	Natural Sciences Managers	610	710	100	16.4%	1.6%	10	13	23	\$74.44	\$154,839	3	≥5 years	None			
11-914	Property, Real Estate, and Community Association Managers	6,560	7,490	930	14.2%	1.4%	92	148	240	\$32.73	\$68,060	7	<5 years	None			
11-915	Social and Community Service Managers	820	970	150	18.3%	1.8%	15	17	32	\$32.11	\$66,790	3	≥5 years	None			
11-919	Managers, All Other	8,930	10,360	1,430	16.0%	1.6%	143	195	338	\$60.32	\$125,469	7	<5 years	None			
13-111	Management Analysts	10,070	13,120	3,050	30.3%	3.0%	306	156	462	\$37.63	\$78,276	3	<5 years	None			

VTEA Core Indicators: When reviewing the state VTEA core indicators, what are the trends that contribute to or impede student success? Why is this occurring?

The disciplines of Accounting, Business, Management, and Marketing fall under California's Career and Technical Education ("CTE") specification and qualify to receive funding from the Perkins IV Act (also known as the Vocational and Technical Education Act, or VTEA). The disciplines are designated by a "top code" under the Taxonomy of Programs (TOP) classification system created under Perkins IV.

	<u>TOP CODE</u>
Accounting	0502
Business Administration	0505
Business Management	0506
International Business and Trade	0508
Marketing and Distribution	0509
Real Estate	0509

VTEA Core Indicators track certain statistics on academic performance and employment in the above-listed Top Codes. These reports measure the program's numbers against pre-determined performance goals established by the State of California. Management is such a program that is tracked by such Core Indicators. Due to the lack of information provided on how the state determines its performance goals to which the Management program is compared, the VTEA Core Indicators lack substance in a way, since little is known about the core indicator benchmarks established by the state. The Core Indicators of Performance Reports for the past 3 years for Management (Top Code 0506) are included in this program review. The department will continue to monitor VTEA Core Indicators annually as they become available from the California Community College Chancellor's Office. However, until there is more information regarding the performance goals, the data will not be used to evaluate the program.



Advisory Council Input: What type of inputs have your program received from your industry advisory council in the last three years?

Vital Link is an organization that bridges education and employment with the objective of helping students transition from the classroom to the work place. Vital Link holds annual advisory committee meetings for CTE programs in Orange County community colleges. In this year's regional advisory meeting, panel leaders discussed soft skills that were critical in today's general and operations managers in the work force. One noteworthy area that was discussed was the duration of the typical work week. Of the respondents, 86% said that they worked more than 40 hours per week.

As educators, we can emphasize to our students the continuing trend of professionals devoting more and more of their time and energy on work-related matters. With technology such as email, text, and ubiquitous web access, employees are staying "logged on" even when they are not physically at

work. That being said, it is important that students are aware of industry norms as they prepare to enter the work force.

SWOT ANALYSIS

Strengths:

- What does your program do well?
- What do you believe your students, potential employers, or transfer institutions see as your program's strengths?
 - The program offers two relevant professional certificates – Human Resources Management and Entrepreneurship and Small Business Management.
 - Comprehensive list of courses including Organizational Behavior, Team Building and Group Dynamics, Business Ethics, Customer Service, Raising Money To Start A Business, et al.

Weaknesses:

- In what areas does your program need to improve?
- What are your program's immediate needs?
- What limitations or barriers is your program experiencing?
 - The program should redefine its core student population that it serves and structure its degrees, certificates, and courses accordingly.
 - Although the FTES/FTEF is not bad (ranges from ~24 to ~39), the program can increase its enrollments.

Opportunities

- What opportunities exist for your program?
- What trends are happening in the field or subject area that may allow your program to expand?
- What external funding opportunities are available for your program?
- What potential industry, high school, college/university or other external partnerships can be established or expanded to benefit your program?
 - Revamp the department's current entrepreneurship program. See [Program Planning](#).
 - Develop contract education programs with industry partners
 - Develop continuing education programs for currently employed professionals

Threats/Challenges

- What challenges exist for your program?
- What budgetary constraints is your program facing?
- What kind of competitive disadvantages is your program facing?
- Are there upcoming changes to state and federal regulations that will impact your program? If so, please explain.
 - The department has not ventured into continuing education programs and classes that are geared towards professionals. There may be opposition from university extension programs and private industry that have traditionally served this need.

