ACADEMIC PROGRAM REVIEW
Fall 2006 - Spring 2013

Management, Marketing, International Business, Retail and Hospitality & Tourism Management

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Division of Career Technical Education/Workforce Development

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This Program Review Report for Fall 2006 - Spring 2013 is respectfully submitted by the members of MMIB (Management, Marketing, International Business, Hospitality Tourism Management, and Retail Management) Department.

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MANAGEMENT, MARKETING, INTERNATIONAL BUSINESS, HOSPITALITY & TOURISM, AND RETAIL MANAGEMENT
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DEPARTMENT/PROGRAM REVIEW
ACADEMIC PROGRAM REVIEW

SECTION 1 - BRIEF DESCRIPTION AND HISTORY OF THE PROGRAM

1.1 Introduce the self-study with a brief department history. Include changes in staffing, curriculum, facilities, etc. (You may wish to cut/paste your previous department history and then add to it)

Our department has grown over a time frame of a little more than 40 years starting in 1971. Today we offer five programs with Marketing being the oldest and still one of the most robust programs. Marketing was established in 1971 by Robert Peck, formerly of the Woolworth Corporation. The department also offered Marketing Mid-Management and Retailing Mid-Management. In 1986 these two programs were combined into on Marketing major using a single core curriculum and creating areas of emphasis. Subsequently, in response to suggestions by the Western Associations of Food Chains (WAFC) and several of the largest retail chains in California, a Retail Management Certificate Program was established.

In 1975, Gene Britt, was hired to teach management courses. The following year Mr. Britt wrote the curriculum to establish the Management major. In 1978, James Wegge, a local entrepreneur, was hired to teach in both the marketing and Management Programs. Today, both programs are popular with the working adult who wishes to have a certificate or degree to improve his or her chances for promotion.

In 1983 Mr. Britt complete a one year teaching sabbatical that included teaching assignments in Beijing and Helsinki. As a result of those experiences and with the help of an advisory committee, Mr. Britt developed and implemented the International Business Program. This was one of the first such programs in San Diego and one of the earliest in the State. In 1990 the International Business program was cited as having a model curriculum for other community colleges and much of which was incorporated in the International Trade Model Curriculum published by the Chancellor's office in May 1992.

In 1987, using a grant from Sears, the department began publishing the International Business Calendar, a monthly newsletter for the international trade community. It grew to a circulation of 8000 and then because of its size, was handed over to the World Trade Center. Grossmont College interns continued for many years to help with the publications. Due mostly to the Internet as well as the increasing cost of postage, this activity has moved to the World Trade Association and is now maintained by them.

In August 1993, based on the recommendations of the program's advisory committee, Mr. Britt recruited Customs Broker Leslie Pembroke and the first Customs Broker License Exam Review Course was offered. Today, Grossmont College is the only community college at this end of the State to offer this service to the international trade community. As a result, participants commute from as far away as Yuma, Arizona to take this now annual course. Ms. Pembroke has an outstanding record of successfully preparing examines for the difficult Customs Broker Exam that is given twice annually by the US Treasury Department. We have since brought on an additional instructor, James Burritt, to add to the team. James Burritt is a Customs Broker and is currently employed as a manager and Customs Broker in San Diego. He is also an adjunct instructor for BUS 251 Import/Export Procedures.

In 2000 the Western Association of Food Chains (WAFC) approached the Chancellor's office with a model curriculum they wanted to offer state wide. The purpose of the program was to help train their workers for advancement to management positions. The food chains promised to promote this program heavily to their employees. A curriculum proposal was developed and actually at Grossmont no new courses were necessary. The program was started and is still running today and Priscilla Rogers sits on the Southern California Advisory Committee. At this time WAFC is discussing the reduction in the number of courses to help the students complete the program more rapidly but they want to do it without reducing the quality of the curriculum. Meetings to discuss this change are on going.

After several earlier attempts, the Hospitality and Tourism Management program was launched successfully in 2005 by Priscilla Rogers, an adjunct faculty member working under special contract. A dynamic brochure was created and distributed. Eric Lund, Manager for the East County Visitor's Bureau, was recruited to teach the first section of the program. Ms. Rogers worked closely with Carl Winston of San Diego State University to ensure that the program aligns with SDSU and graduates of our Hospitality and Tourism Management Program will enter as juniors. This program is viewed very positively by SDSU and we receive quite a few referrals from them for our program. A member of the SDSU program has participated in our advisory committee.

When ROP ended, we inherited the Insurance classes. The certificate program had never been established as was promised before we agreed to take on these classes. The classes ran successfully for several semesters until the recession when it gradually became difficult to fill them. During the major cuts, this was the first program to go

because we only ran one section of each of the classes and once we started cutting classes, there was nothing left to support a program.

Program Goals

1.1 **Appendix 1** contains the most recent 6-year Unit Plan for the program. From the 6-year Unit Plan, select your **most** successful and **least** successful goals and answer the following questions:

For your most successful goal:
   a) What activities did you undertake to achieve this goal?
   b) Report and explain the data you have to verify progress toward your goal.
   c) How did the achievement of this goal help move the college forward toward fulfillment of the planning priority goals in its strategic plan?

Our most successful goal: **Articulation Agreements:** Maintain and expand articulation agreements for Hospitality and Tourism Management. We have met with SDSU and reviewed our articulation on this program. In response to that we have created a new course and modified the major accordingly.

We are excited to say that we have been able to fully articulate the Hospitality and Tourism Management Program with that of San Diego State University. We have added a new course BUS 166 Hospitality Law. This class was the only class missing to complete the first two years of the SDSU program at Grossmont College. We have also deleted BUS 121 and BUS 125 both of which are not required by SDSU. The new class and changes to the program have been approved by the Curriculum Committee. We are now in the process of creating a new brochure to reflect all those changes.

For your least successful goal:
   a) What challenges or obstacles have you encountered?
   b) Has this goal changed and why?

Our least successful goal: **Community Outreach:** Continue to work with business associations to improve community awareness of programs offered by MMIB.
The challenges in the area of Community Outreach have been in seeing any quantifiable results. Priscilla Rogers participates in all of the Community Outreach programs that time permits but there have been many changes in the market place. The area where we are having the most difficulty is in International Business. The World Trade Organization closed its office here in San Diego and we no longer have the opportunity to attend meetings and interact with international business people as we did in the past.

Our goal has to change to a greater focus on international business done in the East County area and to reaching smaller businesses. This also may be an area where we

can reach out to the new immigrant populations as many of them have done international business in their home countries. The biggest drawback in the immigrant populations tends to be the lack of English skills to be able to follow the US Government regulations and requirements which are a large part of exporting and importing.

Implementation of Past Program Review Recommendations

1.2	Your program **6-year Unit Plan** in **Appendix 1** contains the most recent Academic Program Review Committee recommendations for the program. Describe changes that have been made in the program in response to recommendations from the last review. (Be sure to use the committee recommendations and not your own)

We have not been able to locate a copy of the last recommendations and cannot address this section.

SECTION 2 - CURRICULUM DEVELOPMENT AND ACADEMIC STANDARDS

In **Appendix 2 - Catalog Descriptions**, insert copies of your catalog descriptions from the most recent college catalog (see "Courses of Instruction" section. This is the blue section). If your program has an Associate Degree program, include the relevant pages from the catalog (see "Associate Degree" section. This is the yellow section). [NOTE: Do not include your actual course outlines]

2.1 Review your courses outlines and explain how these outlines reflect currency in the field and relevance to student needs, as well as current teaching practices.

The following are the courses offered by MMIB for the the five programs in our area - Management, Marketing, International Business, Hospitality & Tourism, and Retail Management. We want to mention that many of the course outlines for the following courses are in need of updating and we will be putting that in our comments at the end.

BUS 115 Human Relations in Business
This course covers the human aspects of an organization and the part that the individual plays within that organization. This course looks at motivation theories and their application, personality theories, communication both verbal and nonverbal, group dynamics, leadership, ethics and diversity. It is a required and important course for quite a few of business programs. It is also one of the first classes a student will take to introduce them to the part that a person plays in a business.

BUS 118 Retail Management
Retail Management is a survey course in the management of retail businesses. It is a core course in the Retail Management Certificate and covers things like store operating practices, layouts, inventory and control, buying, retail mathematics, and supervision of personnel.

BUS 131 Introduction to Transportation
This course has never run and will be deleted.

BUS 133 Direct Mail Marketing
This course has never run and will be deleted. We had thought at one time that this course would be valid in a marketing degree but with the rising cost of postage and the use of the Internet for mass marketing it is really obsolete.

BUS 137 A-B-C-D Marketing Internship
This is an internship program and the students' gain practical experience while working in industry. Companies look very favorably on potential employees who

have successfully completed internships as they feel that the person has relevant business experience.

The current teaching practices are incorporated in the preparation of the resume and the job hunt process. Students also learn about contracts, deadlines and responsibilities they have in the internship and to the businesses in which they are working.

BUS 140 Entrepreneurship: Developing a Business Plan
Students find this course to be very relevant to their needs in opening or starting a business. With a well done business plan funding is much easier to find and the potential for the student to be a successful business owner is greater. As the student has to develop the plan from their idea and they must do it in the current market place, reality plays a big part in making this course relevant.

The current teaching practices for this course require the student to complete a full business plan by the end of the semester. By using our SLOs and student surveys we have been able to help the student achieve this goal. The students and now working with faculty lead components which when assembled create an entire plan. This helps to keep the student engaged and continuously working on the plan over the semester.

