



# Annual Program Review 2010-2011

## Instructional Programs

**Division:**

**BUSINESS**

### Authorization

After the document is complete, it must be signed by the Division Chair and Dean before being submitted to the Program Review Committee.

\_\_\_\_\_  
Linda Serra

Signature of Division Chair

\_\_\_\_\_  
Dr. Kristin Bruno

Signature of Dean

\_\_\_\_\_  
12/2010

Date Submitted to Program  
Review Committee

Describe the relationship of your program to the college's [Mission Statement](#):

The Business Division of Glendale Community College provides students with the opportunity and support to gain knowledge and skills necessary to meet their educational, career, and personal goals by offering up-to-date, rigorous business courses and programs for career and technical education and transfer. We strive to offer courses and programs that do the follow:

- help students to develop important skills that are critical for success in the modern workplace, such as verbal and written communication, mathematics, the effective use of technology for work and research, and the ability to work with others and conduct their lives with responsibility;
- provide learning tools such as state of the art technology;
- create a supportive, non-discriminatory environment which enables students to reach their educational goals in an efficient and timely manner.

### 1.0. Trend Analysis

For each program within the division, use the data provided to indicate trends (e.g., steady, increasing, decreasing, etc.) for each of the following measures.

| Program        | FTEF Trend   | FTEF Trend  | WSCH / FTEF Trend | Full-Time % Trend | Fill Rate Trend | Success Rate Trend | Awards Trend |
|----------------|--------------|-------------|-------------------|-------------------|-----------------|--------------------|--------------|
| Accounting     | Increasing   | Steady      | Increasing        | Decreasing        | Increasing      | Increasing         | Decreasing   |
| Business Admin | Increasing   | Increasing  | Steady            | Decreasing        | Increasing      | Increasing         | Decreasing   |
| CABOT/ MOA     | Increasing*  | Increasing* | Increasing        | Decreasing        | Increasing      | Decreasing         | Decreasing   |
| CS/IS          | Increasing   | Steady      | Steady            | Decreasing        | Increasing      | Increasing         | Decreasing   |
| Real Estate    | Decreasing** | Increasing  | Increasing        | Increasing        | Increasing      | Increasing         | Decreasing   |

1.1. Describe how these trends affect student achievement and student learning:

Generally, with zero new hires and replacements, and budgetary restrictions on course offerings, numbers of students have increased leading to overflowing classes in all areas of the Business Division—especially Accounting and MOA.

Our trends are slightly increasing or steady at best in most areas because cannot offer new classes as we are limited by FTEF and/or total units that can be scheduled. While this may not be damaging to some divisions, Business Divisions courses and programs are constantly changing and evolving to keep up with technology.

\*Note that Real Estate FTES have decreased, due in part to the downward trend in the real estate market and in part again to budget constraints that prevent us from offering enough sections of some real estate courses.

\*\*Although the chart shows downward trends in these two areas of CABOT, there are actually quite substantial *increases* in FTES and FTEF for the combination of CABOT and MOA. They show as separate programs, but Medical Office Administration (MOA) is actually a sub-program of Computer Applications and Business Office Technologies (CABOT).

Using part-time faculty in all areas of business has enabled us to offer additional sections of existing courses and maintain a relatively consistent level of student learning. However, student achievement in terms of awards is decreasing. This is, in large part, due to the lack of full-time faculty in the division who can develop, change, and upgrade our courses and programs to meet the constantly changing needs of Business students and our community. We are attempting to develop several new certificates, AS majors, and skill award programs to increase success rates and awards in all areas. Reference section 1.2 for some specific examples.

More advertising/marketing would also be extremely helpful to increase awards in all areas. Many students and community members are unaware of the array of courses and programs we currently offer.

1.2. Is there any other relevant quantitative/qualitative information that affects the evaluation of your program?

The decrease in full-time faculty has impacted our ability to (1) meet the needs of transfer students in terms of developing, changing and upgrading courses (keeping pace with constantly changing community college business offerings and establishing articulation). (2) meet the needs of vocational students in terms of developing, changing and upgrading programs, certificates, and courses, specifically Computer Science, Entrepreneurship, International Business, Retail Management, Health Information Technology (HIT), and Insurance – we need these programs, but do not have the full-time faculty member with adequate time to promote or develop them and establish the necessary links with our community.

