ACADEMIC PROGRAM REVIEW

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

Completion Date: Spring 2020

Division of Career Technical Education/Workforce Development

Dr. Javier Ayala, Dean

G R O S S M O N T
C O L L E G E

GROSSMONT COLLEGE

SIGNATURE PAGE:

 "This program review report for *2013-2019 These are the years covered in your new six-year review* is **respectfully submitted by the members of the Grossmont College**, Management, Marketing and International Business.

Eva Nicasio Mercier

Eva Nicasio Mercier

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Faculty Member A

TABLE OF CONTENTS

APPENDICES

1. Grade Distribution Summary
2. Enrollment Data
3. Student Success Data
4. Checklist Documentation (SLO, Instructional Operations, Articulation Officer, Library)
5. Department answers to committee follow up questions (completed *after* committee reads report)

DEPARTMENT/PROGRAM
ACADEMIC PROGRAM REVIEW

SECTION 1 – OVERVIEW.
DEPARTMENT HISTORY & PREVIOUS PROGRAM REVIEW RECOMMENDATIONS

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). Additionally, please list degrees and certificates your department offers.

1.1 HISTORY OF THE DEPARTMENT

The department has a long history, starting more than 40 years ago, in 1971.   The program has evolved over time with a lot of additions to the curriculum, degree and certificate programs.   The program disciplines have evolved in response to the external environment. Shifts in the economic and political landscape have required the department to respond with the changes in skill sets and work force requirements, as evidenced in the evolving course offerings.   Another important trend in our community is the change in demographics, prompting the department to lean toward developing courses pertinent to the needs and desires of our constituency as outlined below.

Marketing:

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 program. 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 one Marketing major using a single core curriculum and creating areas of emphasis.

Today, the marketing program is shifting to adapt to meet current industry trends and demographic changes.   Demand for digital marketing professionals has shifted our focus to offer more digital marketing courses in conjunction with the CSIS group as well as shifting towards more strategic considerations as many of our students are interested in acquiring marketing skills to supplement their knowledge and capabilities in their own entrepreneurial endeavors.   We have recruited marketing professionals to bring their experiences and knowledge into the classroom as well as continuing to shift towards offering certificates and degrees that prepare our students with the appropriate skill set and knowledge.

Marketing

Marketing consists of all the activities that direct the flow of goods and services from producer to consumer. This may include market research, physical distribution, wholesaling, advertising, personal selling, and retailing. Although most jobs are in wholesale and retail trade, this broad field offers many employment opportunities. The internship experience is an important feature of

the program especially for East County students.

Certificates/Degrees offered:
Associate in Science, Marketing
Certificate of Achievement, Marketing

Management:

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 2000 the Western Association of Food Chains (WAFC) approached the Chancellor's office with a model curriculum they wanted to offer statewide. The purpose of the program was to help train their workers for advancement to management positions, as industry tends to hire from within as most of their workforce has been employed since first entering employment while still in high school which necessitated the need to provide the requisite management and leadership skills for their industry.

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.   A curriculum proposal was developed and at Grossmont no new courses were necessary. The alliance was launched at Grossmont by Priscilla Rogers sitting on the Southern California Advisory Committee. The program is still running today, and Eva Nicasio Mercier sits on the Southern California Consortium. The WAFC pays all fees direct to the college and promotes continuous learning.   This has proven to be a good partnership with local community businesses.

Other industries we focus on are on hospitality and tourism management. Being in San Diego, California, this is a prime economic sector in our state.

The Management curriculum is designed to provide the student with the skills necessary for success as a manager in today's demanding organizational climate. As most first-level and many mid-level management positions do not require a four-year degree, this program addresses the job requirements for these jobs. The degree is best used in tandem with existing skills in some functional area such as marketing, finance, production or office administration.

The management curriculum is designed to provide the student with the skills necessary for success as a manager in today's demanding organizational climate. The program is of benefit to the man or woman who aspires to a mid-level or higher management position in any type of organization including business, government and service organizations. Since much of the curriculum is transferable to four-year institutions, the program not only provides readily usable management skills for the two-year student, but it also provides a base for those students who later wish to undertake more advanced study in business

Certificates/Degrees offered:
Associate in Science Degree, Management
Certificate of Achievement, Management

Hospitality & Tourism Management:

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.

Today, we continue to collaborate with SDSU, most recently due to low enrollment numbers in one of our courses we collaborated on cross enrollment options allowing our students taking the Hospitality Law Class at San Diego State University.   This was a requirement to complete the Degree.