BUS 141 Entrepreneurship: Managing a New Business
This course helps students apply all of the concepts learned to the management and running of a small business. This is a very practical course and the issues of finance, management, marketing and production are all applied to a new business.

Many times we have small business owners taking this course to become more successful entrepreneurs. The students are required to discuss and solve current business issues and problems. This class is usually taught by faculty members who also have a business so it stays very current and relevant to current business practices.

Note: We have discussed the possibility of creating only one class for these two topics which is what Cuyamaca has done. We decided against it as the two classes are taught differently and with two different purposes.

BUS 142 Personal Selling and Persuasion
This course is good training and skill building for anyone in a sales position or in a position where they want to influence another person or people. Considering the number of jobs there are in retail alone in East County, this is very current and applicable to most businesses.

The course is taught in lecture format by adjunct faculty who also require sales

presentations and pitches so the students get practical experience and become better employees.

BUS 144 Advertising

This is a basic course in the study of advertising, and its role as a marketing tool. Covered in this course are media scripts, newspapers, magazines, radio, television, outdoor, point-of-purchase, and direct mail. E-commerce and the use of advertising on the internet are discussed as are copywriting, art, layout, and planning of full advertising programs across the different mediums.

BUS 146 Marketing

The course focuses on the function and importance of marketing in an organization. It examines and focuses on the essential elements of a marketing strategy including product, price, promotion and distribution. Also covered are the effects of the business environment on marketing decisions, consumer behavior, identification of markets and current issues in marketing. Also with the growth of the internet, it covers an introduction of internet marketing and social media in the marketing mix of a company.

BUS 147 Internet Marketing

This course provides students with the skills necessary to achieve online marketing success and how to integrate a company's web presence with offline traditional marketing methods. Students gain a basic working knowledge of methods used to help drive traffic to a web site, how to attract visitors and turn those visitors into customers. Search engine optimization, marketing, social media, and affiliate marketing as well as directory submissions and e-mail marketing are covered. This course is taught in a computer lab, is very hands on and is cross listed with the CSIS department. In capturing comments from faculty and students, we have decided that the name of the course needs to change to "Social Media and Internet Marketing" to better reflect the direction of the market place.

BUS 148 Customer Relations Management

This course is designed to provide the students with key skills and attitudes necessary to effectively meet the needs of customers. The student is introduced to the concept of internal and external customers, customer satisfaction and customer retention. Topics also include communicating with customers, developing a positive attitude and handling customer complaints. This course is a required course for the Culinary Arts Entrepreneurship program but students from many disciplines take the course. This course also covers issues of diversity and culture as they relate to Customer Service.

BUS 155 Human Resource Management

This course is an introduction to the management of human resources and an understanding of the impact and accountability to the organization of human

resource activities. Included in the course are the study and discussion of social and organizational realities, legal implications affecting people at work, union/non-union practices, employee compensation, benefits, employee rights and safety issues. As the demographics of the East County have changed so has the course attention to the global cultural aspects of having a very diverse workforce. This course is taught by a Human Resource expert with current practical experience.

BUS 156 Principles of Management

Planning, organizing, leading and controlling are the main components of management and of this class. The interaction of these functions which includes setting objectives, MBOs, decision-making tools, alternative organizational structures and their uses, leadership, motivation, communication, group dynamics, the management of stress and change, time management, ethics and diversity. We keep this class current with the use of major publications on business and entrepreneurship and the relationship of the articles to the concepts in the text book. Students are very active in looking for and understanding current business issues.

BUS 158 Introduction to Hospitality and Tourism Management

Introduction to the hospitality and tourism industry is offered with a focus on basic management theories and practices as they apply to hospitality and tourism. Included in that focus are basic structures, organization, and the management of industry components and the services and products they deliver. This course is kept current with invited industry guests and discussions of current events and how they affect hospitality and tourism in general and especially in San Diego. This course is also in alignment with the basic Hospitality and Tourism course at San Diego State.

BUS 159-A-B-C-D Management Internships

This is an internship program and the students' gains practical experience while working in industry. Companies look very favorably on potential employees who have successfully completed internships as they feel that the person has relevant business experience.

The current teaching practices are incorporated in the preparation of the resume and the job hunt process. Students also learn about contracts, deadlines and responsibilities they have in the internship and to the businesses in which they are working.

BUS 160 Hospitality Managerial Accounting and Controls

This course integrates the areas of managerial accounting and controls to applications in the hospitality industry. Topics include internal control and cost management, operations budgeting, occupancy projections and pricing decisions, credit policy and cash flow and investment decision-making. This

course has BUS 120 as a prerequisite so students get basic accounting there and then delve deeper into actual hospitality industry applications in BUS 160. To keep it current we have had adjunct faculty with actual hospitality managerial accounting experience teaching the class. This class transfers to SDSU and their Hospitality and Tourism Degree.

BUS 166 Hospitality and Tourism Law
This is the newest course in the Hospitality and Tourism Management Certificate and Degree. With this course we now align perfectly with SDSU and our students are able to transfer to SDSU. This course will introduce the student to the legal principles and issues common to the hotel and travel industries. Students will gain a working knowledge of the laws and government regulations applicable to the hospitality and tourism industry. The student will be required to identify legal issues and learn how to evaluate those issues in a structured format. Attention will be given to statutory regulations of hotels, food service, and other areas such as contracts, employment law, labor relations, product liability and insurance. This course has just be approved and has not yet run.

BUS 229 Property and Liability Insurance
This class has not run since we did the entire cutbacks due to the recession. It still is a viable business topic and recently we have had renewed interest in the Insurance Program.

BUS 233 Personal Insurance
This class has not run since we did the entire cutbacks due to the recession. It still is a viable business topic and recently we have had renewed interest in the Insurance Program.

BUS 234 Commercial Insurance
This class has not run since we did the entire cutbacks due to the recession. It still is a viable business topic and recently we have had renewed interest in the Insurance Program.

BUS 235 Delivering Insurance Services
This class has not run since we did the entire cut backs due to the recession. It still is a viable business topic and recently we have had renewed interest in the Insurance Program.

BUS 250 Introduction to International Business
This class is an overview of international business designed to provide both beginners and experienced business people with a global perspective on international trade including foreign investments, impact of financial markets, international marketing, and the operations of multinational corporations. Class also features expert guest lecturers who present practical solutions to problems in international trade. This class lends itself well to the use of international

current events to study trade issues and the global marketplace.

This course used to run every semester - one semester as a night class and one semester as a day class. Lately we have had a very difficult time filling the class and it has run every other semester as it is part of the major.

BUS 251 Import/Export Procedures

This class is an in-depth examination of import/export techniques, terminology, methods of payment and collection, insurance and bonds, customs regulations and tariffs, Department of Commerce aids, export quotations and landed cost analysis. This class is taught by a practicing Licensed Customs Broker who deals with these issues on a daily basis and brings current information and practical solutions to issues in international trade. This course runs every other semester but has been cancelled this semester due to low enrollments.

BUS 252 Global Sourcing, Buying and Manufacturing

This course focuses on locating and obtaining goods and services used for international trade. Sourcing on the Internet, the national Trade Data Bank and other computer-aided techniques for locating goods and trading partners are covered. Contracts, shipping terms, methods of payments are reviewed. The use of contract or offshore manufacturing facilities such as maquiladoras is discussed. The process of global sourcing has changed over time and with the greater use of the internet and online sources, the course has changed with it. This course runs every other semester or every two semesters but enrollments have been very low.

BUS 253 International Marketing: Expanding Exports

This is a course which examines the economic, legal, political, competitive and cultural environments of foreign markets in order to design appropriate products, establish price and develop promotional strategies to effectively reach those markets. Special focus is on preparing small to medium enterprises to compete abroad. Starting your export management company is covered and in fact the students create an EMC and then development a marketing plan to achieve an export goal. This is a very comprehensive course and many of the resources of the US Government websites are covered and students use them to development their marketing plans. This class fits in with many of the US Government export programs but is difficult to fill.

BUS 256 International Financial Transactions

This course is a survey of the international monetary system and its effects on imports and exports. Students will learn about Letters of Credit, drafts and other banking documents used in foreign commerce and transactions. They also exam foreign exchange rates, financing of international trade, methods of reducing financial risk and the services provided by an international banker. This course is kept very current by adjunct faculty who work in this field and deal with

international transactions every day. This course would appeal to the beginner exporter/importer as well as the seasoned professional looking to enter new more difficult markets.

BUS 257 International Transportation

This course deals with all aspects of international freight forwarding as utilized by an importer or an exporter. Domestic transportation is described as it relates to export and import shipments. All modes of transportation are explored - ocean, air, rail and truck and any combination. Quotations of air and ocean shipments are covered as well as auditing freight invoices and negotiating rates with freight forwarders. This course is kept current by adjunct faculty who work and deal with these issues every day. They bring actual cases and situations to the students.

BUS 258 Cultural Dimensions in International Business

This course examines the cultural barriers encountered when engaging in international trade. Coping effectively with the challenges of a foreign assignment and specific information on working and negotiating with foreign nationals will be present. To keep this course current, students also learn to understand their own culture better so that they can identify areas of similarities and areas of greater difficulties.

BUS 265 A-B-C-D, BUS 266, & BUS 267 Internship in International Business

These are internship programs and the students' gain practical experience while working in industry. Companies look very favorably on potential employees who have successfully completed internships as they feel that the person has relevant business experience.

The current teaching practices are incorporated in the preparation of the resume and the job hunt process. Students also learn about contracts, deadlines and responsibilities they have in the internship and to the businesses in which they are working.