CURRICULUM REVIEW

Course Outlines of Record: It is expected that all Course Outlines of Record (CORs) will be reviewed every three years. Starting in summer 2016, courses featured in the College Catalog will directly link to the courses' official CORs. It is crucial for all CORs to be reviewed to ensure their accuracy. Upon reviewing the courses in your disciplines through [CurricUNET](#), please provide a 3 year timeline of when all of the CORs under your disciplines will be reviewed. Please follow the table format below.

	CORs needing review/ revision	Date last reviewed (A)	Timeline to complete review	Person responsible (B)
1	Management G110	October 2013	October 2016	Diana Carmel
2	Management G111	April 2008	April 2011	Chris Hamilton
3	Management G115	October 2013	October 2016	Chris Hamilton
4	Management G130	October 2014	October 2017	Andrew Moore
5	Management G140	April 2013	April 2016	Barbara Hawksley, Kimberly Golbuff
6	Management G152	March 2015	March 2018	Bern Baumgartner
7	Management G155	October 2013	October 2016	Diana Carmel
8	Management G162	March 2015	March 2018	Bern Baumgartner, Betsy Densmore

(A) Dates retrieved from COR (course outline of record) on Curricunet.

(B) The person named is the faculty member (s) that usually teaches the class. However, it should be noted that if the faculty member is a part-time instructor, that his/her contract expressly stipulates that curriculum update and review is a part of his/her job duties. Otherwise, the instructor cannot legally be held "responsible" for this task.

C-ID Designation: In 2006, the Academic Senate for California Community Colleges developed the [Course Identification Numbering System \(C-ID\)](#). This system improves curricular consistency for courses throughout the state and provides many articulation/ transfer benefits to our students. Many courses at Golden West College have been approved for C-ID alignment. Please review the list provided by Office of Research, Planning, and Institutional Effectiveness and discuss the following:

1. Does your department plan to submit more courses for C-ID designation? If yes, which ones? (These courses may or may not be part of an ADT. See C-ID.net for more information regarding courses, descriptors, and ADTs.)

California has developed a course identification and numbering system called C-ID.net in response to the passage of SB 1440, Student Transfer Achievement Reform Act. SB 1440 is a piece of legislation designed to ease the transfer and articulation burdens faced by the state's higher education institutions and its students. SB 1440 has prompted community colleges across California to align their curriculum to those prescribed by C-ID.net. The Associate Degree for Transfer (ADT) in Business Administration was developed and approved to create a direct pathway for transfer students seeking admission to the Cal State University ("CSU") and University of California ("UC") systems. The Business Administration ADT applies to all transfer students who plan to sub-specialize in a discipline such as accounting, management, or marketing at the CSU or UC level.

There are no management courses that have been state-approved. As such, there are no

management courses in the department that have C-ID alignment.

Dual-listed courses: Review the list of dual listed courses in your area and complete the following chart.

Dual Listed Courses	Date of Faculty Discussion and Review	Recommendations
none		

Curriculum Offering: Review the list of active courses in your programs that were offered and not offered in the last three years. Based on your review, what courses could you add, suspend, or retire to improve your overall program to ensure student success? (Data provided by ORPIE)

	Course	Course scheduling pattern	Recommended Action (add/suspend/retire)
1	Management G110	Offered every fall, spring	
2	Management G111	Offered every fall, spring	
3	Management G115	Offered every fall, spring	
4	Management G130	Offered every fall, spring	Added back into scheduling rotation Spring 2015
5	Management G140	Offered every fall, spring	
6	Management G152	Offered every fall, spring	
7	Management G155	Offered every fall, spring	
8	Management G162	Offered every spring	Add fall section once entrepreneurship program launches

PROGRAM DATA AND ANALYSIS (Items in black font are provided by ORPIE)

<https://gwcportal.cccd.edu/Departments/orpie/programreview/Pages/default.aspx>

SLO Assessments

List of courses with ongoing assessment

List of courses offered in the last 3 years that have not been assessed

Question:

- Looking at all assessments of your programs and courses, describe proposed plans for improvement.