Certificates/Degrees offered:
Associate in Science Degree, Hospitality Management
Certificate of Achievement, Hospitality Management

Retail Management:

The Retail Management Certificate and Degree Program are designed to prepare current and future retail employees for the fast-paced challenges in a competitive retail environment. This broad program is intended to help students develop a clear sense of the scope of the retail manager's job and an understanding of the basic requirements for success in the future. It provides the foundation for advancement from entry level positions to management in retailing.

Certificates/Degrees offered:
Associate in Science Degree, Retail Management
Certificate of Achievement, Retail Management

International Business:

In 1983 Mr. Britt completed 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.

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. Grossmont College was the only community college at this end of the State to offer this service to the international trade community.

Today, we no longer have the customs license exam at Grossmont having lost the knowledge with the departure of long-time faculty. The World Trade Center has also closed in San Diego. We are in the process of re-assessing our program. Demand is still high, but the course offerings have diminished which have been an impediment for successful completion of the certificate and degree programs.

Certificate/Degree offered:
Associate in Science, International Business
Certificate of Achievement, International Business

Development/ Changes related to Staffing:

There has been one retirement over this PR cycle. Priscilla Rogers, after ten years of service, retired in Spring of 2018.

Eva Nicasio Mercier was hired in 2019 as a full-time tenure track instructor.   She also assumed the role of coordinator for the department.   Her experience at Grossmont was as adjunct faculty teaching introduction to business.   Eva's teaching experience includes 10 years as a Lecturer in the Fowler College of Business teaching strategic management and international business at San Diego State University.

Eva is a practitioner with over 30 years industry experience in international trade, recently retiring from the Water Industry as the Director of Global Finance Management for a Japanese multinational company in Oceanside, California. Eva has lived and worked in Europe as an Ex-Pat for several years as Commercial Director and Operations Manager in the Netherlands and is well versed in business culture and practices throughout the world. Her management experience includes managing business units in several major European countries including Spain, Germany,

Netherlands, and the UK; positions in marketing and sales activities in Latin America and Supply Chain Management throughout Asia.

Eva has launched family businesses and has firsthand knowledge and experience with the various challenges in entrepreneurship. Her diverse background and experience make her an asset to the department.

Faculty Staff & Personnel:

The number of part time faculty has reduced slightly over the course of the PR cycle. We currently have 5 instructors down from 7 in 2018.

1.2: To help the committee understand what the last program review recommendations were, and how your department addressed and implemented them.

1.2 Your last program review 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 including any activity proposals funded and what the results were. (Be sure to use the committee recommendations and not your own). Include the recommendations from the last program review in this section.

RECOMMENDATIONS		COMMENTS:
1.	Create a new International Business/Global Studies Program	Upon initial review of the program certificates and degrees awarded, there was consideration to possibly re-align the program offerings. Based on recent experience signing waivers for students that weren't able to get the classes, it may be that the success rates are low due to not offering the courses, in 2020, we have started offering more courses in IB business and enrollment seems to be increasing. We will make a concerted effort to offer more course and monitor enrollment and success rates.
2.	Revitalize Advisory Board and Meetings	In Progress
3.	Update all course outlines in need of updating	In Progress
4.	Incorporate BUS 147/CSIS 147 into the Marketing Program by way of a Modification of Major.	Complete, evaluating other digital marketing options to enhance program

5.	Continue to keep courses articulated with CSUs and other colleges.	In Progress
6.	Continue to work on online training for both faculty and students.	Training in CANVAS for all instructors is complete. They can teach ERT/DE courses.
7.	Work with the campus IT department to develop more Blackboard support for online/hybrid students.	N/A See note on Canvas above.
8.	Continue Community Outreach efforts to improve class enrollments.	In Progress
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.	Currently pursuing training for library resources
10.	Investigate strategies to improve success rates for minorities in conjunction with the overall Grossmont College strategies.	In Progress

SECTION 2 - CURRICULUM DEVELOPMENT AND ACADEMIC STANDARDS

2.1 Describe how your course offerings have changed since the last program review. Have you added or deleted courses since the last review? If so, why? Include new or deleted programs, degrees and certificates.

Additions: None

General Comments:

According to Porter's strategic positioning for firms (Porter 1996), he states that businesses often fail to develop a clear strategy when they try to meet the various needs of different segments of customers without truly understanding what specific needs are being met, which can often leave a firm "stuck in the middle" Not really meeting any needs. This is where the department is currently positioned.

By offering a high number of degrees and certificates in numerous disciplines and not offering the courses needed for students to successfully complete their programs has been detrimental to the department. The factors leading to low completion rates are cancellation of courses due to low enrollment or simply not offering the courses required for students to successfully complete their certificates or degrees. Without a clear focus or strategy, we are not serving our constituency effectively resulting in poor performance noted below.