These internships were some of the most sought after internships until we started cutting classes and reducing the number of students. Then companies stopped taking students and our program has been significantly reduced.

CUSTOMS BROKER LICENSE EXAM PREPARATION COURSE

Also included in the area of classes is a class that we run for business professionals who are interested in taking the US Customs Exam to become a US Customs Broker. This class is taught by a licensed US Customs Broker and is designed to prepare students to take this special exam. It is not so much about teaching the subject matter as most students already work in the business but rather it is geared to helping students prepare to pass the exam which is very difficult with a national pass rate of only about 1-3% of all who take it.

Although US Customs does not share the pass rate any more we know by survey that our students have had a good pass rate and Grossmont College is recognized as one of the best sources of preparation for the grueling exam. We teach this class once or twice a year depending on the demand, it is a not-for-credit class and we charge between $725.00 and $750.00 per student. The difference in price depends on when they registered and the number of students from the same company.

We are in the process of looking at the possibility of making this class a hybrid and then eventually putting it full online. We feel that it will appeal to more people if they do not have to spend seven full Saturdays in the classroom. And by going fully online it will increase the geographic area from which to draw students.

2.2 What orientation do you give to new faculty (both full- and part-time) regarding curricular expectations (i.e. SLOs and teaching to course outlines), academic standards, and department practices? How do you maintain an ongoing dialogue regarding these areas? **You are encouraged to use feedback from your Faculty Survey discussion.**

Priscilla Rogers is the only full-time faculty in the Department and she started in 2006. Nate Scharff, a full time faculty member in the Business Department, teaches two classes per semester in the Marketing Program. All other faculty members are part-time faculty and most are industry experts in their particular areas of business. So, at least recently, all of the orientations done are for part-time faculty.

We have a comprehensive introduction to the department and our expectations for each person. Priscilla Rogers meets with every new faculty person and covers things like, SLOs and their responsibilities as it pertains to their course, course outlines, academic standards, sexual harassment issues, and use of Blackboard even if it is a fully face-to-face course. We also do a walk around the campus so that they get orientated to the campus and all of the services available to them and to the students. We also cover the opportunities for professional development and the importance of attending the Department Meeting. In our survey 100% of the faculty surveyed (5 faculty members) strongly agree or agree that they received an orientation and that they had the opportunity to discuss the course outline.

2.3   Give some examples of how your department members keep their instruction (i.e. delivery, content, materials, syllabus) current and relevant to student academic and/or career needs.

As mentioned above, most of the faculty are in industry and are constantly dealing with the challenges or a changing marketplace in their area of expertise. Eric Lund and Priscilla Rogers completed their Master's Degrees in 2010. James Burritt completed his Master's in 2012 and he is also a registered US Customs Broker. Nate Scharff is working on another degree now to update his online skills. Our adjunct faculty also participate in programs and courses in their area of concentration which their jobs require thus our students receive the advantage as well.

2.4   Analyze the data in **Appendix 3 - Grade Distribution Summary**. Identify and explain any unusual retention patterns or grading variances. (To figure retention percentages, subtract the "W's" from the total enrollment and divide that result by the total enrollment. You have many options here. Some departments compare full-time to part-time grade distributions. Some compare grade distributions from multiple section courses. The program review research liaison, Bonnie Ripley, can help you with this matter. She will be providing you with some data as well)

Although a few outliers are present and will be addressed here, the majority of the MMIB courses display a healthy grade distribution. This is noteworthy given the high percentage of adjuncts that teach in this department, with many teaching a single section each semester.

BUS 146 (Marketing) in Spring 2009 had a high percentage of A's and B's, resulting from a new flipped classroom format that relied heavily on group work. Adjustments were made to the group grading process and more individual written work was assigned. Grades normalized. Other courses displaying high percentages of A's and B's include BUS 144 (Advertising) and BUS 158 (Hospitality and Tourism), particularly from 2009 to 2011. This trend was identified, and discussions with this instructor in 2011 resulted in this trend improving starting in Fall 2012. The BUS 144 (Advertising) course was moved to a full-time instructor (previously taught by an adjunct), resulting in more normalized grade distributions for that course.

2.5   Describe strategies employed to ensure consistency in grading in multiple section courses and across semesters (e.g., mastery level assessment, writing rubrics, and departmental determination of core areas which must be taught).

Regular review and discussion of grade distributions is the primary strategy. Grade distributions are reviewed by the department coordinator each year. Because the MMIB curriculum is taught primarily by adjuncts, there is increased probability for grading variances. Outliers on the grade distribution summary are

are identified and the department coordinator discusses these variances with these instructors. Historically, a single discussion/meeting with outliers with regards to the effects of grade inflation is sufficient to bring that instructor's grading into the normal range.

Some of the MMIB courses tend to have higher GPA's because of the nature of the student. Student's pursuing a certificate, along with students who are already employed in their field of study, are drivers of a higher GPA average.

Department meetings are the primary forum used to discuss grading consistency. Student learning outcomes, assessment methods for those outcomes, and grading methods for those assessments are discussed. Program and course SLO's are also reviewed in department meetings to ensure instructors are consistent in core content and outcomes.Now that the first six-year cycle of SLO's has been completed, the department will be reviewing all SLO's to discuss additions/deletions and modification.

2.6   Describe and give rationale for any new courses or programs you are developing or have developed since the last program review.

We have recently developed BUS 166 Hospitality & Tourism Law class and it has passed curriculum. We are hoping to offer it the first time this semester. With this last class we now align with the first two years of the Hospitality Program at SDSU. As we developed this last class, we also modified the major and now all is in place. It has also been recommended that we add a hospitality and tourism internship program. This is being considered at this time.

For the last several semesters Priscilla Rogers has worked to create a new version of Entrepreneurship Programs in response to "Doing what Matters". Instead of creating the Entrepreneurship Program within our department, we partnered with other departments on campus to create Entrepreneurship Certificates with special emphasis. These are 18-24 unit certificates which will allow the students to complete the certificates in two to
three semesters, use financial aid where possible and have it on their transcript. They can also then go on to complete their Associate Degrees in the same areas. The three that are ready to go to Curriculum (once we complete the forms) are Gaming Entrepreneurship (with CSIS), Jewelry Entrepreneurship (with ART) and Marketing Entrepreneurship (with Marketing).

2.7   How are current issues (i.e. environmental, societal, ethical, political, and technological) reflected in your curriculum?

Current issues are included all the time in our classes. All instructors in MMIB share information and keep their curriculum current. Almost all of our instructors are in the workforce in their areas of expertise as well as being instructors. We

introduce current issues into our courses by relating information to the students in the form of videos, newspapers, magazines and industry specific publications. Our instructors are dealing with the business world every day and share that information with the students and other faculty members. For those of us involved in Global Trade, the US Government sends out updates on a regular basis once you sign up on their websites.

An example might be BUS 156 Management. In BUS 156 students are required 8 times in the semester to find a current (2 years old or less) article relating to one of the topics in the chapter we are currently studying. They then have to summarize the article, relate the information from the article to the information in the chapter (can be in agreement or not) and finally give their opinion of the article and how it fits into the study of Management. The students are encouraged to find articles covering subject matter in which they are interested. So if the student is interested in sports management, all of their articles can be about the textbook topics as they relate to sport management.

2.8   If applicable, provide a comparison of the retention and success rates of distance learning sections (including hybrid) and face-to-face sections. Is there anything in the data that would prompt your department to make changes?

After a review of this topic we feel that there really is not a significant difference in the success rates between face-to-face, hybrid and fully online. As in most classes, when students in online classes are prepared for the work load and are able to plan and control their time demands for school, work and family they tend to do better and not fall behind. And, of course, the more training or preparation the student has had in Blackboard, the better they seem to do. We would perhaps have an even greater success rate in online classes if the students were required to take a basic Blackboard introduction seminar before they start online. The other thing that would be very helpful is if the students had a valid "Technical Help Line" for Blackboard issues where someone would answer the phone and help them when they needed it.

2.9   If applicable, include the list of courses that have been formally articulated with the high schools. Describe any articulation and/or collaboration efforts with K-12 schools. (Contact the Career and Technical Education Partnership and Tech Prep office for help.)

We have only articulated one course BUS 146 Marketing. It has not been very successful as the high school teachers have not been able to maintain the rigor we felt was very important. The high schools were also very interested in BUS 158 Hospitality and Tourism Management but we did not take that any further for the same reason. We did a fair amount of work with Mount Miguel and their program and Eric Lund and Priscilla Rogers participate in the Advisory Board.

2.10 Consult with the articulation officer and review both ASSIST.org and the Grossmont College articulation website. Please identify if there are any areas of concern or additional needs your department has about articulation with four-year institutions. Please describe how the program ensures that articulations with key four-year universities are current.

Our Hospitality and Tourism Program transfers to San Diego State University and we have BUS 158 Introduction to Hospitality and Tourism Management, BUS 160 Hospitality Managerial Accounting and Controls, and our new BUS 166 Hospitality and Tourism Law with Articulation Agreements. We also use several of the courses in the General Business area such as BUS 120, BUS 121, BUS 125 and BUS 128 in our other degrees and programs. All of these courses also have Articulation Agreements.

The only concern we have regarding transfer is the International Business Program. We are in the process of considering a new program more towards the area of Global Studies which would then transfer to SDSU. We have already had several meetings with the International Business Programs Dean and Faculty at SDSU and they seem very open to this idea. The plan would then be to create a new International Business/Global Business/Global Studies program which would allow our students to transfer directly to the International Business Program at SDSU.