(3) meet the needs of the business community in terms of developing, changing and upgrading curriculum that specifically addresses issues identified during community Advisory Committee meetings.

In addition, with such limited full-time faculty in the division, it is very difficult to accomplish such tasks as SLOs, faculty evaluations, program review, class scheduling, textbook selections and orders, advisory committee meetings, and community outreach. It is much easier for a division that has many full-time faculty and few courses to accomplish such tasks, than it is for a division that has a very few full-time faculty and many different courses and programs that are in constant need of revisions and updates to keep up with technology and changes in business and industry. This division needs several replacement and new full-time members to effectively meet the needs of our transfer students, vocational students, community outreach, and accomplish the other tasks unique to vocational programs that bring in instructional equipment and other funds to the college.

## 2.0. Student Learning and Curriculum

For each program within the division, provide the following information.

| Program        | % of Courses with Identified SLOs | % of Courses with Ongoing SLO Assessment | % of Courses Reviewed for Outline Changes | % of Courses Whose Prerequisites Were Validated in 2009-2010 | % of Courses Whose Textbooks Were Reviewed in 2009-2010 | Degree/Certificate SLO*<br><small>If your division has defined other program SLOs, please indicate below</small> |
|----------------|-----------------------------------|--|---|--|---|--|
| Accounting     | 100%                              | 100%                                     | 100%                                      | 100%   | 100%  | 100%   |
| Business Admin | 84.6%                             | 0  | 100%                                      | 80%  | 80%   | In progress  |
| CABOT/MOA      | 100%                              | 80%                                      | 100%                                      | 80%  | 80%   | In progress  |
| CS/IS          | 80%                               | 50%                                      | 80%                                       | 100%   | 100%  | In progress  |
| Real Estate    | 100%                              | 80%                                      | 100%                                      | N/A  | 100%  | In progress  |

*A program (for purposes of Degree/Certificate SLOs) is a cohesive set of courses that lead to degrees and certificates. Divisions may further delineate and define programs based on their assessment needs.*

2.1. Would you like to comment on your percentages outlined above?

Please reference the comments in section 1.2 about the lack of full-time faculty to accomplish not only SLOs, but also, all the other administrative and advisory tasks associated with being a division that serves the transfer student, vocational student, and the community. All full-time division members and a number of part-time faculty are working hard to increase these percentages.

2.2. How has assessment of course-level student learning outcomes led to improvement in student learning?

Course-level student learning outcomes have forced faculty to review curriculum and collaborate on course standards. Some early assessments have shown a need to increase focus on contextual learning.

2.3. How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

Since no program level SLOs have been created or assessed (other than Accounting), no program improvements have been recognized through the SLO process. However, programs are constantly and continuously reviewed and improved by way of Advisory Committee recommendations as well as community, student, and faculty input on a regular basis.

2.4. Does the student assessment data indicate overall program needs that may require support from the institution? Define these observed needs and support your answer using your assessment data.

This process was delayed by the inability to define a program. Now that programs have been defined, work on identifying learning outcomes for programs can begin. The very first training session for this process was conducted on 10/5/2010. It is premature to expect completed assessments at this time.

### 3.0. Evaluation of Previous Goals

This section is an evaluation of program goals and activities from previous years.

3.1. List actions identified in your last program review or any other related plan(s).

Hold more frequent department, division, and advisory committee meetings. Increase contact and collaboration with the campus (especially Garfield campus) and community, with campus activities, career days, staff development activities, governance committees, and others means.

3.2. What measurable outcomes were achieved due to the actions completed?

More awareness and input on and off campus of our programs and courses; increase collaboration with other divisions (e.g. currently working on Game Software Engineer program with Visual and Performing Arts Division). Increased enrollment in some areas directly due to contacts made at various conferences, workshops, and participation in committees, especially in the areas of Real Estate and Retail Management. We have partnered with Whole Foods Market and the Western Association of Food Chains and currently offer courses at the Glendale Whole Foods Market site.

3.3. Evaluate the success of the completed actions. Did the completed actions lead to improved student learning or improved program/division processes?