Table 1 Sorted by most degrees/certificates awarded:

Department	Award	14/15	15/16	16/17	17/18	18/19	Total
Management	AS	6	6	12	13	6	43
	COA	6	5	15	12	8	46
Hospitality & Tourism Mgmt	AS	3	4	7	6	8	28
	COA	3	4	8	6	8	29
Marketing	AS	2	5	i	4	1	13
	COA	2	5	2	4	3	16
International Business	AS	3	2	0	0	3	8
	COA	3	2	0	1	1	7
Retail Management*	AS	2	0	2	2	0	6
	COA	2	1	3	2	1	9

Management appears to be the most successful program offered in the MMIB department. Followed by Hospitality and Tourism Management.

In reviewing the data on course offerings, International Business classes required to complete the degree/certificate have not been offered since 2015, 2016. We do not have the data as to the cause of why classes were not offered (low enrollment- cancelled classes? Or simply not offering courses?) In 2020 Fall, we have offered some international business classes and have had a relatively high degree of enrollment.

Retail Management Certificates are now in alignment with WAFC Industry Certificate Programs Requirements, we are in the process of modifying our course offerings to meet the certificate program. Please note, this is fully paid by the employer in the retail industry and is a highly sought and supported program with our local businesses, due to the fact that most of the management team is hired from within and most of the employees have been with the company since high school. Thereby necessitating the need to train and upskill the management cadre.

Another data point we reviewed was the number of declared majors and enrollment for the fall 2020. What we found was that the programs with low completion rates had the highest "declared majors" enrolled. Hmmm….

Academic Programs Report

Academic Program / Gender Totals

Program	Male	Female	Other	Total	
BUS.MGMT.AS.C	12	25	0	37	Management CC-AS
BUS.MGMT.CA.C	1	1	0	2	Management CC-CA
BUSINESSMGM.4YR	8	6	0	14	Business Management-4 Year
HTM.AS.G	16	48	1	65	Hospitality and Tourism
IBUS.AS.G	39	55	0	94	International Business
INTERNTLBUS.4YR	2	4	0	6	International (World) Business-4
MGMT.AS.G	49	33	1	83	Management GC-AS
MGMT.CA.G	0	1	0	1	Management GC-CA
MRKT.AS.G	58	82	1	141	Marketing GC-AS
RTMG.AS.G	5	4	0	9	Retail Management GC-AS

PROPOSED MMIB CHANGES:

1. Reduce the number of degrees and certificates offered.
2. Reduce the number of units currently required in the Cert/Degree programs (34 units average even for certificates – educe to 18-21 units.
3. Introduce Entrepreneurship Degree: Surveys taken in classes indicate a high number of students are interested in entrepreneurship, this may be due to our student demographics: Latinx (DACA) and East County Middle Eastern Business owners.
4. Offer a core curriculum across the board for all majors and identify the "specialization courses."
5. Ensure students can complete the "specialization" in a timely manner – offer every semester or every other semester in 8-week modules. Increase volume of courses offered in less time.
6. Focus on a "global" management" scheme (next phase).
7. Focus on Leadership skills (Push for equity – next, next phase)

ASSOCIATES DEGREE PROGRAMS: Reduce to three

Management Associates Degree

Associate Degree Major Requirements
Note: All courses in the major must be completed with a
letter grade of "C" or higher.

Subject & Number	Title	Units
BUS115	Human Relations in Business	3
BUS120	Financial Accounting	4
BUS125	Business Law: Legal Environment of business	3
BUS128	Business Communication	3
BUS155	Human Resources Management	3
BUS156	Principles of Management	3
BUS250	Foundations of Business in a Global Environ	1.5
	Total	**20.5**

Complete FOUR (4) units from the following courses:

Subject & Number	Title	Units
BUS118	Retail Management	3
BUS121	Managerial Accounting	4
BUS142	Personal Selling and Negotiation	1.5
BUS144	Advertising	3
BUS146	Marketing	3
	Total	**4**

Complete ONE (1) of the following courses:

Subject & Number	Title	Units
BUS159A-D	Management Internship	3
BOT172	Introduction to Microcomputer Applications	2
BUS176	Computerized Accounting Applications	2
COMM122	Public Speaking	3
CSIS110	Principles of Information Systems	4
CSIS175	Microsoft Excel	3
ECON120	Principles of Macroeconomics	3
	Core Curriculum	**24.5**
	Elective	**4**
	Total Units Required	**28.5**
	Plus General Education	