SECTION 3 - OUTCOME ASSESSMENT

Using the course Student Learning Outcome (SLO) assessment data that you've compiled in **Appendix 1 -** Annual Progress Reports, as well as **Appendix 1 –** SLO Assessment Analyses and **Appendix 4 –** Course-to-Program SLO Mapping document**,** answer the following questions:

3.1   What is working well in your current SLO assessment process, and how do you know? What needs improvement and why?

The process of SLO completion is working well, meaning all MMIB courses are current on SLO assessments. Instructors are discussing SLO's at the beginning of each semester, and a benchmark assessment is done at the start and finish of each semester, for each course. This process is known because SLO's are discussed at every department meeting, and syllabi is reviewed to ensure SLO's are featured.

The process of transferring SLO assessments into pedagogical adjustments and course content revisions is a challenge to monitor in the adjunct-laden MMIB department. Unfortunately, much of the SLO activity (formerly captured via 'assessment analysis reports' did not survive the transfer to TracDat. The MMIB Department is aware that the SLO process could be improved if it was less stratified and course-specific. In other words, strive to make course SLO's more aligned with Program Student Learning Outcomes. The department, in conjunction with the Business department, held an SLO strategy meeting in 2012 to discuss approaches for the second six year cycle. Given that TracDat was in-progress, the decision was made to complete the current six-year cycle as designed. Now that a new cycle has begun, the department will be working with SLO coordinator Jennifer Carmean to discuss strategies for aligning course SLO's with PSLO's.

3.2   Using your course-level **SLO Assessment Analyses** (**Appendix 1**), this is part of your annual reporting process, and your **Course-to-Program SLO Mapping Document** (**Appendix 4**), discuss your student's success at meeting your Program SLOs.

The threshold for "student success" for all MMIB courses is 70% of students (or higher) achieving a grade of C or better in the course. Overall, students are meeting this standard across all courses, so for the intent of answering this question, we have the answer. However, the MMIB department's philosophy towards SLO's is that the real intent of the SLO process - beyond student success - is for instructors to look at the SLO data and have organic discussions, as a department, about what is working and not working in their classes to

achieve these targeted outcomes. Acknowledging that the process is course specific and stratified, SLO discussions among MMIB faculty during department meetings have nevertheless bore fruit. Whether or not these SLO findings are directly tied to an individual course SLO's, MMIB instructors have identified these outcomes as areas of focus for the department. These outcomes are essentially PSLO's, and we can proceed to question 3.3 for those findings.

3.3 Based on your discussion in **Section 3.2**, are there any program SLOs that are not adequately being assessed by your course-level SLOs? If so, please indicate by clearly designated modifications to your **Course-to-Program SLO Mapping** document in **Appendix 4**. Please discuss any planned modifications (i.e. curricular or other) to the program itself as a result of these various assessment analyses.

In reviewing PSLO's, MMIB has identified three for improvement. THis question first asks about assessment, and as previously answered in 3.2, all PSLO's are being adequately assessed as they are embedded in course SLO's. With regards to the second part of this question, planned modifications are as follows:

1. **Writing proficiency can improve.** MMIB instructors are working to increase the rigor of written work in their classes (quantity of written instruction as well as grading weight of written assignments). Strategies are individualized among instructors, but common tactics include more discussion board assignments for (Blackboard). Blackboard discussion boards allow for easy flexibility of assignments to maintain relevance to current business topics. The online platform accommodates the largely working student base that composes the MMIB student body.

2. **More time spent on group projects is warranted.** Central to business success is the ability to perform in a group environment and deliver a group project on time. MMIB instructors are increasing group work in their classrooms to push students to develop the communication, coordination, collaboration and organization skills that are necessary for group work. Current tech tools are being taught as framework tools for student success. For example, in BUS 144 (Advertising) and BUS 146 (Marketing), students manage group projects using the suite of google apps to collaborate and develop their projects. These include google slides, google docs, google sheets, google calendar, and google hangouts for group video conferencing. Not only are students learning to work in a group environment, the process is keeping pace with current technological tools. The instructor monitors progress via shared access to all group documents, and students finalize the group process with an end of the semester presentation.

3. **Increased opportunity for student to conduct oral presentations is warranted**. The MMIB Department has identified that communication skills - both in written, oral and group formats - are fundamental requirements for success in the MMIB arena.

3.4 How has the SLO process affected teaching and learning in your department?

Our frank review of the impact of SLO's on teaching and learning in the MMIB Department is as follows:

1. Inconsistency in the SLO process, coupled with a laborious paper trail in the early years of the SLO process created confusion and frustration, and the resulting impact was to simply 'get them done'. Completion was the focus, and actual discussions on teaching and learning were secondary.

2. Once traction was achieved in the SLO process and 'completion' became a viable reality, the focus shifted from the deadline cloud of completion, to the more vital discussions among faculty as to what is working, and how can we synchronize as a department composed largely of adjuncts to have common outcomes. How can we do SLO's better? The gold was discovered to be not in the documentation, but rather the discussion. Regretfully, the demands to document have impinged on the ability to innovate. Perhaps the college could create a series of SLO discussion questions for departments, and the SLO assessment focus could be on faculty meetings and discussions along these questions. Curriculum and instructional modifications and assessments would flow from these meetings, which could be easily recorded and digitally archived for a verbal record. Outcomes would then continue to be built into courses and assessed. The focus, however, would be on carving out more time for discussions on outcomes, versus discussion on tracking and documenting outcomes. Perhaps the SLO monitoring process can mirror the fluid process that is, in essence, teaching itself. If instructors are given the creative freedom and motivation to innovate, better methods for achieving outcomes will transpire.

3. With regards to the impact of SLO's, students are more aware of what the learning outcomes are in each course. Outcomes that are underperforming (as mentioned in 3.3) are identified and instructional adjustments are made. The process is working.

SECTION 4 - STUDENT ACCESS

4.1 How does facility availability affect access to your program?

Overall, instructional operations does a good job of finding rooms for existing courses each semester. Occasionally there is difficulty in finding rooms when MMIB wants to teach a course in a new time slot especially if that time slot is during the day. For example, the department was experimenting with moving some low-enrollment courses into daytime slots.Some daytime courses were filling at a higher rate than evening course, and the department was seeking to serve the highest number of students by adjusting the time slots of offered courses (ex. BUS 144 - Advertising). We wanted to offer BUS 144 as a day class one semester for the daytime business students and then the evening or a hybrid course the next semester for our working adult students.

4.2 Discuss what your program has done to address any availability concerns (i.e. alternative delivery methods, alternative scheduling sessions, off-site offerings).

To meet the demands of our working students, MMIB has offered a variety of class formats, including traditional on-ground, fully online, and hybrid. An earlier trend was that evening student were migrating away from three-hour one day a week evening courses and instead opting for hybrid courses, affording them the live support of in-class once a week, the reduced on-campus time commitment, and the convenience of an online (ie at home) platform for assignment and assessment work. Based on the student survey, over 40% of MMIB students receive instruction via a hybrid course (Q 4 student survey).

4.3 Based on your analysis of the Student Survey results in **Appendix 5**, what trends did you observe that might affect student access (i.e., course offerings, communication, department and course resources)?

MMIB students are completing courses for reasons beyond transfer goals for a four-year degree. Over 40% of students note 'improve job skills' and 'general interest' as the reasons for taking an MMIB course (Q1 student survey). MMIB students indicated that 70% had taken 2 or more classes in the department. Furthermore, over 98% of students responded that their MMIB coursework was "useful outside of the classroom for purposes other than achieving my academic goals." (Q13 student survey). Lastly, as expected, the bulk of MMIB students are focused on management, marketing and international business courses (combined to over 88%), although other courses are offered (Q14 student survey).

The survey also reveals that the adult learner population of the MMIB student leads to more autonomous students than GE courses for transfer. Over 48% of

students noted that they turn to the internet/google when seeking help in a course (Q10 student survey).

Resources that scored well: Students noted high voluntary usage (70% and higher) and high helpful ratings (70% and higher) for many campus resources, including the English Writing Center, On Campus Library, Math Study Center and the Tutor Center (Q12 student survey).

Resources that scored poorly: Students noted high 'not helpful' scores for the computer labs/tech mall and the blackboard help line (Q12K student survey).

The net effect of these survey findings with regards to their impact on student access include the following: (i.e., course offerings, communication, department and course resources)

With regards to resources and communication, the main outlier driving student dissatisfaction appears to be campus blackboard help. The need to improve this resource involves both the campus *and* the instructor. Instructors can do better at communicating to students what blackboard support resources are available, and provide easy links within their online courses to reach these resources. Campus blackboard support could improve the visibility and ease of access to existing blackboard support. One suggestion would be a 'blackboard help' button that is displayed within each course, so that students don't have to back out of their online course to search for help. More blackboard support for students will be a noted program recommendation for the department.

The second resource impacting student access would be the computer labs/tech mall. Although the survey does not clarify this response, it is our assumption that lack of available computers (the tech mall is usually full) is the driver for this score. Students who do not have a computer have commented that when they went to the tech mall to do homework it was noisy and there were no computers available because so many students were "playing" on the computers.

Another area where we feel there could be some additional cooperation with the library would be online resources for business. This would involve an easy access for students to periodicals and magazine written primary for business people such as *Wall Street Journal, Inc Magazine, Fast Company, The Economist, Money and Fortune Magazine.* We require the students to read information outside of their textbooks to keep them current and this would be a way to may that reading more accessible.

4.4   What implications do these findings from 4.3 have for your program?

As noted in 4.3 above, the department would like to include a program recommendation for the next cycle to work with IS to improve the level of blackboard support for students.