Yes. Such contacts and collaboration allow us to make our courses and programs much more up-to-date and “real” for the students. Increased collaboration with faculty and students at Garfield campus has improved relationships and allowed us to articulate more effectively with that department, thus increasing enrollment through better communication and providing a smoother transition for non-credit students to credit programs.

3.4. What modifications do you plan to make to your program/division in the future to improve student learning and/or program/division processes?

We want to continue and increase the contacts and collaborations mentioned above, both on campus and off, so that we can review and improve our current courses and programs, discontinue any that are outdated, and create new, meaningful courses and programs that will lead to employment, transfer, and other positive outcomes for our students.

### 4.0. Action Plan

Based on trends and student learning outcomes, describe your program plan for the next academic year. Include necessary resources.

| Action                                 | Related EMP Goals and SLOs   | How action will improve student learning                                     | Resource Needs  |
|--|--|--|---|
| Develop Game Software Engineer Program | Provide an extensive array of learning tools, including state of the art technology... | A much-needed program that leads to employment will be available to students | New faculty, computers, software, classroom space, etc. |

|  |   |  |  |
|--|---|--|--|
| Develop HIT programs                                       | Provide students with the opportunity and support to gain the knowledge and skills necessary to meet their educational, career... | A number of programs that lead to employment in areas that are increasing employment will be available to students | New faculty, computers, software, classroom space, etc.  |
| Develop other new courses and programs as needed           | Same  | Same   | Same   |
| Continue reviewing/revising existing curriculum            | Same  | Same   | Same   |
| Update Computer Classrooms and Software on a Regular Cycle | Same  | Same   | Approximately \$45K-\$60K per semester to replace systems and software when they become outdated. This will allow 6 classroom/labs plus the Open Labs (used by the entire campus) to be updated in a 3-year cycle. |

**2010 PROGRAM REVIEW**

Division:

**BUSINESS I: BUS-10**

**Section 5.0. Resource Request**

**Description: Classroom/Lab Upgrade**

Complete one copy of this entire section (Sect. 5.0 - 5.4) on a separate page for EACH resource request. All resource requests should be tied to at least one of the following:

- The [Educational Master Plan](#) or other related plan goal.
- The [Core Competencies](#) (Institutional SLOs)
- A program SLO or course SLO

5.1. What planning goal (EMP or other plan), core competency, or course/program SLO does this resource request address?

EMP goals 1.2—Access. 1.3—Persistence and Success: Up-to-date computers and software would definitely increase student persistence and success in completion of their educational goals. 3.4—Streamline the movement through curriculum. 3.5—Promote innovative learning for 21<sup>st</sup> century students and faculty.

5.2. What measurable outcome will result from filling this resource request? (This could be an improvement in the SLO or another measurable outcome.)

Up-to-date, state-of-the-art equipment would increase success in SLOs and allow GCC to offer courses and programs needed for employment and transfer.

5.3. Describe the resource request (in detail).

Approximately \$45K-\$60K per semester is needed to replace systems when they become outdated. This will allow 6 classroom/labs plus the Open Labs (used by the entire campus) to be updated in a 3-year cycle.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE funding, categorical funding sources, Perkins funding, basic skills funding, etc.

| Type of Resource           | Amount Requested        | Description              | Justification  | Potential Funding Sources |
|----------------------------|-------------------------|--------------------------|--|---------------------------|
| Equipment—<br>all programs | \$100,000-<br>\$120,000 | Classroom/Lab<br>Updates | Computers, printers, and projectors in the classrooms need to be updated on a regular cycle; many are currently outdated and functioning poorly (long overdue for replacement) |                           |

**2010 PROGRAM REVIEW**

Division:

**BUSINESS I: BUS-11**

**Section 5.0. Resource Request**

**5.0. Resource Requests**

Complete one copy of this entire section (Sect. 5.0 - 5.4) on a separate page for EACH resource request. *The following page can be copied for this purpose.*

All resource requests should be tied to at least one of the following:

- The [Educational Master Plan](#) or other related plan goal.
- The [Core Competencies](#) (Institutional SLOs)
- A program SLO
- A course SLO

5.1. What planning goal (EMP or other plan), core competency, or course/program SLO does this resource request address?

EMP goals 1, 2 and 3--particularly 2.3--would allow full-time faculty and staff to develop strategic alliances with Glendale businesses and with other community colleges.