The SLOs of every course are scheduled to be assessed at least once every 3 years. The action plan for SLO assessments is that an instructor(s) for a course will assess SLO #1 in fall, SLO #2 in spring, SLO #3 the following fall, SLO #4 the following spring, etc. such that all SLOs will be assessed at least once every 3 years. If all the SLOs have been assessed, the instructor rotates back to SLO #1 and starts the assessment cycle again.

Student Demographics (Headcount by Discipline)

- Gender
- Age

- Ethnicity
- Disability
- Economic Disadvantage
- Veteran
- Foster Youth

Comparison to GWC

Questions:

- **How does your student population compare to GWC's general student population?**
 - Ethnicity – Whites represent the largest group in the student population. Asians and Hispanic/Latino are the next largest groups.
 - Gender – There are more females than males in the student population. The demographic breakout is approximately 60-40 female-to-male.
 - Age – The students in the management program are older than the GWC general student population. For instance, 47.3% of the students were at least 25 years of age in 2014-15, compared to only 31% of students in the same age group in the overall GWC student population. This is consistent with the fact that students enrolled in management classes are usually working towards their AA degree, certificate, or taking a la carte classes to boost their skills.
 - Economically Disadvantaged Status – There are more students defined as economically disadvantaged in the management program than in the GWC general student population in all 6 academic years surveyed.
 - Disability Status – No significant metrics noted.
 - Veteran Status – No significant metrics noted.
 - Foster Youth Status – No significant metrics noted.
- **Based on the trend that you're seeing, what type of adjustments would you make to your program?**

The department would be interested in any services offered by the College aimed towards older students, i.e. work force re-entry, evening support.

Program Enrollment (Filter by: Discipline, Session Type, Large Lecture Factor)

Enrollment at Census

Sections Offered (by CRN)

Fill Rate at Census

FTEF/FTEF

Questions:

- **Consider sections offered, session type, and your current PT faculty pool as part of your analysis.**
- **What factors have contributed to your trends in enrollment, sections offered, and fill rate?**
 - The program averages 300 to 400 students per year. In 2013-14, there were 413 students enrolled in management classes (the high point). Two years before that in 2011-2012, there were 292 students (the low point).
 - The department has been offering 5 classes per semester. Since the department has moved to the Business & CTE Division in 2013-2014, it has been offering 6 classes per semester, for a total of 12 classes annually. The department is currently working on an entrepreneurship program, which would entail new management classes that would be written, approved, and scheduled in

conjunction with the program launch. Thus, the number of classes offered may be increased in the upcoming years.

- The program’s classes are almost entirely online. One class, Management G130 – Team Building and Group Dynamics, was offered as a hybrid course in Spring 2015. This online modality of the courses is to accommodate the typical management student, who is age 25 or older and (likely) employed.
- Retention rates average about 80%, ranging from 77% to 87.8% during the last 5 academic years. This is consistent with the overall GWC retention rates for online classes.
- Success rates are lower than the GWC overall student population by about 10% (60 vs. 70.1%).

Management	Golden West College
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Key Enrollment Data for Each Semester by Academic Year

FALL					
	Enrollment	Max. Seats	Total Sections	Enrollment/ Section	Avg. Fill Rate
2009-2010	169	208	5	31.7	81.2%
2010-2011	186	206	5	34.9	90.5%
2011-2012	163	195	5	32.6	83.6%
2012-2013	166	195	5	33.2	85.1%
2013-2014	224	310	6	37.3	72.3%
2014-2015	175	240	6	29.2	72.9%

Key Enrollment Data for Each Semester by Academic Year

FALL					
	Enrollment	Max. Seats	Total Sections	Enrollment/ Section	Avg. Fill Rate
2009-2010	41,418	43,453	965	42.9	95.3%
2010-2011	41,141	41,472	915	45.0	99.2%
2011-2012	40,268	39,461	795	50.7	102.0%
2012-2013	37,077	37,071	731	50.7	100.0%
2013-2014	37,844	40,362	796	47.5	93.8%
2014-2015	36,562	40,687	842	43.4	89.9%