With regards to computer labs/access, the department has secured a faculty office space that is used for MMIB adjuncts. Instructors have offered this office space (with computer and printer) to MMIB students when a computer access hardship exists. It also allows adjuncts a place to meet with students even though they are not required to have or hold office hours.

4.5   Based on your analysis of questions 3 through 16 in the **Appendix 5 -** Student Survey, identify any changes or improvements you are planning to make in curriculum or instruction.

It is interesting to note that despite the self-directed nature of these adult learners in MMIB, many still prefer face to face as a line of communication with the instructor (over 40%). Anecdotally, many MMIB instructors find their students not utilizing office hours. The department will include discussion on this communication fact with adjuncts in upcoming department meetings, with the goal to address how adjuncts can increase their face to face interaction with students (more convenient office hours, or even the use of technology to interact live with students [such as google hangouts]).

When the campus invests more heavily in current blackboard tools, it is likely to lift both 'communication' scores as well as 'blackboard help' scores. For example, current full-featured versions of blackboard include blackboard collaborate, which allows the instructor to conduct live classroom sessions and field student questions via chat, voice, or full video feed. The department is aware these online tools exist via the CCC Confer platform available on campus, but this tools resides outside of blackboard, cannot be conducted within the blackboard course shell, and requires both instructor and student to learn an (additional) software tool to utilize this feature. The department would like to see the campus invest further in blackboard to address the needs of students and instructors that are clearly being flagged in the student survey.

4.6   Discuss program strategies and/or activities that have been, can be, or will be used to promote/publicize the courses/program. Comment on the effectiveness of these strategies in light of the results of the Student Survey (**Appendix 5**)

We promote the courses and programs in multiple ways. We have brochures for all of our programs in MMIB and these are distributed to many areas on campus. These brochures are provided to other schools and businesses. We also have them available to students every day on our bulletin board in from of office

54-513B and students are encouraged to take whatever they are interested in reviewing. This board has to be filled weekly.

Priscilla Rogers distribute brochures at meetings and many of the programs that she attends. She has done presentations at meetings like the World Trade Center, Chambers of Commerce, US Customs Brokers and at businesses like Vons and Costco.

Due to the way the questions are set up in the survey, we have no way of finding out how the student found out about the programs at Grossmont. Most responded that they had found the classes through the catalog but that really did not tell how they came to be at Grossmont College. That is a question which should change for the future.

4.7   Explain the rationale for offering course sections that are historically under-enrolled. Discuss any strategies that were used to increase enrollment.

Typically we have offered classes that are under enrolled for several reasons. First I would say there are several areas where we have had the problem of under enrolled classes and they are in very specific areas which are needed for a degree, where they respond to a community need or where they are new. The areas/classes most affected by low enrollment are International Business, Hospitality and Tourism and classes that are not attached to a degree.

Courses in International Business were traditionally offered every other semester and still are in most cases. But during the recession that sequence was broken and classes were cut even if they were only offered once a year. Then we started going to every third semester and we kept losing students along the way. So what has happened is that many international students that are here for only one year no longer take our program because we cannot assume them that they can finish the certificate in one year. This has dramatically and disastrously affect the program. It is also a big loss of revenue for the school as students will go to wherever they can get their certificates in one year. They don't want to go home before finishing and many times do not have the option of extending their stay to complete the program.

Other areas where we have had low enrollments are classes that are new and very specialized such as BUS 160 and BUS 166 in the Hospitality Program. These courses will only be taken by those students that are intending to transfer to San Diego State University. We need to improve our marketing of this classes to make students at other colleges who are not offering these classes aware of their availability at Grossmont College.

We also have classes of interest to students that are not part of a degree or are only needed as an elective. The main classes in this category are BUS 147

which is a cross listed class with CSIS 147 and cover Internet Marketing and Social Media. This class needs to become a part of the Marketing degree and is one our our goals for the future. In this area we also have two other courses which are BUS 140 and BUS 141 in Entrepreneurship. There is an interest and there is a need in East County for these classes. We just need to do a better job of marketing them and also tying them to degrees as electives.

4.8   Based on an analysis and a review of your 6-year Unit Plan **(Appendix 1)**, what specific strategies were utilized to address <u>access</u> issues of special populations (e.g. ethnicity, age, and gender).

We have not specifically address any specific areas in this issues. We have a very varied population in Business in general and we have addressed general issues like textbooks available in the library and using older editions for at least one additional semester to keep costs down and allow students to buy used textbook if economics is a reason for dropping a class. Faculty have also worked with publishers to create lower cost packages where possible especially in Management and Marketing. In classes faculty always bring discussions of minority and immigrant owned businesses so that all groups can feel included.

SECTION 5 - STUDENT SUCCESS

5.1 Building on your answer to question 4.8, what specific strategies were utilized to maximize <u>success</u> issues of special populations (e.g. ethnicity, age, and gender). Please consult **Appendix 10** for data that will be provided to you by the research liaison. (Note: Asian, African-American and Hispanic are our three largest ethnic groups outside of White-Non Hispanic and should be included in this discussion. Feel free to include others as well.)

The entrepreneurial and work-skills focus of MMIB attracts good diversity to the department. That said, MMIB faces special population success challenges that likely echo the trends of the college. A review of the success and retention data from appendix ten reveals the following:

From an enrollment perspective, whites are the leading percentage of MMIB students, Hispanics are the second largest ethnicity, Asians are third and African Americans are fourth.

Comparing enrollment to success, rates, we spot some troubling trends when looking at the largest enrollment ethnicities. Whites achieve around a 65% success rate, Hispanics average around 55%, Asians lead at 75% and African Americans hover at around a 40% success rate. What is interesting to note among the lowest success rate group - African Americans - is that their 'non success' (ie, not a passing grade) rates are not much different than those of Hispanics, Filipinos, or Pacific Islanders. The problem is with withdrawal rates, which are much higher in the African American segment versus other demographics. The question is why? Why are the persistence rates lower in this demographic? MMIB believes that a low persistence displayed within a student demographic is an indicator that those students don't feel connected to the course, the material or the instructor. Simply put, the student doesn't see value in continuing the course or finds the course out of their ability due to being under prepared. The MMIB department would like to include a formal recommendation to improve the low persistence and success rates of African Americans and Hispanics in this department.

As far as strategies currently in play to to maximize success among special populations, MMIB incorporates the following:

- Group work. Regardless of ethnicity, students perform better when operating in a cohort.

- Focus on minority-owned businesses. When examples are shown in class, instructors seek to feature minority-owned businesses.

- Work to accommodate students with socio-economic challenges by providing reserve copies of textbooks and/or used older editions from instructor library.

Clearly we can do more with our success and persistence rates among certain special population groups, especially Hispanics and African Americans. Strategies to consider for improving persistence of special populations would include more diverse faculty, early detection systems in place to reveal outliers in online environments, and featuring minority-owned businesses.

5.2 Describe specific examples of departmental or individual efforts, including instructional innovations and/or special projects aimed at encouraging students to become actively engaged in the learning process inside and outside of the formal classroom.

In the Hospitality and Tourism and Human Resources courses, students are required to interview a professional in the field.
In the Marketing and Advertising courses, students use the social media tool "Wechat" to foster class participation during and after the class.
In the Management courses, industry professionals attend as guest lecturers and students are directed to outside presentations of industry experts.

5.3 Explain how the program collaborates with other campus programs (e.g. interdisciplinary course offerings, learning communities, community events, tournaments, competitions, and fairs) to enhance student learning inside and outside of the formal classroom.

Priscilla Rogers has been working for two semesters on programs that contain and Entrepreneurship component but that are housed in different areas of the campus. We created a program with CSIS call Gaming Entrepreneurship which allows students to start a business in several semesters in Gaming. We were able to do this without having to create any new classes. We were also able to create a program call Jewelry Entrepreneurship with the Art Department. These students will be able to get a certificate in 3 semesters and will be able to start their own repair business or work for existing jewelry businesses. We also have several others being considered but not yet finalized. We have also presented these finding and ideas to several group meetings and faculty.

5.4   Based on an analysis of "Reports" data (This is found on the intranet under "Reports" and will be provided to you), discuss trends in success rates, enrollments and retention, and explain these trends (e.g. campus conditions, department practices). Provide examples of any changes you made to address these trends.

This question seems to be a revisit of question 5.1. However, to reiterate findings and next steps.

Enrollment of Whites is dropping while Hispanics continue to climb year after year.

Success rates of African Americans and, to a lesser degree, Hispanics are too low and need to be addressed by the department. Although no hard data exists to support this claim, the department believes there may be a socio-economic factor is also shadowing the lower success rates of these two populations.

Department practices to address these trends were previously mentioned, but include:

> include more diverse faculty,
> early detection systems in place to reveal outliers in online environments,
> featuring minority-owned businesses.

5.5   If state or federal licensing/registration examinations govern the program, please comment on student success.

Non applicable. The custom broker course has a certifying exam however they do not allow it to be taken outside of their facilities and control. Also US Customs no longer shares the results with us - only with the exam takers.

5.6   Referring to **Appendix 6-** Degrees and Certificates if the program offers a degree or certificate in the college catalog, explain the trends regarding number of students who earn these degrees and/or certificates.

MMIB offers degrees and Certificates in Management, Marketing, International Business, Hospitality/Tourism and Retail Management. For the time frame of this report from Fall 2006 to Spring 2013 the following were the degrees and certificates earned by students (from most to least) - see following page.