Entrepreneurship Associates Degree

Subject & Number	Title	Units
BUS120	Financial Accounting	4
BUS125	Business Law: Legal Environment of business	3
BUS128	Business Communication	3
BUS155	Human Resources Management	3
BUS140	Entrepreneurship: Developing A Business Plan	3
BUS141	Entrepreneurship Managing New Business	3
BUS142	Personal Selling and Negotiation	1.5
BUS146	Marketing	3
		23.5

Complete Two (2) 6 units of the following courses:

Subject & Number	Title	Units
BUS147	Social Media/Internet Marketing	3
BUS132*	Intro to Web Development	3
BUSXXX	ECOMMERCE	3
BUS250	Foundations of Business in a Global Environment	3
BUS252	Global Sourcing, Buying & Manufacturing	1.5
BUS251	Import/Export Procedures	2
BUS253	International Marketing: Expanding Exports	3
BUS256	International Financial Transactions	1.5
BUS257	International Transportation	1.5
	Core Curriculum	**23.5**
	Elective	**6**
	Total Units	**29.5**
	Plus General Education	

Hospitality & Tourism Associates

Subject & Number	Title	Units
BUS115	Human Relations in Business	3
BUS120	Financial Accounting	4
BUS128	Business Communication	3
BUS142	Personal Selling and Negotiation	1.5
BUS158	Introduction to Hospitality	3
BUS160	Hospitality Managerial Accounting and Controls	3
BUS166	Hospitality & Tourism Law	3
BUS250	Foundations of Business in a Global Environment	1.5
ECON120	Principles of Macroeconmics	3
ECON121	Principles of Microeconomics	3
		28

Complete one of the following

BIO210 or Elementary Statistics		3
ECON 215	Statistical Metholds	3
	Core Curriculum	**28**
	Elective	**3**
	Total Units	**31**
	Plus General Education	

Associates Core Curriculum:

Streamline core curriculum and few specialization classes in respective discipline to reduce the number of classes offered and ensure ability to offer classes timely completion of degree. In addition to eight-week blocks to increase frequency. (*transferable CSU*)

Entrepreneurship Associates:

Specialization:

Digital Skills:
Add: BUS132 to Intro to Web Development
Add: BUSXXX New Ecommerce Class

OR
Cross Border Trade
Global Sourcing, International Finance

CORE CURRICULUM FOR ALL CERT-DEGREE

BUS115 Human Relations in Business
BUS120 Financial Accounting
BUS125 Business Law: Legal Environment of business
BUS128 Business Communication
BUS142 Personal Selling and Negotiation
BUS146 Marketing
BUS155 Human Resources Management
BUS156 Principles of Management
BUS250 Foundations of Business in a Global Environment
Plus other General Business Classes that are not specialized

Entrepreneurship Associates Degree

Subject & Number	Title	Units
BUS140	Entrepreneurship: Developing A Business Pla	3
BUS141	Entrepreneurship Managing New Business	3
	Plus Core Classes for a total	23.5
Complete (2) 6 units of the following courses:		
BUS147	Social Media/Internet Marketing	3
BUS132*	Intro to Web Development	3
BUSXXX	ECOMMERCE	3
BUS250	Foundations of Business in a Global Environr	3
BUS252	Global Sourcing, Buying & Manufacturing	1.5
BUS256	International Financial Transactions	1.5
	Emphasis Total	6
	Total Required	29-30
	Plus General Education	

Management Associates Degree

Subject & Number	Title	Units
	Core Classes for a total of	20.5
Complete FOUR (4) units from the following courses:		
BUS118	Retail Management	3
BUS159A	Management Internship	3

Hospitality & Tourism Associates Degree

Subject & Number	Title	Units
BUS158	Introduction to Hospitality	3
BUS160	Hospitality Managerial Accounting and Contro	3
BUS166	Hospitality & Tourism Law	3

Changes Certificate Programs:

- Re-Align Certificate Programs Streamline courses to share core curriculum, reduce number of courses.
- Introduce new Entrepreneur Certificate Program with an emphasis on digital commerce or global entrepreneurship
- Drop International Business Certificate (Maybe later reconsider?)
- Modify BUS142 Personal Selling and Persuasion to Personal Selling and Negotiation (Core class across board also reduce from 3 units to 1.5 units)
- Modify BUS250 from Intro to International Business to Foundations of Business in a Global Environment to 1.5 units and align with SDSU BUS310 (Core Curriculum - Articulation Required)

CERTIFICATE PROGRAMS:

Hospitality

Subject & Number	Title	Units
BUS115	Human Relations in Business	3
BUS128	Business Communication	3
BUS142	Personal Selling and Negotiation	1.5
BUS158	Introduction to Hospitality	3
BUS160	Hospitality Managerial Accounting and Controls	3
BUS166	Hospitality & Tourism Law	3
BUS250	Foundations of Business in a Global Environment	1.5
	Total	**18**