SPRING					
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	Enrollment	Max. Seats	Total Sections	Enrollment/ Section	Avg. Fill Rate
2009-2010	183	200	5	36.6	91.5%
2010-2011	175	210	5	35.0	83.3%
2011-2012	179	200	5	35.8	89.5%
2012-2013	190	200	5	38.0	95.0%
2013-2014	200	245	6	33.3	81.6%
2014-2015	193	285	7	27.6	67.7%

SPRING					
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	Enrollment	Max. Seats	Total Sections	Enrollment/ Section	Avg. Fill Rate
2009-2010	39,369	42,310	943	41.8	93.0%
2010-2011	41,877	44,861	948	44.2	93.3%
2011-2012	38,023	38,948	813	46.8	97.6%
2012-2013	35,906	37,852	758	47.4	94.9%
2013-2014	37,238	44,129	844	44.1	84.4%
2014-2015	36,186	46,021	899	40.2	78.6%

- Based on your review of the data, should you increase, decrease, or keep the same number of sections offered?

The department plans to keep the number of sections it currently has. There are new classes that will be written, approved, and scheduled as part of the entrepreneurship program that the department is launching with Bern Baumgartner as the faculty lead.

- How does your department average FTES/FTEF compare to college-wide average FTES/FTEF?

In the last 5 academic years, the department’s FTES/FTEF averages around 32 students. There is one exception for the 2014-15 academic year, in which the FTEF/FTEF is 24.1 students. These numbers reflect the fact that the management classes have an enrollment maximum of 40 students, while the courses in other disciplines (Accounting, Business, and Marketing) set their maximums at 45 students. Additionally, there are no LCF courses in management.

Course Retention and Success

Overall
By Ethnicity, Age, Gender

By Large Lecture

By Session Type (Day, Evening, Hybrid, Online)

Questions:

- Looking at success rates for different demographic groups (age, gender, ethnicity), which groups are experiencing disproportionate impact (success rates for those groups are lower than the average success rates) in student success?
 - Retention and success for Asian and White ethnicities are similar. These rates are slightly lower for the Hispanic/Latino group. For those identified as Black or African American, there were only 12 students enrolled in 2011-2012 and 14 students enrolled in 2014-15. There were no Black or African American students enrolled in management classes in other years. Due to the smaller number of students in this ethnic category, rates are rather scattered and not suitable for analysis.
 - Females had better retention and success than males. However, the differences are slight and don't seem to be indicative of any discernible pattern.
 - Retention and success are lower for those students categorized as economically disadvantaged.
- If there are student groups experiencing disproportionate impact, what's your department's plan to address the disproportionate impact?

Based on the differences between student groups identified and explained above, there appears to be no disproportionate impact of any significance that the department needs to address.

Faculty Staffing

Percentage of courses taught by full-time versus part-time faculty

- In recent years, what successes/challenges have you had in hiring and retaining qualified part-time faculty?

The challenge in staffing in the Management discipline is that a high quality part-time instructor has to blend the theoretical and practical aspects of the field to the classroom and more importantly, to the online modality. The department continually assesses instructors and their teaching methods and encourages them to undergo training in online teaching.

- Based on your department discussion, what do you see as your ideal number of full-time faculty to promote student success?

The Business Administration and Management disciplines have almost identical minimum qualifications prescribed by the state of California. Therefore, faculty that can teach Business classes are also qualified to teach Management classes.

Currently, there are three full-time faculty in the business department. One faculty member teaches general business courses. Another faculty specializes in business law. In 2014, the department hired a third tenure track faculty member to develop and launch the entrepreneurship program. All three faculty members currently teach management classes.

Degrees and Certificates

Number of degrees and certificates conferred in the last 6 years

Completers are defined

Questions:

- Based on the number of degrees/certificates you are awarding, discuss any differences between your expectations and actual numbers.