5.2. What measurable outcome will result from filling this resource request? (This could be an improvement in the SLO or another measurable outcome.)

Providing manpower to our division—especially the faculty replacements previously requested and an additional clerical position for evenings and Saturdays--will allow us to complete our student learning outcomes and assessments at the course and program level and do the appropriate follow-up to make improvements to both, in addition to providing more access to those who need it.

5.3. Describe the resource request (in detail).

The additional faculty/staff will also allow us to offer more services at times convenient and necessary to students and to evening and Saturday faculty and staff. Our extremely large evening and Saturday program requires an open Division Office with a permanent employee who can effectively assist all those who need assistance—students, potential students, faculty (approximately 100 in the Business Division, alone), counseling staff, and the community—effectively and in a timely manner. Currently, a huge number of the people mentioned above find an empty, dark office at the only times they can be on campus—evenings and Saturdays.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE funding, categorical funding sources, Perkins funding, basic skills funding, etc.

| Type of Resource           | Amount Requested      | Description   | Justification  | Potential Funding Sources |
|----------------------------|-----------------------|---|----------------|---------------------------|
| Personnel—<br>all programs | \$40,000-<br>\$50,000 | Salary and Benefits for FT Clerical Position—<br>Office Assistant—<br>Eve/Saturdays | See 5.3 above. |                           |

**2010 PROGRAM REVIEW**

Division:

**BUSINESS I: BUS-12**

**Section 5.0. Resource Request**

**Description: Supplies**

**5.0. Resource Requests**

Complete one copy of this entire section (Sect. 5.0 - 5.4) on a separate page for EACH resource request. *The following page can be copied for this purpose.*

All resource requests should be tied to at least one of the following:

- The [Educational Master Plan](#) or other related plan goal.
- The [Core Competencies](#) (Institutional SLOs)
- A program SLO
- A course SLO

5.1. What planning goal (EMP or other plan), core competency, or course/program SLO does this resource request address?

EMP goals 1.2—Access. 1.3—Persistence and Success: Adequate supplies would definitely increase student persistence and success in completion of their educational goals. 3.4—Streamline the movement through curriculum. 3.5—Promote innovative learning for 21<sup>st</sup> century students and faculty.

5.2. What measurable outcome will result from filling this resource request? (This could be an improvement in the SLO or another measurable outcome.)

Adequate supplies would increase success in SLOs and allow GCC to offer courses and programs needed for employment and transfer.

5.3. Describe the resource request (in detail).

Adequate supplies are needed to support all Business Division programs. Approximately \$5,000 is needed for each department

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE funding, categorical funding sources, Perkins funding, basic skills funding, etc.

| Type of Resource          | Amount Requested | Description  | Justification   | Potential Funding Sources |
|---------------------------|------------------|--|---|---------------------------|
| Supplies— all departments | \$25,000         | General Office and Classroom Supplies— paper, markers, erasers, pads, pens, pencils, scantrons, thumb drives, CDs, DVDs, books, etc. | Adequate supplies are needed to support all Business Division programs. |                           |

**2010 PROGRAM REVIEW**

Division:

**BUSINESS I: BUS-13**

**Section 5.0. Resource Request**

**Description: Software Updates**

Complete one copy of this entire section (Sect. 5.0 - 5.4) on a separate page for EACH resource request. All resource requests should be tied to at least one of the following:

- The [Educational Master Plan](#) or other related plan goal.
- The [Core Competencies](#) (Institutional SLOs)
- A program SLO
- A course SLO

5.1. What planning goal (EMP or other plan), core competency, or course/program SLO does this resource request address?

EMP goals 1.2—Access. 1.3—Persistence and Success: Up-to-date software would definitely increase student persistence and success in completion of their educational goals. 3.4—Streamline the movement through curriculum. 3.5—Promote innovative learning for 21<sup>st</sup> century students and faculty.

5.2. What measurable outcome will result from filling this resource request? (This could be an improvement in the SLO or another measurable outcome.)

Adequate software would increase success in SLOs and allow GCC to offer courses and programs needed for employment and transfer.