Marketing

Subject & Number	Title	Units
BUS115	Human Relations in Business	3
BUS120	Financial Accounting	4
BUS142	Personal Selling and Negotiation	1.5
BUS144	Advertising	3
BUS146	Marketing	3
BUS147	Social Media/Internet Marketing	3
BUS250	Foundations of Business in a Global Environment	1.5
	Total	**19**

Retail Management

Subject & Number	Title	Units
BUS115	Human Relations in Business	3
BUS118	Retail Management	3
BUS128	Business Communications	3
BUS146	Introduction to Marketing	3
BUS155	Human Resources Management	3
BUS156	Principles of Management	3
CSIS172	Intro to Microcomputer Applications	2
	Total	**20**

New Certificate Program: Entrepreneurship

Subject & Number	Title	Units
BUS120	Financial Accounting	4
BUS125	Business Law: Legal Environment of business	3
BUS155	Human Resources Management	3
BUS140	Entrepreneurship: Developing A Business Plan	3
BUS141	Entrepreneurship Managing New Business	3
BUS142	Personal Selling and Negotiation	1.5
BUS146	Marketing	3
	Total	**20.5**

Management Certificate

Subject & Title		Units
BUS115	Human Relations in Business	3
BUS120	Financial Accounting	4
BUS125	Business Law: Legal Environment of business	3
BUS128	Business Communication	3
BUS155	Human Resources Management	3
BUS156	Principles of Management	3
BUS250	Foundations of Business in a Global Environment	1.5
	Total	**20.5**

Re-Align the Certificate Programs Streamline courses to share core curriculum.
Reduce number of courses that are not specific to area of discipline.
Decrease the variety of courses and number of units required to ensure timely completion of certificate programs.

MMIB CERTIFICATE PROGRAMS:

CORE CURRICULUM FOR ALL CERT-DEGREE

BUS115 Human Relations in Business
BUS120 Financial Accounting
BUS125 Business Law: Legal Environment of business
BUS128 Business Communication
BUS142 Personal Selling and Negotiation
BUS146 Marketing
BUS155 Human Resources Management
BUS156 Principles of Management

ENTREPRENEURSHIP*
BUS140 Entrepreneurship: Developing A Business Plan
BUS141 Entrepreneurship Managing New Business
Total Units 20.5

HOSPITALITY
BUS158 Introduction to Hospitality
BUS160 Hospitality Managerial Accounting and Controls
BUS166 Hospitality & Tourism Law
Total Units: 16.5

MANAGEMENT
Same as Core
Total Units: 19 Units

MARKETING
BUS144 Advertising
BUS147 Social Media/Internet Marketing
Total Units: 17.5

RETAIL MANAGEMENT
BUS118 Retail Management
CSIS172 Intro to Microcomputer Applications
Total Units: 20

In summary, proposed changes:

Associates Degree:
Management
Entrepreneurship
Hospitality & Tourism

Certificates:
Entrepreneurship (NEW)
Hospitality & Tourism
Marketing
Retail Management

New Courses to add to curriculum:

BUSXXX ECOMMERCE:
Starting & Operating an eCommerce Business 3 units (3 hours lecture, 2 hours lab)
Teaches eCommerce for new or existing businesses planning to create a professional business presence online. Covers eCommerce designing a website, web assets, technology, web architecture, web sales, security, online advertising maintaining the website, legalities and using professional software.

Modify BUS250 from Introduction of International Business (3 Units) to BUS250 Foundations of Business in Global Environment (1.5 units – core class across all disciplines)

Long Term:

GLOBAL Scheme: Add Study Abroad or Faculty Led Study Abroad Component to Curriculum (E. Nicasio has conducted numerous faculty led study abroad programs at SDSU, Fowler College of Business)

- Hospitality & Tourism Summer Program (Example: Barcelona School of Tourism, Hospitality and Gastronomy)
- Management (Example: University of Prague)

LEADERSHIP COMPONENT: Add Leadership component to all disciplines (Equity mindedness)

2.2 Describe your department's practice for determining that all course outlines reflect currency in the field, relevance to student needs, and current teaching practices.

Outlines reflect the MMIB faculty's commitment to remaining current in the field, to employing best practices in our respective areas of expertise and in meeting our student's needs. As we offer terminal degrees/certificates, our part time faculty consists of practitioners in the field. Faculty is involved with professional organizations and associations.