#	MANAGEMENT	2008-2009	2009-2010	2010-2011	2011-2012	2012-13	2013-14	2014-15
1	Major	1	0	1	0	0	2	0
2	Certificate of Achievement	6	4	2	3	2	2	2
3	Human Resources Certificate	2	2	3	1	1	2	3
4	Entrepreneurship Certificate	1	1	1	0	0	0	1
5	Retail Management (WAFC) Certificate	0	1	0	0	0	0	0
Total		10	8	7	4	3	6	6

- The Management Major and Management Certificate of Achievement hold steady, albeit low numbers. The department intends to re-evaluate its core student population in its general management programs.
 - Since the Human Resources Certificate was shortened in 2014, the number of awards has increased.
 - The Entrepreneurship program is in the process of being re-developed. The effort is being led by lead faculty Bern Baumgartner. Once the revamped program is launched, the department expects the number of completers to increase.
 - The Retail Management Certificate is in the process of being updated to be in alignment with the Western Association of Food Chain’s Retail Management Certificate (see [Review of Last Program Review.](#))
- Please answer this question for programs that have fewer than 10 completers in the last 6 years: What strategies will you implement within your department to increase/attract completers or majors?

N/A

PROGRAM PLANNING

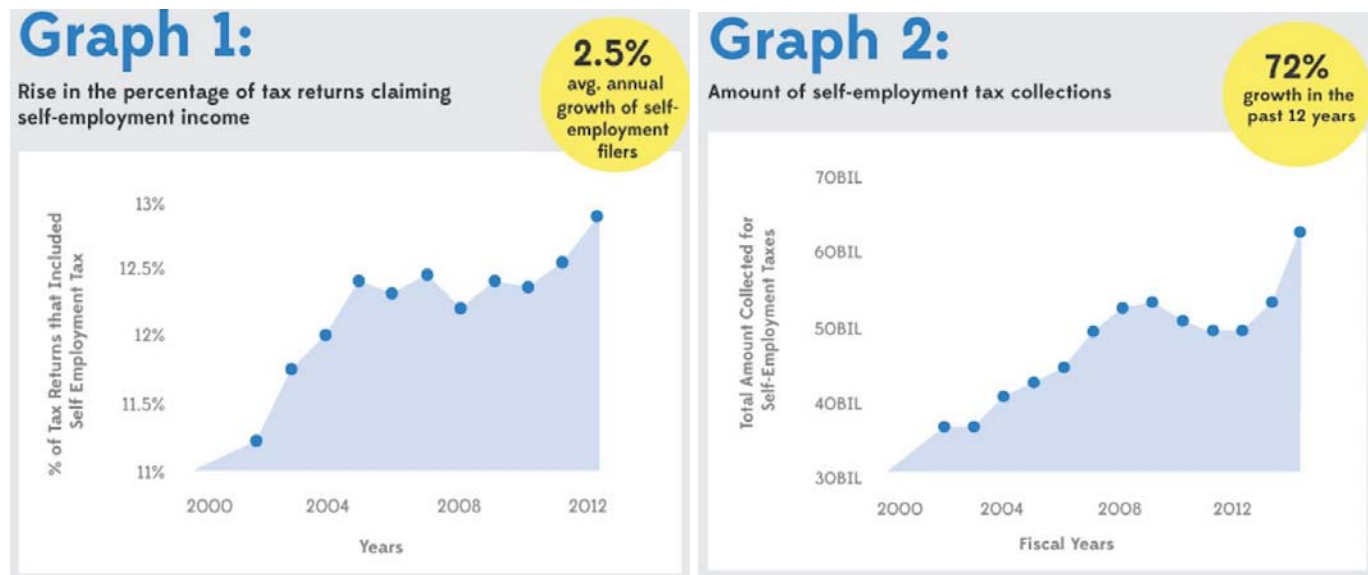
Based on your analysis of previous program review and current data:

- What does your program want to accomplish in the next three years?

[Launch Revamped Entrepreneurship Program](#)

In the last program review done in Spring 2013, one of the items on the action plan was to rebrand the department’s entrepreneurship program. At the time, the program consisted of a Certificate of Achievement under the Management discipline that required 30 to 32 units for a student. In Fall 2014, the Certificate was reduced to 25.5 to 27 units, with the required courses regrouped to reflect a more coherent education pattern for entrepreneurs. The courses were drawn from existing courses in the department’s four disciplines (Accounting, Business, Management, and Marketing).