	Degrees	Certificates	Total
International Business	24	59	83
Management	29	36	65
Hospitality/Tourism	28	37	65
Marketing	15	24	39
Retail Management	3	4	7

We have seen a decline in all areas except Management. The decline can be directly related to the classes which were cancelled in the recession. In all of our programs except management and marketing we do not offer multiple sections and in many cases as discussed before, we offer classes once a year. Once that only class is cancelled, the student then has to wait until that class if offered again and in many cases we lose that student.

The International Business Certificate and Degree have been very strong in the past but suffered extremely in this environment. The unfortunate part for these students is that they cannot find the class that has been cancelled at any other school locally. In other programs, we send students to Cuyamaca or Mesa to take a missing course so that they can complete their degrees and certificates. In International Business they just have to wait until the class is offered again if they have not already left the school.

The other issue with this is that the International Business Program had a very high percentage of International Students. They pay full price and so Grossmont loses revenue when we cannot offer them the complete program in two semesters.

5.7 Describe activities your faculty has implemented to provide and maintain connections to primary, secondary and postsecondary schools.

The MMIB student typically is a working student seeking to improve existing skills, or they are an entrepreneur seeking knowledge for their business. Because MMIB students don't come from primary, secondary and postsecondary schools, these connections have not been a priority.

SECTION 6 - STUDENT SUPPORT AND CAMPUS RESOURCES

6.1 Indicate how the program utilizes college support services (i.e. Learning and Technology Resources Center; learning assistance centers for English reading and writing, math, technology mall, and tutoring center; Instructional Media Services,).

This section appears to have some redundancy to the questions asked in the previous section four regarding student success and how students utilize campus resources. To clarify, the department is assuming that the committee is now asking about how the program utilizes resources. Although we feel it is a fuzzy distinction between students and the program in which they reside, we will attempt to split the hair that is this question.

The department directs students to the Learning and Technology Resources Center (LTRC) and their related learning assistance centers frequently. Given that MMIB echoes the ever-changing business environment, students are assigned periodical readings in many of the MMIB courses, and they are encouraged to utilize the LTRC to access these readings.

Although the survey indicates good utilization of these resources overall, we believe the challenge for the MMIB program is in regards to the hours of access for these resources. We believe the committee has likely heard this request before, but expanded hours (ie Fridays and weekends) of the LTRC would better accommodate the MMIB programs needs, as these students are largely working and cannot access the physical LTRC during weekday hours. One consideration would be for the MMIB department to become more familiar with the online resources of the LTRC, which would likely address the student access need of obtaining holdings outside of the LTRC building hours. Online access will likely not address reserve desk needs or access to popular daily periodicals (such as the Wall Street Journal), but the department is aware that better education of MMIB students on online access tools would improve program utilization of this resource. The department will make this a formal recommendation for the next program cycle.

With regards to the other learning assistance centers housed in the LTRC (English reading and writing, math, technology mall, and tutoring center), expanded hours would help the program further improve the utilization of these resources. Lastly, with regards to Instructional Media Services, the department feels they are adequately utilizing these resources, namely by calling the IMS when classroom malfunctions occur.

6.2 Analyze the results of the **Student Survey** - **Appendix 5** and describe student utilization and satisfaction with campus resources **as it relates to your program** (i.e. availability, usage etc).

Again, seeking to split the hair of this question versus that asked in section four, the following resources are identified as relevant for mention with regards to their impact on the MMIB program.

- Blackboard support. Students are dissatisfied and the department has included a formal recommendation to improve this resource's impact on the program.

- Tech Mall/Computer Labs. Students are dissatisfied and the department has included a formal recommendation to improve this resource's impact on the program.

6.3 Describe some of the activities for which your department has used the Institutional Research Office or other data sources.

In addition to the fantastic support offered by Bonnie Ripley with data mining and interpretation for this review process, the MMIB Department also worked with the IRO to develop course maps for the MMIB department. These maps are featured on the following pages, and will be included in future department student literature.

Term:	1 (FA)	2	3	4	5
	BUS 115	BUS 109	BUS 146	COM 122	
	BUS 118 (FA only)	BUS 128	BUS 152	BUS 155 (SP only)	
	CSIS 110 or CSIS 172	BUS 156			

Notes: All courses may be taken in two semesters, see Department for alternate plan

Retail Management
Certificate

Term:	1 (FA)	2	3	4	5
	BUS 128	BUS 125	BUS 120	BUS 142$^+$	
	BUS 146	BUS 156	BUS 118$^+$ (FA only)	BUS 144$^+$ (SP only)	
	BOT 172	BUS 115*			

Notes: * one of several choices are possible—see Catalog for other options; + indicates BUS 252 or 253 may be substituted

Marketing
Certificate or A. A. (with GE courses)

Term:	1 (FA)	2	3	4	5
	BUS 128	BUS 120 →	BUS 121 →	BUS 160	
	BUS 158	BUS 125	MATH 160	MATH 178	
	CSIS 110	ECON 120	ECON 121		

Notes: Math 110 must be completed before starting 2nd semester courses

Hospitality & Tourism Management
Certificate or A.A. (with G.E. courses)

Term: FA | SP | FA | SP

FA	SP	FA	SP	
BUS 128		BUS 120 →	BUS 160 (SP only)	
BUS 158	MATH 160	BUS 166 (FA only)	MATH 178	
CSIS 110	ECON 120	ECON 121		

Notes: Math 110 must be completed before starting 2nd semester courses; Certificate may be completed in 2 semesters, see department for alternate plan to do so

Hospitality & Tourism Management
Certificate or A.A. (with G.E. courses)
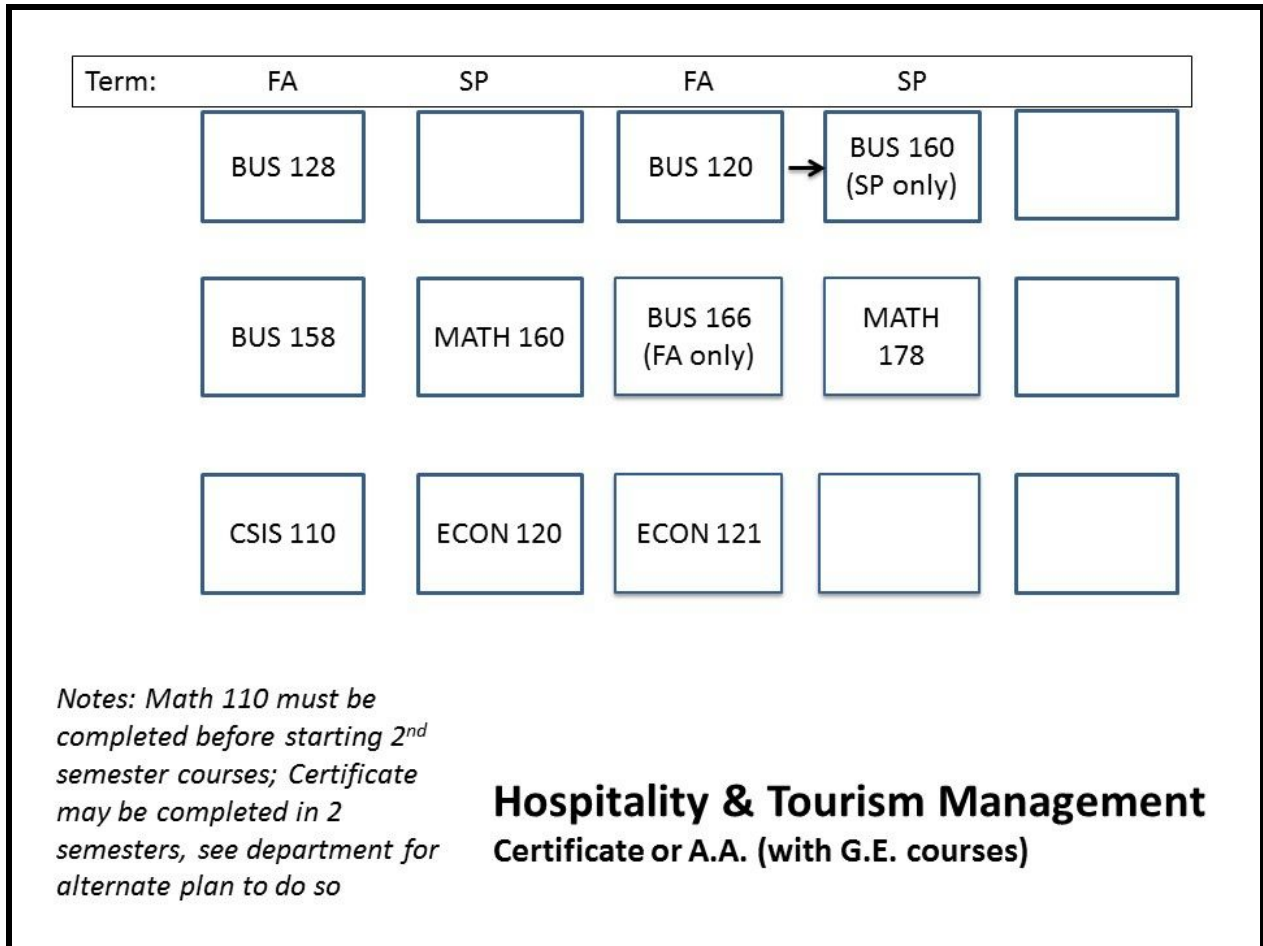
These course maps will make it easier for instructors and counselors to communicate certificate and degree paths within the MMIB program.