SDSU Hospitality and Tourism Department: We are currently working on cross-enrollment programs with SDSU's hospitality programs (when we must cancel classes due to low enrollment here). In the Spring 2019, our students enrolled at SDSU's hospitality law class due to cancellations at Grossmont.

Lavin Entrepreneurship Center: Attended the California Entrepreneurship Educators Conference held online this year.   Educators and researchers share ideas for best practices in the field.   We are currently working with the Regional Director, Employer engagement business and Entrepreneurship programs to develop and launch our entrepreneurship certificate program.

WAFC Collaboration: Our collaboration with the WAFC (Western Association of Food Chains), a non-profit organization comprised of retailers and wholesalers in the Western United States representing over 7,50 supermarkets and $200 billion dollars in annual sales. The WAFC's primary mission is to provide educational opportunities for food industry associates and ensure employees have the skills they need for success in a retail environment.   The retail certificate is pre-paid by the employer for their students to get the necessary skills through the community colleges programs.

2.3   How does your department use student engagement strategies in the classroom? How are your faculty including current issues in course content? Consider environmental, societal, ethical, political, technological, and/or other issues when answering this question.

MMIB Department faculty regularly employ surveys to gauge students' interest and continuing study plans in order to outline and help guide the student towards a more complete college experience.

The MMIB department collaborates closely with the career center and includes participation in programs offered at the college such as 21st century skills workshops as an integral part of the curriculum. The workshops include current topics such as Effective Communication; Developing Emotional Intelligence; LinkedIn Basics; In Demand Jobs During and Post COVID19; Self Awareness; Preparing for interviews; resume writing as well as Social-Diversity Awareness and Implicit Bias awareness.   These are all workshops that provide job readiness skill sets for the student as well as an orientation towards the professional environment.

Current issues are also included in course content. Business topics such as changes in the industry competitive environment such as the demise of brick and mortar and the surge of Amazon as a tech company dominating the retail landscape. (BUS118 Retail Management). Students can see changes in the macro environment and the various industry drivers affecting all industries. More importantly, students can see the interplay of political, economic and socio-

cultural impact on industries.   Students are also introduced to the changing business environment necessitating different skill sets that may be necessary to compete.

2.4.   What orientation do you give to new faculty (both full- and part-time), and how do you maintain dialogue within your department about curriculum and assessment? What strategies do you have in-place that ensure consistency in grading in multiple sections and across semesters (e.g., mastery level assessment, writing rubrics, and departmental determination of core areas which must be taught)? Consider department practices, academic standards, and curricular expectations (i.e. SLOs and teaching to course outlines)?

Orientation:
We recently recruited two new part time faculty for our instructor pool.   An orientation will be held with the instructors as they prepare to enter the classroom (after CANVAS certification).   At that time, we will ensure a process for new faculty members to understand the curricular expectations, academic standards and department objectives. A current syllabus with current SLO's will be provided at that time.

Curriculum and assessment:
Collaboration among department members is encouraged to discuss the direction of the department and course offerings.   As part time faculty members are practitioners in their field, constant dialogue is held to discuss the relevancy of the material being taught as well as the appropriateness of the criteria and standards for learning. The effectiveness of assessments is also measured by performance measures such as papers, group projects and exams.

Strategies in place to ensure consistency in grading in multiple sections and semesters: IN PROGRESS.

2.5   Referring to the Grade Distribution Summary graphs (see Appendix 1), comment on how your department patterns relate to the college, division and statewide patterns. For course-by-course graphs, provide an explanation for any courses with different grade/success patterns than others. This may relate to major's courses vs GE, first-year vs second-year or basic skills vs transfer. Please describe how the department handles any unusual grading patterns. If you have any information that allows calibration of your grading data to external standards (performance of your students on standardized tests or licensing exams, transfer and/or employment success) please provide those to us and explain the connection. [The Program Review Data Liaison can help you with this section and will be providing you with all required data.]

Review and discussion of grade distributions is the primary approach.   Grade distributions are reviewed by the department coordinator, because the MMIB curriculum is taught

primarily by adjuncts, there is increased probability for grading variances, in addition as previously mentioned, the disciplines are also very different and may require a different approach.