Market trends and data continue to exhibit a rise in entrepreneurs, especially in the millennial generation. The U.S. Bureau of Labor Statistics reported that self-employed workers make up 10% of the workforce. According to data gathered from the Internal Revenue Service, the number of people reporting self-employment income has steadily grown since 2000. In the ten-year period from 2002 to 2012, collection of self-employment taxes went from \$37 billion to \$63 billion. Furthermore, the income growth of 1099 filers has also risen at a rate that was ten times faster than those with traditional employment. These numbers all lead to self-employment and entrepreneurship as an increasingly attractive prospect for workers. [Data from The Business Insider, *More people are skipping the office and working for themselves instead.* By Antonia Farzan. May 6, 2015. <http://www.businessinsider.com/tax-returns-show-people-want-to-work-for-themselves-2015-5>.]



The College decided to capitalize on this trend by expanding upon its current entrepreneurship program. A new faculty member was added to the department in Fall 2014 to specialize in entrepreneurship and to give the program another reboot. Per a survey of existing entrepreneurship programs at other community colleges, most of them have one or two general introduction to entrepreneurship courses combined with existing courses that the department already has in other related disciplines. In other words, the programs package together what the colleges already have in its inventory of course offerings, without any specific courses in entrepreneurship. This is what the department's current entrepreneurship program looks like. Thus, our entrepreneurship program does not differentiate itself from those of other community colleges.

One of the goals of the entrepreneurship program is to have our program offer something different from what other colleges were already offering. After sufficient research, the department decided to cater to the micro-businesses and independent contractors. The program will consist of a few 3-unit foundational courses on entrepreneurship and small business ownership and management, plus a series of 1.5-unit courses specializing in market research, legal aspects of startup and formation, financing, communications, marketing, and administration offered over 8 weeks. In general, the program will have the following characteristics:

1. Program duration is shorter, with unit requirements around 12 to 15 units.
2. Classes will be shorter and less exhaustive in scope. There will be one or two main courses that are 3 units that run 16 weeks. The rest of the program will consists of 1.5-unit courses that are offered over 8 weeks, 6 weeks, or 4 weeks.
3. Content and education will center on practical application with a hands-on approach to

starting a business from scratch or building upon a small business, with workshops, seminars, networking, and industry partnerships.

4. The program will cross pollinate with CTE programs on campus such as Automotive Technology, Digital Arts and Media, Cosmetology, etc. by identifying students in these CTE programs who want to own their own business, marketing the entrepreneurship program to these students, and helping learn the business aspects of their trade or industry in order to become successful business owners.

The traditional entrepreneurship course is usually a 3-unit class that contains primarily theory with some elements of practical application. The department thought that shorter courses that are less extensive in scope would be better tailored to the entrepreneur. The 1.5-unit classes would be much more focused on application with a small amount of theory. The idea is that we would offer entrepreneurs exactly what they need to know to hit the ground running. There would also be options for those who want to learn more about a specific area to take the more exhaustive 3-unit classes.

~~Lastly, the new entrepreneurship program is designed to blend with the College's CTE programs in Automotive Technology, Digital Arts and Media, and Cosmetology. The last leg of the program would be the addition of several 1.5 unit classes in the business of automotive technology, the business of digital arts and media, and the business of cosmetology. These classes are for the students that are currently enrolled in a CTE program who want to start their own business upon graduation. For example, a student in Automotive Technology who wants to open his own auto shop can enroll in the entrepreneurship program concurrently with his automotive program, take the coursework, and complete the program with a capstone course called "The Business of Automotive Technology." The same would be true for a cosmetology student who wants to start her own salon upon graduation. She can enroll and take courses in both the Cosmetology and Entrepreneurship programs. She would complete her entrepreneurship program by taking a capstone course called "The Business of Cosmetology."~~

At its current stage, the program has gone through several iterations, with certain course requirements still subject to change. The main course of the program: Management G152 – Starting A Small Business (3 units), has been revised. Five additional courses for the program have been launched: Management G162 – Managing A Small Business (3 units), Business G101 – The Mindset of Business Success (1.5 units), Business G158 – Raising Money to Start or Grow a Business (1.5 units), Business G159 – Legal/Regulatory Essentials To Start A Business, (1.5 units), and Marketing G157 – Market Research For Small Business (1.5 units). The department will continue to write and add classes, with the goal of launching the rebooted entrepreneurship program by the next program review cycle in 2019.

