Golden West College

INSTRUCTIONAL PROGRAM REVIEW

Spring 2016

Program Name: Business

Division Name: Business and CTE

Program Contact Information:

Division Manager	Phone #	Office Location	E-mail Address
David Gatewood	714-895-8156	Technology 115	dgatewood2@gwc.cccd.edu

Division Coordinator	Phone #	Office Location	E-mail Address
Michelle Neal	714-895-8185	Technology 115	mneal@gwc.cccd.edu

Department Chair	Phone #	Office Location	E-mail Address
Alice Kit Rivera	714-892-7711, x52209	Administration 217	arivera78@gwc.cccd.edu

Full-Time Faculty	Phone #	Office Location	E-mail Address
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Part-Time Faculty	Phone #	Office Location	E-mail Address
Jennifer Anderson			
Terry Anderson			
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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**.

Program Contact Information:

Division Manager	Phone #	Office Location	E-mail Address
David Gatewood	714-895-8156	Technology 115	dgatewood2@gwc.cccd.edu

Division Coordinator	Phone #	Office Location	E-mail Address
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Alice Kit Rivera	714-892-7711, x52209	Administration 217	arivera78@gwc.cccd.edu

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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 Marketing discipline**. Currently, the Marketing discipline has two programs – one major and one certificate:
1. Marketing Major
2. Marketing 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 its 2 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 Marketing Major and Marketing Certificate of Achievement.
- Updated the program descriptions to reflect current objectives and learning outcomes.
- Rewrote the program objectives.
- Revamped the course requirements to exclude retired and suspended courses as well as courses not relevant or pertinent to the discipline. 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 Major certificate used to require 23.5 units to completion. It was reduced to 18 units.
  - The certificate had 28-29 units to completion. It was reduced to 18 units.
- Performed program sequencing for the 2 programs for inclusion into the College Catalog.
- Performed course SLO alignments to program SLOs and institutional SLOs.

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?

	2012-2022 Occupational Employment Projections											
Employment Development Department	Anaheim-Santa Ana-Irvine Metropolitan Division											
Labor Market Information Division	(Orange County)											
Published: December 2014										2014 First Quarter Wages [5]		Educa
		Estimated Employ-ment 2012**	Projected Employ-ment 2022	Numeric Change 2012-2022 [1]	Percent Change 2012-2022	Annual Average Percent Change	Average Annual Job Openings					
SOC Code*	Occupational Title						New Jobs [2]	Replace-ment Needs [3]	Total Jobs [4]	Median Hourly	Median Annual	Entry Level Education
11-2000	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	
11-2011	Advertising and Promotions Managers	380	500	120	31.6%	3.2%	12	12	24	$49.63	$103,223	3
11-2021	Marketing Managers	3,550	4,330	780	22.0%	2.2%	77	76	153	$65.47	$136,180	3
11-2022	Sales Managers	7,080	8,480	1,400	19.8%	2.0%	140	152	292	$59.49	$123,726	3
11-2031	Public Relations and Fundraising Managers	440	520	80	18.2%	1.8%	9	9	18	$54.81	$113,994	3
13-1161	Market Research Analysts and Marketing Specialists	8,100	11,520	3,420	42.2%	4.2%	342	111	453	$32.09	$66,760	3
41-9041	Telemarketers	2,030	2,270	240	11.8%	1.2%	24	42	66	$11.61	$24,138	8

The following table shows employment projections for marketing jobs in Orange County until 2022. Of the 6 positions identified in marketing field, 5 of them require a bachelor's degree or higher as the level education. The most promising position appears to be Market Research Analysts and Marketing Specialists, which also appears as #11 on Orange County's List of Fastest Growing Occupations. [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).

The department should further analyze its student population that take marketing classes and make further adjustments as necessary.

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.

	TOP CODE
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. Marketing 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 Marketing 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 Marketing (Top Code 0509) 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, the marketing panel discussed the importance of analytical skills and communication skills in the profession. Due to the rise of digital media, marketing managers have to analyze industry trends in order to determine the most promising strategies that will bring the most return for their organizations. Additionally, they must be able to communicate effectively within a team of diverse personalities as well as be able to communicate persuasively to the public.

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 has a strong introductory survey course – Marketing G100, Principles of Marketing. The course is offered weekly as a night class and has strong enrollments every

semester.
- The program has two relevant classes: Marketing G140, Internet Marketing and Marketing G135, Retail Management.

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 only offers 3 classes on a regular basis.

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?

- To be aligned with today's trends, the program can write and offer additional classes in social media marketing and management.
- As business continues to approach a global level, the program can resurrect several classes in international trade and marketing as appropriate in conjunction with the global studies program.

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.

- Many jobs in the marketing field require a bachelor's degree or above as the entry level education.