Appendix 1. Grade Distribution Summaries


MMIB--Outcome by Term
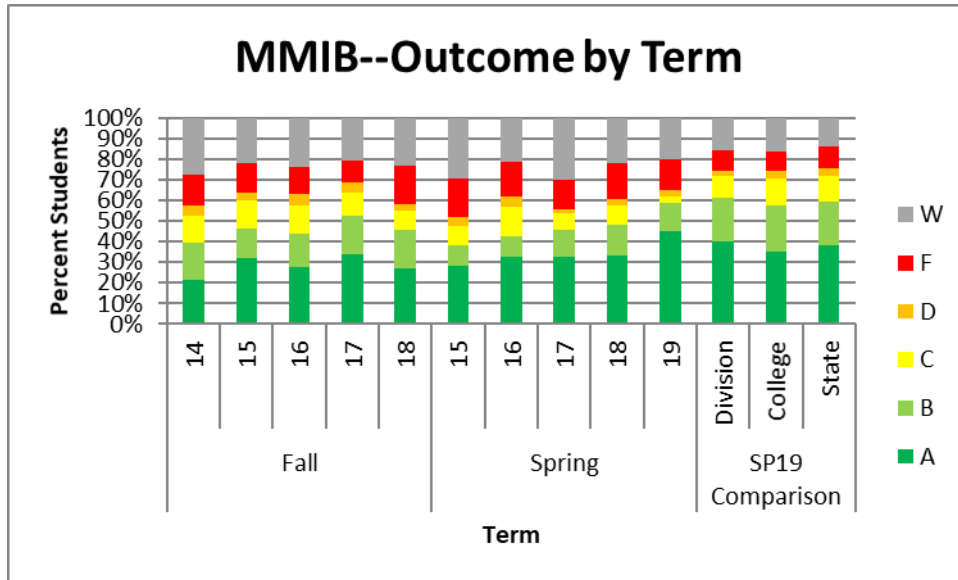
The division appears to be in line with the State numbers as noted above. It seems like the number of withdrawals have reduced over time, while the number of "Fail" have remained constant. This is a challenge for instructors because of the lack of ability to change the grade to "withdrawal" if a student drops out of the class late in the semester.   Also, we should expect some consistency now that the department appears to be stabilizing after turnover of personnel and vacant positions in the past two years.

MMIB--Outcome by Course, Fall
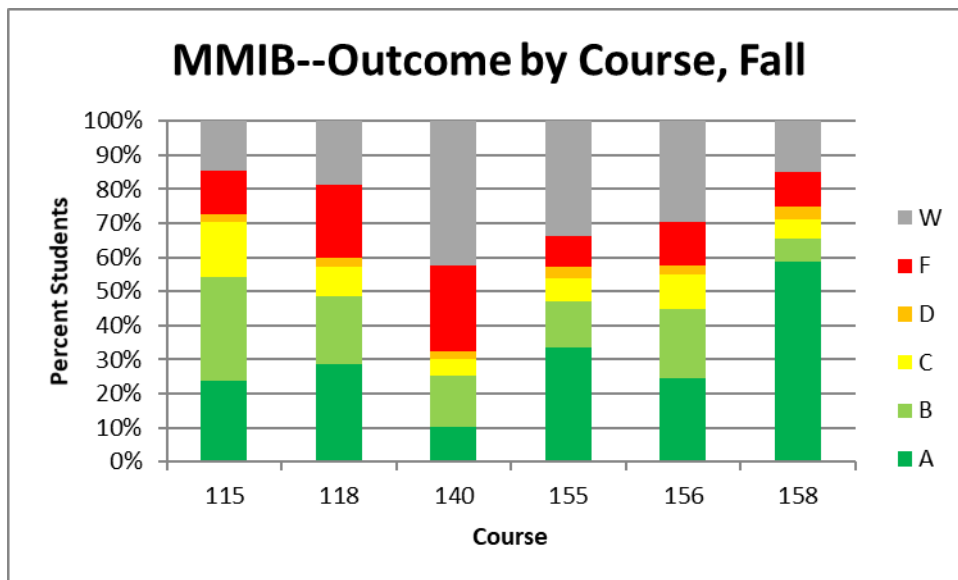
It is difficult to compare the different classes as different instructional pedagogies may be applied to different disciplines. For example, 158 is the hospitality and tourism class while 155 and 156 are Human Resource Management and Principles of management.   115 is Human relations in business while 118 is Retail management.   However, having said that, it would