An additional advantage of the new GWC entrepreneurship program is a community partnership with the Community for Innovation, Entrepreneurship, Leadership, and Opportunities (CIELO). CIELO is a non-profit organization focused on entrepreneurship support to the Oakview Community of Huntington Beach and the communities surrounding GWC. CIELO operates on the GWC campus and also serves as a resource for GWC students by offering coaching and general entrepreneurship support for those interested in launching a new business. This partnership with CIELO enables GWC to offer students entrepreneurship education and training as well as access to an on-campus resource (i.e., CIELO) to then actually launch their business ideas.

- What areas does your program plan to improve?

See [SWOT Analysis - Weaknesses](#).

- What specific actions will you take to improve upon those areas?

The department will work with the dean to strategize on a clear direction path for the Management program. The department believes that the dean, with his extensive background in management, can provide valuable insight for the program and its best place on a community college campus such as Golden West College.

- How will you assess whether your program has accomplished those goals?

The department continually monitors enrollment data and degree and certificate awards data term by term as the data becomes available from ORPIE.

RESOURCE ALLOCATION

In order to accomplish those goals, what resources do you need? You will need to fill out the resource request forms and include them with your Program Review Report.

- o Staffing
- o Facilities
- o Technology
- o Equipment
- o Funding for Professional Development

Additional facilities needs for CIELO may arise as the entrepreneurship program gets closer to launch. The department will complete resource requests at that time as necessary.

Department Chair and Dean Review

Complete this section after reviewing all program review information provided. The Department Chair and Dean are to separately indicate the level of concern for the program that exists regarding the following Program Vitality Review (PVR) criteria. Add comments for any item marked with a 1 or 2. Identify whether the comment is made by the IUA or the Dean.

(Scale: 0 – No concern at all, 1 – Some concern, 2 – Serious Concern)

Chair/Dean

(0) (0) a. Significant declines in enrollment and/or FTES over multiple years

(0) (0) b. Significant change in facility and/or availability and cost of required or necessary equipment

(0) (0) c. Scarcity of qualified faculty

(0) (0) d. Incongruence of program with college mission and goals, state mandates, etc

(0) (0) e. Significant decline in labor market

(0) (0) f. Continued inability to make load for full-time faculty in the program

(0) (0) g. An over-saturation of similar programs in the district and/or region

(0) (0) h. Other

Program Review Check-list

Department Contact Information is up to date: Department Chairs, full-time faculty, classified

Organization Chart: Verify that it is up to date: (q:\college information\org charts)
Report necessary changes to the Director of Personnel

Both the Dean and Department Chair have completed the Dean and Department Chair Review section.

Signatures, Individual Comments

Date of Department Discussion: **April 6, 2016**

Discussion Modality

- Department Meeting Emails Online/Skype
 Other : **Enter text here**

Summary of Discussion Outcome: **Issues were discussed and appropriate edits made to the individual program reviews and faculty request.**

Departmental Recommendation

(√) No further review necessary

() We recommend this program for Program Vitality Review

I have read the preceding report and accept the conclusions as an accurate portrayal of the current status of the program. Signatures are on file in the division office. Type the names of the faculty.

- (√) Bern Baumgartner
- (√) Diana Carmel
- (√) Christopher Hamilton
- (√) Alice Kit Rivera

I have read the preceding report and wish to add signed comments to the appendices. Signatures are on file in the division office.

- (√) Bern Baumgartner
- (√) Diana Carmel
- (√) Christopher Hamilton
- (√) Alice Kit Rivera

Department Chair: Alice Kit Rivera
Comments:

Date: May 2, 2016

Division Dean: David Gatewood
Comments:

Date: May 2, 2016