6.4   Working with your library liaison, evaluate and provide a summary of the current status of library resources (i.e. books, periodicals, video, and databases) related to the program.

The library has sufficient resources for MMIB students for formal research assignments. The business databases have ample peer-reviewed articles for research. Furthermore, extra copies of textbooks are stored at the reserve desk for most MMIB courses.   The issue with library resources is not in what is being offered, but rather in getting students proficient with what is available. The MMIB department acknowledges that more focus could be placed on educating students on these resources (ex. utilization of the LUCI online tutorial).

The specialized nature of the MMIB courses also lends itself to databases and periodicals not housed at the Grossmont Library. Industry-specific trade journals (ex. "Chain Store Age" for retail management, "Nation's Restaurant News" for restaurant industry) exist for virtually every industry, and it is not feasible to

expect the library to carry all of these periodicals, as they require membership in the trade association. Many MMIB instructors have access to their industry publications and use these as an additional resource. There are also a plethora of industry-specific databases with free access to news, trends and terminology (American Marketing Association, American Association of Advertising Agencies, International Council of Shopping Centers, along with aggregator sites like investorpedia.com, marketingdictionary.com, businessplans.com, etc.).

It would likely benefit our department to have a formal review of library resources that can benefit MMIB, along with a comparison of what instructors are using in the classroom. The department will follow up with the library to see if a library liaison can present these tools at an upcoming department meeting, and provide ideas on how these resources can be linked to classroom assignments.

6.5 How does the program work with the various student support services (i.e. Counseling, EOPS, DSPS) to help students gain access to courses, develop student education plans, make career decisions and improve academic success? How does your program communicate specific and current information that can be used by those student service groups?

Now that the course maps have been completed, counseling has a new tool to assist students with educational plans within the MMIB program.

In department meetings, full-time instructors give guidance on handling DSPS requests, and this process is successfully serving students with a variety of needs. MMIB prides itself on the diversity of students entering the program - reflecting the American ideal that entrepreneurship is not bound by ethnicity or disability. In fact, entrepreneurs seem to be a more diverse group than the general population. Perhaps the independence of entrepreneurship is more appealing to special populations that are not attracted to traditional career tracks.

These student service groups receive regular updates from the department coordinator on course offerings, which includes supplies of program brochures and our new course maps.

With regards to assisting career decisions, the MMIB student is motivated by learnings that can be directly applied to the workplace or their business. Most MMIB instructors work full-time in their field, so students have access to professionals in their field of interest.   MMIB works extensively with all the student support offices to meet student's needs. We do all we can do to help make our students more successful.

6.6 Describe how the department uses available technology to enhance teaching and learning and to communicate with students? According to the **Student Survey** in **Appendix 5**, how do students respond to the use of technology?

According to the student survey, student's note email as the preferred communication tool between instructor and student (Q7 student survey).

Blackboard does not appear to be the primary course resource for helping students learn the course material (Q11 student survey) - ranking seventh behind Lecture, Textbook Homework, Powerpoint, Quizzes and Group work. This echoes student views noted earlier regarding the use of Blackboard.

MMIB instructors use a variety of technology tools to enhance teaching and communicate with students. These include email, powerpoint, Blackboard course containers, publisher online testing materials such as 'learnsmart' study guides and online videos.

Nate Scharff has piloted some new technologies for student engagement in his Marketing and Advertising courses. The use of "Wechat" (the primary social media tool in China) harnesses the ubiquitous use of cell phones by allowing students to text questions (or answers to instructor questions) during live lecture. Otherwise timid students have a venue to participate. The instructor can also text out follow up questions after class for participation opportunities. Unlike Twitter, Wechat is private and accessible only by students in the class.

Students are also required to use Google apps in the Marketing and Advertising courses to execute group projects.

6.7 Identify and explain additional technological resources that could further enhance student learning.

As mentioned in earlier sections of this report, enhanced Blackboard tools would improve hybrid and pure online courses. Most notable is the campus' lack of 'blackboard collaborate', which allows for a live class format in an online platform.

Access to classrooms with computers has become increasingly difficult to accommodate as more and more departments seek these rooms for classroom exercises and assessments. A dedicated section of the semester where MMIB could have access to computer labs (Tech Mall, BOT rooms, CSIS rooms, etc.) would greatly enhance student learning. For example, in the Marketing and Advertising courses, students could practice execution of social media strategies discussed in class. Management courses could use computer models

6.8   Comment on the adequacy of facilities that your department uses. (e.g., does the room size and configuration suit the teaching strategies?)

Overall, instructional operations does a good job of accommodating MMIB's needs. Rooms are of adequate size and contain the necessary resources. As noted earlier, the one challenge MMIB faces with regards to facilities is in moving courses to day time slots. MMIB courses are showing higher enrollment in daytime slots, but moving these courses from (previous) night slots to day slots is a challenge.

Larger classrooms to accommodate high enrollment courses (management and marketing) are also hard to find.

SECTION 7 - COMMUNITY OUTREACH AND RESPONSE

7.1   How does your program interact with the community (locally, statewide and/or nationally)? Describe activities.

MMIB is very active in the community. We participate in the Knowledge Community of International Business Programs in Region 10. Priscilla Rogers sits on the Advisory Board of the Western Association of Food Chains as well as the Education Board at the East County Chamber of Commerce.Priscilla Rogers has done presentations for the Retail Management Program at Vons and Costco as well as participating in the WAFC meetings.

We participated in meetings of the World Trade Association until it closed its doors last year. We participate in CIBER (Center for International Business, Education and Research) at San Diego State University. MMIB also has participated with the "Doing What Matters" Deputy Sector Navigator for Entrepreneurship Joseph Molina from Mira Costa College. MMIB applied for and received a small mini-grant for the development of Entrepreneurship Certificates.

Advisory Committee Recommendation

Some disciplines are required to have advisory committees. Answer this question if this is applicable to your program. In **Appendix 7**, please list the organizations represented on the Advisory Committee and include samples of the meeting minutes.

7.2   If appropriate, summarize the principal recommendations of the program advisory committee since the last program review. Describe how the program has responded to these recommendations. Include the date of last meeting and frequency of meetings. List organizations represented.

We had several Advisory Committee meetings, usually once a semester, over the years of this study but unfortunately the minutes have been misplaced or lost in office changes or lost computer drives. The last meeting we had we focused on the Hospitality and Tourism Management Degree. The group asked us to complete the Hospitality and Tourism Degree by making the changes needed to align us with San Diego State University. We have since completed that request and are now completely aligned with SDSU.

The International Business Program has been harder to recruit members for our Advisory Board. There have been a lot of changes over the last few years starting with the time of the recession and the closing of many businesses. Many of our former contacts are no longer available and it has been hard to develop new ones. However, we are preparing to have our first new Advisory meeting this semester for our Department.

SECTION 8 - FACULTY/STAFF PROFESSIONAL DEVELOPMENT

8.1 Highlight how your program's participation in professional development activities including sabbaticals (listed in **Appendix 8**) has resulted in improvement in curriculum, instruction, and currency in the field.(Specifically, we ask that you include how this work has affected instruction inside or outside of the classroom- a couple of examples with details will suffice)

There has not been an opportunity to do a sabbatical as I am the only person in the department. However, both fulltime and parttime instructors in MMIB have to remain current in their areas of expertise. Nate Scharff is attending classes at SDSU and have been sharing his knowledge with the department faculty both part time and fulltime. Priscilla Rogers has attended Fresno State University on two different occasions for classes on writing business plans and entrepreneurship. James Burritt is a Licensed US Customs Broker and shares new rules and laws with the other instructors to keep us current. John Dunlop and Richard Schaper are both own financial companies - one doing international Letter of Credit and the other financing businesses. Jon Baumunk teaches in both accounting and is a lawyer in the Hospitality and Tourism Program. The best part of our varied instructors is that both our students and our faculty gain from the expertise they bring to our MMIB programs.

8.2 Describe any innovative professional development activities your program has created.

Our most successful sharing of information comes at our Department meeting which runs in the evening to accommodate those with a full time job. We have an agenda which always includes SLOs and what we learned last semester and then discussions on student issues and ways to resolve problems. It is an open forum and everyone participates freely. It is also a time for us to reinvigorate the values and ethics in our area.

8.3 Describe how your faculty shapes the direction of the college and/or the discipline (e.g., writing grants, serving on college/district committees and task forces, Academic Senate representation, presenting at conferences, etc.).

Current Representation
Olivia Carroll: Part-Time Senate
Eric Lund: Grossmont College Foundation
Priscilla Rogers: Academic Senate, Curriculum Committee, Chairs and Coordinators, Hiring Committees,
Nate Scharff: Program Review

SECTION 9 - STAFFING TRENDS AND DECISION-MAKING

Section 9: Staffing Trends/Decision Making

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
# of FT faculty	1.4	1.4	1.4	1.4	1.4	1.4	1.4
# of PT faculty	8	8	8	7	6	5	5
Total Full Time FTEF	--	--	1.4	1.2	1.2	1.8	1.4
Total Reassigned Time	0.36	0.36	0.36	0.36	0.36	0.36	0.36
Total Part Time FTEF	--	--	1.308	1.595	1.416	1.129	.895
Total FTEF*	--	--	2.508	2.795	2.616	2.924	2.295
FT% of Total FTEF	--	--	55.8%	42.93%	45.87%	61.6%	61.0%
Total Earned WSCH	746.5	725.0	1561.0	1743.7	1900.1	2186.0	1945.0

*These values for Total FTEF do not match those reported in the WSCH data. The difference seems to be how internship courses are recorded. Values in this table are only an estimate.