5.3. Describe the resource request (in detail).

Adequate software is needed to support all Business Division programs, especially CS/IS, Accounting, and CABOT, is needed for each department. Having outdated software does not prepare students for current or future employment and to some degree defeats our purpose and

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE funding, categorical funding sources, Perkins funding, basic skills funding, etc.

| Type of Resource          | Amount Requested   | Description   | Justification   | Potential Funding Sources |
|---------------------------|--------------------|---|---|---------------------------|
| Software— all departments | \$30,000- \$40,000 | Updates and new software for CS/IS, Accounting, CABOT, MOA, and other Business Programs | Adequate software—new and updates-- are needed to support all Business Division programs. |                           |

**2010 PROGRAM REVIEW**

Division:

**BUSINESS I: BUS-14**

**Section 5.0. Resource Request**

**Description: Training for Instructors**

Complete one copy of this entire section (Sect. 5.0 - 5.4) on a separate page for EACH resource request. All resource requests should be tied to at least one of the following:

- The [Educational Master Plan](#) or other related plan goal.
- The [Core Competencies](#) (Institutional SLOs)
- A program SLO OR course SLO

5.1. What planning goal (EMP or other plan), core competency, or course/program SLO does this resource request address?

EMP goals 1.2—Access. 1.3—Persistence and Success: Up-to-date skills for faculty and staff would allow a more varied array of courses and would help to increase student persistence and success in completion of their educational goals. 3.4—Streamline the movement through curriculum. 3.5—Promote innovative learning for 21<sup>st</sup> century students and faculty.

5.2. What measurable outcome will result from filling this resource request? (This could be an improvement in the SLO or another measurable outcome.)

Adequate training would increase success in SLOs and allow faculty to be skilled in current programs and other business areas so that GCC can offer courses and programs needed for employment and transfer.

5.3. Describe the resource request (in detail).

Adequate training is needed to support all Business Division programs, especially CS/IS, Accounting, and CABOT, is needed for each department. Having outdated skills on old computer programs will not allow instructors to teach effectively and meet the needs of their students

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE funding, categorical funding sources, Perkins funding, basic skills funding, etc.

| Type of Resource          | Amount Requested | Description              | Justification  | Potential Funding Sources |
|---------------------------|------------------|--------------------------|--|---------------------------|
| Training— all departments | \$25,000         | Workshops, Courses, etc. | Needed for updating skills of faculty and staff in computer programs for CS/IS, Accounting, CABOT, MOA, etc. |                           |

**2010 PROGRAM REVIEW**

Division:

**BUSINESS I: BUS-15**

**Section 5.0. Resource Request**

**Description: Advertising/Marketing**

Complete one copy of this entire section (Sect. 5.0 - 5.4) on a separate page for EACH resource request. All resource requests should be tied to at least one of the following:

- The [Educational Master Plan](#) or other related plan goal.
- The [Core Competencies](#) (Institutional SLOs)  
A program SLO OR course SLO

5.1. What planning goal (EMP or other plan), core competency, or course/program SLO does this resource request address?

EMP goals 1.2—Access. 1.3—Persistence and Success: The information that marketing and advertising would provide would not only increase enrollment but could also increase student persistence and success in completion of their educational goals through awareness. 2.3—Adequate advertising and marketing would certainly assist us to “Explore other potential collaborations with other businesses and community colleges.” 3.4—Streamline the movement through curriculum—again, through the awareness that would result.

5.2. What measurable outcome will result from filling this resource request? (This could be an improvement in the SLO or another measurable outcome.)

Adequate marketing and advertising would increase success in SLOs by informing students and potential students of our courses and the programs they lead to. Many students are not aware that we offer certain programs, and some students may actually have already completed all or most of the courses required. We need to have the funding to regularly “get the word out” to the campus and the community.

5.3. Describe the resource request (in detail).

We need to regularly advertise via flyers, mailings, surveys, Internet, Facebook, and newspapers, as well as join/attend Chamber of Commerce and other outside meetings and organizations regularly to network with the business community.

5.4. What resources are needed to fill this request? Potential funding sources might include Senate PFE funding, categorical funding sources, Perkins funding, basic skills funding, etc.

| Type of Resource | Amount Requested | Description               | Justification   | Potential Funding Sources |
|------------------|------------------|---------------------------|---|---------------------------|
| Other            | \$20,000         | Advertising and Marketing | Regular and aggressive marketing and advertising are needed to inform the campus and the public of current and future Business Division programs and courses. |                           |