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	Marketing G100	October 2013	October 2016	Andrew Moore
2	Marketing G135	April 2008	April 2011	Andrew Moore
3	Marketing G140	October 2013	October 2016	Bern Baumgartner

4	Marketing G157	October 2014	October 2017	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 marketing 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 <u>not offered</u> 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	Marketing G100	Offered every fall, spring	
2	Marketing G135	Offered every fall, spring	
3	Marketing G140	Offered every fall, spring	
4	Marketing G157	Offered every fall	Add additional sections 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, followed by Hispanic/Latino, then Asians. Their percentages vary from year to year, but their ranking remains the same.
  - Gender – Males outnumber females in each of the six years surveyed.
  - Age – The largest student population comes from the "ages 20 to 24" age group. In the last two academic years, this group comprised over half the student population taking Marketing classes.
  - Economically Disadvantaged Status – From 2009-10 to 2012-13, there were more students not identified as economically disadvantaged than students that were identified as economically disadvantaged (~60-40). However, in the last two years 2013-14 and 2014-15, the ratios reversed such that there are more economically disadvantaged students than students who are not economically disadvantaged (~40-60).
  - 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 needs to further analyze the student population in the marketing program. Is there a marketing student profile? For what purpose are marketing students taking marketing classes?

Program Enrollment (Filter by: Discipline, Session Type, Large Lecture Factor)
Enrollment at Census
Sections Offered (by CRN)
Fill Rate at Census
FTES/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 150 students per year. Starting in 2014-15, the department offers 3 classes per semester. Prior to that, the program offered only one to two classes per semester.
- Retention rates were as high as 90% in the earlier years under review. In Spring 2013, Marketing G140 was added as an online class. In Spring 2015, Marketing G135 was added as another online class. The retention rates between the various modalities have varied such that no discernible trend can be ascertained for the years in review.
- Success rates for online classes are lower than the GWC overall student population. However, the department has not offered online marketing classes on an intermittent basis and as such, the inconsistency makes the success rates difficult to compare.

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

   Since there are only three marketing classes that the department offers, the department plans to keep the number of sections it currently has. The flagship class, Marketing G100 – Principles of Marketing, does extremely well with enrollments close to or exceeding its 45-student maximum in most semesters.

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

   The marketing FTES/FTEF have exceeded the college-wide FTES/FTEF in all years except 2011 and 2014. In 2011-12, the marketing FTES/FTEF was slightly lower than the college-wide average (41.7 vs. 42.6). In 2014-15, the marketing FTES/FTEF was 25.6 versus the college-wide average of 35.8.

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 rates did not vary by ethnic groups. Rather, they tend to vary from year to year, with the earlier years having higher retention.
  - In general, females tended to have higher retention and success, although in some years the male ratios were the same as or slightly higher than the female ratios.
  - Retention rates are lower for those students categorized as economically disadvantaged. Success rates between the two groupings varied.

- 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?

  Of the department's four disciplines, Marketing is the smallest discipline. As such, the department has not needed to hire many part-time faculty members.

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

  Currently, there are no full-time faculty specializing in the marketing discipline. All classes are taught by one full-time faculty and one part-time faculty. The number of faculty in the discipline is sufficient for the time being.

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.

  The Marketing discipline has not granted any majors or certificates in the last 3 years. However, the program consistently brings in 150 students per year. Thus, students are taking marketing classes on a stand-alone basis, but not taking a breadth of requirements in order to complete a major or certificate. This can be attributed to the fact that the major and certificate used to have 23.5 units and 28-29 units to completion, respectively. Since the programs have been updated and unit requirements reduced to 18 units, the department expects to see the number of completers to increase.

- 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?

The department plans to monitor the number of completers of marketing programs in the upcoming years. It also plans to reassess the role of the discipline within the department so that it can better tailor the programs to meet student needs.

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?

  The department looks to monitor the following two metrics in the next 3 years:
  1. enrollments in its 3 marketing classes
  2. awards granted in its two programs

  Enrollments: Enrollment numbers signify student demand for a particular class. Additionally, the department seeks to explore the type of student (if such a profile exists) that take marketing classes. For example, what are they taking Marketing G100 for?

  Awards: In Fall 2014, the department revised and reduced the number of units in both the major and the certificate of achievement. Thus, the department expects to see an increase in the number of students who would complete both the major and the certificate. The department will monitor the awards in the next three years,

- What areas does your program plan to improve?

  The program would like to increase the number of awards granted in the major and the certificate of achievement.

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

  The department has revised both programs to reflect current curriculum and objectives and more importantly, it has reduced the unit requirements so that students can complete the program in shorter duration.

- 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

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   Date: May 2, 2016
Comments:

Division Dean: David Gatewood   Date: May 2, 2016
Comments: