Annual report submitted to the Program Review Committee on 10/30/2013

Signature of Department Chair/Lead Faculty Member Signature of Dean/Director

### Data and Analysis

### Program Data

|  |  |  |  |
| --- | --- | --- | --- |
|  | 3 Years Prior | 2 Years Prior | 1 Year Prior |
| FTES | 62.0 | 61.0 | 63.0 |
| FTEF | 1.3 | 1.3 | 1.5 |
| WSCH/FTES | 781.2 | 800.1 | 716.0 |
| Number of Full-Time Instructors | 0 | 0 | 0 |
| Fill Rate | 85.9% | 81.4% | 78.2% |
| Success Rate | 66.3% | 62.1% | 59.0% |
| Persistence | 34 | 20 | 22 |
| Retention | 84.5% | 84.1% | 79.7% |

### Program Data Analysis

The consistency of FTES during the Budget Crisis shows the level of need for trained business professionals in the community and the student desire to complete these courses to fulfill GE requirements (AS Business and other AA degrees).

### Curriculum Data-- Use data from the previous academic year

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Additions | Revisions | Suspensions | Retirements | Current Total |
| Courses | 0 | 0 | 0 | 0 | 2 |
| Certificates 18 units or greater | 0 | 0 | 0 | 0 | 0 |
| Certificates less than 18 units | 0 | 0 | 0 | 0 | 0 |
| Degrees | 0 | 0 | 0 | 0 | 1 \* |

* AS Business

### Curriculum Data Analysis

The department has weathered several years of program and course reductions and a result of budget issues while continuing to add courses and programs in areas of identified need. Budget restrictions are subsiding and increases have occurred in several areas. Student FTEs and courses have been increasing since the Summer of 2013.

* 1. **Program Student Learning Outcomes Data From the Previous Semester**

|  |  |
| --- | --- |
| Total number of PSLOs/sections | Program SLOs: 3  PSLO Sections: 0 |
| Percentage of PSLOs that were fully achieved | 0% |

**Department Discussions Regarding SLOs (“Closing the Loop”)**

* 1. **Progress on 5-year Goals from most recent Program Review.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Goal** | **Complete** | **Partially Complete** | **Not Started** | **Abandoned** | **Comments** |
| Improve quality of online courses through professional development through instructional design and online techniques.   1. Identify areas of training needed 2. Schedule training sessions for faculty |  | X |  |  | We have initiated a combined CTE effort to improve the quality of courses. We are using the Course Quality Rubric as a guide and have held a training session to introduce the process to the staff and are planning additional training based on feedback from the faculty. |
| Implement department guidelines for improving faculty to student communication and responsiveness.   1. Identify faculty members to develop department guidelines and prepare recommended guidelines 2. Present guidelines to faculty and implement |  | X |  |  | We have discussed the issues surrounding faculty-student communication in our Spring and Fall Faculty Meetings and course Quality training session. As a start we have focused on effectively using the communication capabilities available in Seaport. |
| Implement department guidelines for managing course enrollment (actively identify students participating in class).   1. Identify faculty members to develop department guidelines and prepare recommended guidelines 2. Present guidelines to faculty and implement in courses. |  | X |  |  | We have discussed improving the management of course enrollment in our Spring and Fall Faculty Meetings. Our initial focus is on identifying ‘Active” students early in the semester and the tools to accurately identify student participation. Our next step will be to develop guidelines that can be implemented across the department. |
| Introduce/promote the combined Business Department (Accounting, Business, Management, and Economics). |  | X |  |  | All disciplines with required classes for the Business AD-T have been combined under the Business Department. These include:  Accounting, Business, Economics and Management. The disciplines are currently under a combined oversight. |
| Submit and gain state approval for the AD-T Business degree. | X |  |  |  | The application for a Associate Degree-Transfer for Business has been completed and submitted to Sacramento. Approval is pending. We are also planning to revise the Business Law class to meet both the Business Law and Environment of Business requirement. |
| Enhance the Entrepreneurship and Small Business Management program. | X |  |  |  | Branding of the Entrepreneurship and Small Business Management Certificate and Degree programs has been completed. We are currently working with the Art department to create an Art Entrepreneurship Certificate and Degree. |
| Promote Financial Planning Certificate. |  | X |  |  | Specialized financial planning courses and the Financial Planning Certificate have been developed and approved. Classes began in Fall 2013. We now need to address promoting the program. |
| Create a pathway for VESL students to enroll in classes leading to Business Certificates and Transfer degrees. |  |  | X |  | The ESL program has been redesigning their program to more effectively meet the needs of students. Once completed we will address a Business VESL Pathway. |
| Expand Advisory Committee participation and collaboration with Business groups.Integrate Advisory Committees (including VitalLink) | X |  |  |  | The Business department is actively engaged with several Business Groups and Advisory committees working collaboratively to identify the needs of the business community and encourage students to participate in our educational and career programs.   * Coastline Community College Business and Management Advisory Committee * Coastline Community College Accounting Advisory Committee * Vital-Link of Orange County * Small Business Sector and Deputy Sector Navigators. * Garden Grove Chamber of Commerce – Education Committee * California Asian Chamber of Commerce * Western Association of Food Chains Advisory Committee (WAFC) * Business Entrepreneurship Center (BEC) |

Action Plan and Resource Request Based on Annual Data

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Action** | **Institutional planning goals\*** | **How action will improve student learning** | **Type of Resource** | **Resource needs, if any** | **Department priority\*\*** | **Approximate cost** | **Potential Funding Source** |
|  |  |  | Equipment |  |  |  |  |
|  |  |  | Facilities |  |  |  |  |
|  |  |  | Personnel |  |  |  |  |
|  |  |  | Software |  |  |  |  |
|  |  |  | Supplies |  |  |  |  |
|  |  |  | Technology |  |  |  |  |
| Identify training needed to incorporate elements to bring all Business and Management courses to the Effective level in the Academic Quality Rubric. | Student Success (learning and retention). | Include additional learning activities to enhance student engagement | Training | Training on technical tools needed to achieve Effective status | 2 | TBD | CTE Grant |
| Inter department task force to address student communication and enrollment management. | Student Success (learning and retention). | More personalized student experience | Other |  | 1 | 0 |  |
| Promote Financial Planning Certificate. | Student Completion | New high wage career potential. | Other | Marketing and promotional. | 2 | $5,000 | CTE Grant |
| Expansion of Advisory Committee participation and collaboration with businesses. | Program relevance | Insure educational relevance to in-demand careers. | Other | Meetings and collaboration. | 2 | $2,500 | CTE Grant |

\*Reference specific sections of College Education Master Plan, Strategic Initiatives, 5-year Program Review Goals, Accreditation Recommendations, SLO/SAO evaluation and assessment, College Mission, or other relevant planning documents.

\*\*Prioritize the program’s resource needs with 1 being the most important and subsequent numbers being less urgent.