Utilizing the data in the table **and the results of your Faculty Survey discussion**, answer the following questions:

9.1 Explain any observed trends in terms of faculty staffing and describe changes that have occurred (i.e. reassigned time, accreditation issues, expertise in the discipline, enrollment trends).

Trends have remained fairly consistent and stable since the last program review. We basically have 1.4 full time faculty and the rest is made up of adjunct faculty. Priscilla Rogers is the only full time instructor and Nate Scharff makes up the .4 show in the above chart. Nate Scharff teaches two three unit courses every semester in the area of Marketing and Advertising. Priscilla Rogers teaches 3-5 courses every semester in the areas of management, human relations in business and multiple courses in International Business. Priscilla Rogers earns the reassigned time as coordinator of MMIB and for the running the non-credit course, Customs Broker Exam Preparation Course.

Our adjunct pool is fairly specialized with industry experts teaching subjects like Human Resource Management, Entrepreneurship & Small Business Development, Hospitality and Tourism, International Finance, Import/Export Procedures and Internship Courses.

9.2 Discuss part-time vs. full-time ratios and issues surrounding the availability of part-time instructors.

We do have an ongoing issue in the area of industry experts and that is most of the instructors in this area work full time. This dictates to some degree that students will be taking these classes after 5:00 PM in the evening.

With creative scheduling and the use of all three formats of classes (face-to-face, hybrid, and fully online) we have been able to meet student demands for this classes with the exception of the International Business area. It is very difficult to find adjunct faculty in this area that can teach during the day. However, we have been been working with our adjuncts to develop or improve their online teaching skills which is helping to meet that demand.

9.3 List and describe the duties of classified staff, work study and student workers who are directly responsible to the program. Include a discussion of any trends in terms of classified staffing and describe changes that have occurred (i.e. duties, adequate coverage, funding issues).

MMIB has no classified staff, work study, or student workers. If individual instructors have 45 or more student per section, they are able to hire a Teaching Assistant. Each instructor is responsible for managing their TAs and the program has no responsibility in this area.

9.4 How are decisions made within your program? What role do part-time faculty and/or classified staff play in the department decision-making process?

Largely, the single full time faculty, Priscilla Rogers with the help of advisory committees makes decision for the department. Adjunct faculty are consulted on changing courses or modifications, textbook selections and designing and completing SLOs. Over the years, Nate Scharff has been a help and weighs in on various topics. He has been very helpful when he was taking care of the the SLOs.

SECTION 10 - FISCAL PROFILE AND EFFICIENCY

Refer to **Appendix 9 – Grossmont WSCH Analysis** (provided by the research liaison) for efficiency. **Appendix 3** has the sections and enrollment. **Appendix 12 –** Fiscal Data: Outcomes Profile (provided by the research liaison) also has enrollment information.

10.1 Analyze and explain any trends in enrollment, numbers of sections offered, average class size and efficiency.

Here is the Enrollment for the period of Fall 2006 to Spring 2013. This is taken from Appendix 12: Fiscal Data-Outcomes Profile

MANAGEMENT, MARKETING, INTERNATIONAL BUSINESS, HOSPITALITY/TOURISM & RETAIL

Enrollment for Fall 2006 to Spring 2013 (Appendix 12)

F06	S07	F07	S08	F08	S09	F09	S10	F10	S11	F11	S12	F12	S13
273	304	268	340	280	391	328	470	359	489	396	389	377	368

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Total Sections Fall 2006 to Spring 2013							**(From Grade Dist. Summaries)**						

F06	S07	F07	S08	F08	S09	F09	S10	F10	S11	F11	S12	F12	S13
19	21	22	17	22	23	21	27	26	22	23	18	21	17
5	4	7	3	8	6	8	7	14	8	11	6	11	5
14	17	15	14	14	17	13	20	12	14	12	12	10	12

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Average Class Size Fall 2006 to Spring 2013 (# students_class sections w/o internships)

F06	S07	F07	S08	F08	S09	F09	S10	F10	S11	F11	S12	F12	S13
20	18	18	24	20	23	25	24	30	35	33	32	38	31

The average class size has been low until Fall of 2010 when we reduced classes substantially during the recession. From Fall 2010 to Spring 2013 we did maintain the class size in the 30s with the exception of Fall 2012 when it was higher.

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Efficiency (% of Max from Appendix 9)

F06	S07	F07	S08	F08	S09	F09	S10	F10	S11	F11	S12	F12	S13
43.5	45.5	44.1	52.6	59.2	56.4	64.9	76.8	74.6	71.7	81.4	88.3	86.9	68

Efficiency improved significantly from Fall 2006 to Fall 2012. In Spring 2013 we saw an unexplainable decrease in efficiency.

10.2 Analyze the Earned WSCH/FTEF data in **Appendix 9**- Grossmont WSCH Analysis. Explain trends for your overall program and for specific courses over a five-year period.

The Earned WSCH/FTEF figures are from Appendix 9- Grossmont WSCH Analysis and we believe that there are some BOT and and Business Admin figures included here.

MANAGEMENT, MARKETING, INTERNATIONAL BUSINESS, HOSPITALITY/TOURISM & RETAIL

Analyze the Earned WSCH/FTEF (From Appendix 9-Grossmont WSCH Analysis)

F06	S07	F07	S08	F08	S09	F09	S10	F10	S11	F11	S12	F12	S13
307	302	311	292	367	442	432	601	492	561	542	656	549	528

We have moved towards the college-wide efficiency target of 500 but only after the cancellation of classes and sections during the recent recession. That is something that we will have to watch in the future.

10.3 Using **Appendix 11-** Program Data Elements and **Appendix 12 -** Fiscal Data: Outcomes Profile, analyze and explain the cost per FTES of the program in relation to the earned WSCH per FTEF.

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Fiscal Data: Outcomes Profile - Cost per FTES of the program in relation to the earned WSCH per FTEF. (Using Appendix 12)

F06-S07	F07-S08	F08-S09	F09-S10	F10-S11	F11-S12	F12-S13
$ 2,871	$ 2,835	$ 2,265	$ 1,759	$ 1,844	$ 1,664	$ 1,890

 In general the costs have fluctuated from a high of $2,871 in Fall 06 to Spring 2007 to a low of $1,664 in Fall 2011 to Spring of 2012. In general we do not cost a lot to operate. We have no special equipment or labs. The Smart Carts in the classrooms provide us with the technology necessary. In most years we have met the typical college-wide value of being under $2,500.

10.4 If your program has received any financial support or subsidy outside of the college budget process, list the amount of any outside resources and how they are being used.

During the time frame of this report we did not receive any supplemental funds for any of the MMIB programs.

SECTION 11 – SUMMARY AND RECOMMENDATIONS

11.1 Summarize program strengths and weaknesses in terms of:

- teaching and learning
- student access and success
- implementing and executing the department's vision and mission statement
- fiscal stability

Strengths

- A group of business minded instructors working together efficiently and effectively to grow our students and help them succeed.
- The strength that comes with a diverse group of people working together.
- Faculty working towards the success of our students in our many different areas and constantly looking for opportunities for our students like jobs, investors for entrepreneurs and US Customs connections for our International Business Students.
- A passion for teaching and helping students succeed.

Weaknesses

- Vulnerable to business cycles and environmental issues which affect our students.
- Limited in helping our graduates get jobs in their areas of interest once they have completed their course work.
- Vulnerable and limited in getting all of the paperwork and community outreach pertaining to the department done well and on time by one person.

11.2 Describe any concerns that have affected or that you anticipate affecting the program before the next review cycle. These may include items such as increases or decreases in number of full-time and adjunct faculty, sections offered, and growth or decline of the program.

Our one major concern is the International Business Program. This program has been losing enrollments for a number of reasons. This is such an important component in the global economy and we need to create a way to address the issues. We have been successful over the years with helping students move into the Global Marketplace and to be successful in International Business. We want to continue to provide successful candidates to companies and to four year colleges.

One way we feel we can do that will be by changing the International Business program into a more general Global Studies program and incorporating other programs. The model would be very similar to what we have successfully done with Hospitality and Tourism Management. We have had meetings with SDSU to see if they would be interested in such a program there was a definite interest and offer of help. So our vision is to run a shorter and quicker certificate program (like Global Entrepreneurship) and then the transfer program for Global Studies.

We do not anticipate any changes in full time faculty in the near future. Changes in adjunct faculty will happen as needed. We are anticipating that with changes to the International Business Program towards a Global Studies program aligned with San Diego State University that we will be better able to serve our students interested in transfer options.

Changes in the number of students is a college wide issue and should be addressed college wide with careful planning, creative offerings for the populations we do have and good overall marketing.

11.3 Make a rank-ordered list of program recommendations. These recommendations should be clearly based on the information included in Sections 1 through 11 of this document. You may include recommendations that do not require additional fiscal resources.

1. Create a new International Business/Global Studies Program
2. Revitalize Advisory Board and Meetings
3. Update all course outlines in need of updating
4. Incorporate BUS 147/CSIS 147 into the Marketing Program by way of a Modification of Major.
5. Continue to keep courses articulated with CSUs and other colleges.
6. Continue to work on online training for both faculty and students.
7. Work with the campus IT department to develop more Blackboard support for online/hybrid students.
8. Continue Community Outreach efforts to improve class enrollments.
9. The department will follow up with the library to see if a library liaison can present library tools at an upcoming department meeting, and provide ideas on how these resources can be linked to classroom assignments.
10. Investigate strategies to improve success rates for minorities in conjunction with the overall Grossmont College strategies.