# Program Review, Analysis, and Planning

## Department Name: Management

## 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"):**
   **Management FTES/FTEF 2017-18: 18.9 vs. GWC FTES/FTEF 2017-18: 33**
   **Management Enrollment/Section 2017-18: 20 vs. GWC Enrollment/Section 2017-18: 37**
   **Many of the Management programs and courses are designed for working individuals who are looking for promotion in their current place of employment. Enrollments have lagged behind the college overall metrics due to the fact that employees have been able to attain advancement/promotion without further education.**

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)

   **Overall enrollment has reflected a steady decline since the 2015-16 academic year. The decline in total enrollment is consistent with an overall district-wide and county-wide student enrollment.**

   **The department plans to address this decrease by revisiting program requirements, which means possibly creating shorter certificates. The department will also place emphasis on staffing management classes with highly qualified instructors that will make the classes dynamic and relevant.**

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)

   - **All disciplines (accounting, business, marketing) have shown an even distribution between men and women in their student populations. Management is the only discipline that does not reflect this trend. Approximately 60% of women and roughly 37% of men make up the students in the department's management courses.**
   - **The number of students identified as economically disadvantaged have decreased from 207 students in 2013-14 (year 1) to 98 students in 2017-18 (year 5).**
   - **International students doubled to 8 students in 2017-18 from the previous year, but the headcount is not statistically significant.**

   **Since there were no obvious trends to take note, the department should continue to be mindful of the students 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. Instructors should continue to expect a high degree of variety in the type of students that take management classes and adjust the curriculum accordingly.**

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 are lower than the GWC rate of 72.2% for the current year 2017-18. However, they have been increasing over the 5-year period surveyed (55.8% to 65.4%). The department's main objective is to share these metrics with PT instructors such that they are aware and can continue to make strides towards raising success**

**rates and closing the gap.**

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)

**These are the notable equity gaps in success rates for the 2017-18 year:**

|  | Number of students | Success rate | Management success rate | GWC overall success rate |
|---|---|---|---|---|
| **Black/African American** | 12 | 25.0% | 65.4% | 72.2% |
| **DSPS** | 6 | 33.3% | 65.4% | 72.2% |
| **Foster youth** | 7 | 14.3% | 65.4% | 72.2% |

**While the number of students is not high, the department and instructors will continue to monitor success and pay special attention to students in their classes that may be experiencing difficulties and reach out to provide help to those students.**

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)

**Management confers these 5 degrees and certificates:**
1. **Management Associate Degree**
2. **Management Certificate**
3. **Human Resources Management Certificate**
4. **Retail Management Certificate**

**Plans to increase enrollment include:**
- **High School Day, GWC Open House, Career Day**
- **Creating program-specific brochures and flyers to distribute at events**
- **Review/Revise and possibly shorten program requirements**
- **Realign Retail Management Certificate requirements to new WAFC specifications**

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)

**N/A. Management does not have an ADT degree.**

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

**Management did not complete a 2-year program review, since it did not request CTE funds during that period.**

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

**The department will work to ensure that SLO assessment returns to 100%.**

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

**Since the last program review, the department has performed course reviews for Management G110, Management G140, and Management G152.**

# Program Review, Analysis, and Planning

## 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. Launch Revamped Entrepreneurship Program

   Since 2016, the department has retired the old entrepreneurship program consisting of 30-32 units and in its place, established 2 new entrepreneurship certificates (~9 units each) that are now taxonomized under Business. These two certificates can be taken in succession, or they can be completed as stand-alone certificates. There is now a entrepreneurship program lead faculty in Bern Baumgartner. Lastly, there is now an entrepreneurship club that meets periodically on campus.

## PROGRAM PLANNING/BRAIN STORMING

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

General Business Department Goals

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 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.

Management Discipline-Specific Goals

5. Include part-time faculty in planning, devising, and creating programs and courses.

6. Conduct marketing efforts directed towards the working population. Advertise courses to these students and inform them of opportunities are career advancement by obtaining education in management.
7. Collaborate with CBA and incorporate courses in BIW pathway and non-credit education where appropriate.

# 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. |
|---|---|---|---|---|---|
| **Goal 1:**<br><br>**Increase enrollment** | **Enrollment should be over 300 students per annum by next program review (2022).**<br><br>**Enrollment per section should be 25 students by next program review cycle.** | **FT lead faculty to partake in more recruitment efforts.**<br><br>**FT faculty to cross-pollinate certain management courses to other departments such as Cosmo, Floral, etc.** | ☒ Transfer<br>☒ Degrees<br>☒ Certificates<br>☒ Career advancement<br>☐ College readiness | ☒ Student Success<br>☒ Equitable Achievement<br>☒ Learning Environment<br>☒ Communication<br>☒ Engagement<br>☒ Resource Optimization | **Division office to assist in possible intra-departmental collaborations amongst management faculty and faculty from other disciplines.** |
| **Goal 2:**<br><br>**Increase student success** | **Student success should be over 70%. Thus, by next program review (2022), student success should be higher than the college-wide average of 72.2%.** | **More qualified faculty teaching management courses should boost student success.** | ☒ Transfer<br>☒ Degrees<br>☒ Certificates<br>☒ Career advancement<br>☐ College readiness | ☒ Student Success<br>☒ Equitable Achievement<br>☒ Learning Environment<br>☒ Communication<br>☒ Engagement<br>☒ Resource Optimization | **Provide more incentives to PT faculty to attend student success workshops in addition to Flex Day.** |
| **Goal 3:**<br><br>**Increase SLO activity** | **SLO assessment should be back to 100% by next program review (2022).** | **Department chair should send out a reminder(s) to faculty during the semester, as well as a follow-up reminder at the end of each semester.** | ☒ Transfer<br>☒ Degrees<br>☒ Certificates<br>☒ Career advancement<br>☐ College readiness | ☒ Student Success<br>☒ Equitable Achievement<br>☒ Learning Environment<br>☒ Communication<br>☒ Engagement<br>☒ Resource Optimization | **Deisgnated SLO coordinator should inform department chair at the end of each semester to let him/her know of any missing SLO assessments.** |

**Golden West College**
**Program Review**
**Signatures Page**


Date: **April 26, 2019**

Program/Department Name: **Management**

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)
( **X** ) **Alice Kit Rivera**
( **X** ) **Bern Baumgartner**
( **X** ) **Barbara Hawksley**
 ( )
( )
( )
( )
( )