be important that we examine the manner in which the students are assessed as well as the course objectives in the hospitality course 158, while we would expect that the 155 and 156 would have more of an "academic" orientation while 158 would be more vocational.
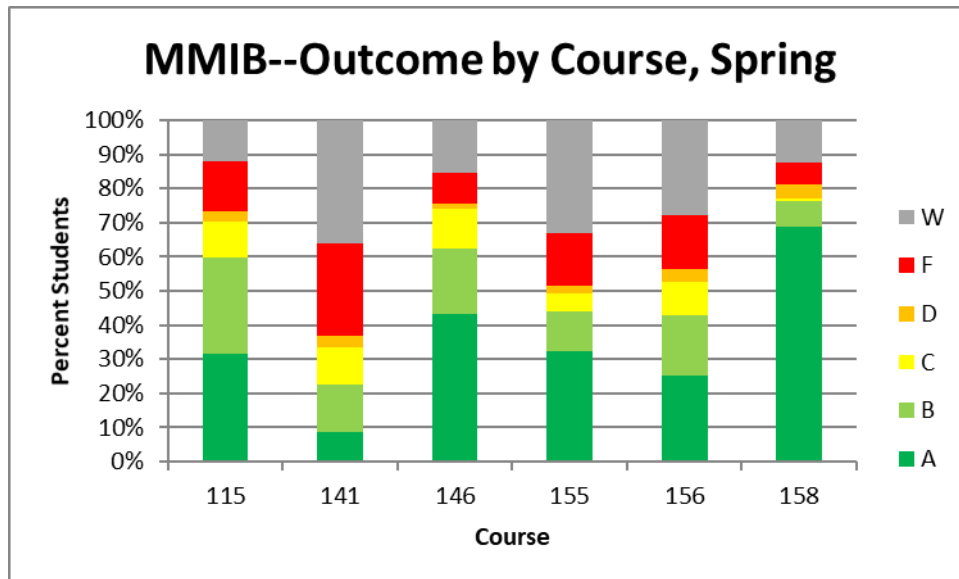
Another important factor to consider would be the number of students in each class and the modality of the course being offered. If it was offered online as opposed to F2F. Again, in this term we see the 158 class with a higher level of A's, while the 156 and 155 are more consistent. 141 is an entrepreneurship class on managing a new business.

2.6 If applicable, provide a comparison of the retention and success rates of distance education (online) sections (including hybrid) and face-to-face sections.

What are your department policies on course delivery method?

By looking at the data in the table below, the modality of courses offered appear to be inconsistent. BUS146 is a marketing course and usually has high enrollment. However, the trend appears to be more successful in the course being offered online.

In the current Covid19 environment, we have seen online class enrollment improve and retention rates increase.

Is there anything in the data that would prompt your department to make changes?

As the department focus will become more digital in the marketing space, we will increase the number of online classes in this area as opposed to F2F.

BUS-146--Outcome by Delivery Method
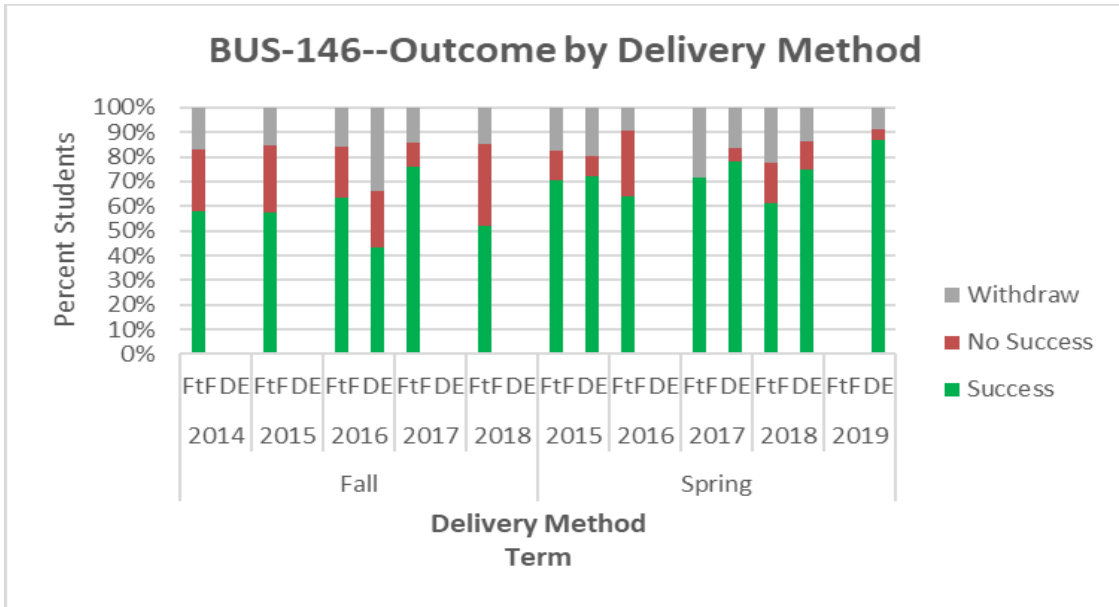
It is also difficult to discuss the data below, without knowing the sample sizes which would also be a variable to consider in the success rates.   BUS156 is the Principles of Management Class and has mostly moved to DE in the last two years, taught by the same part time faculty member.

BUS-156--Outcome by Delivery Method
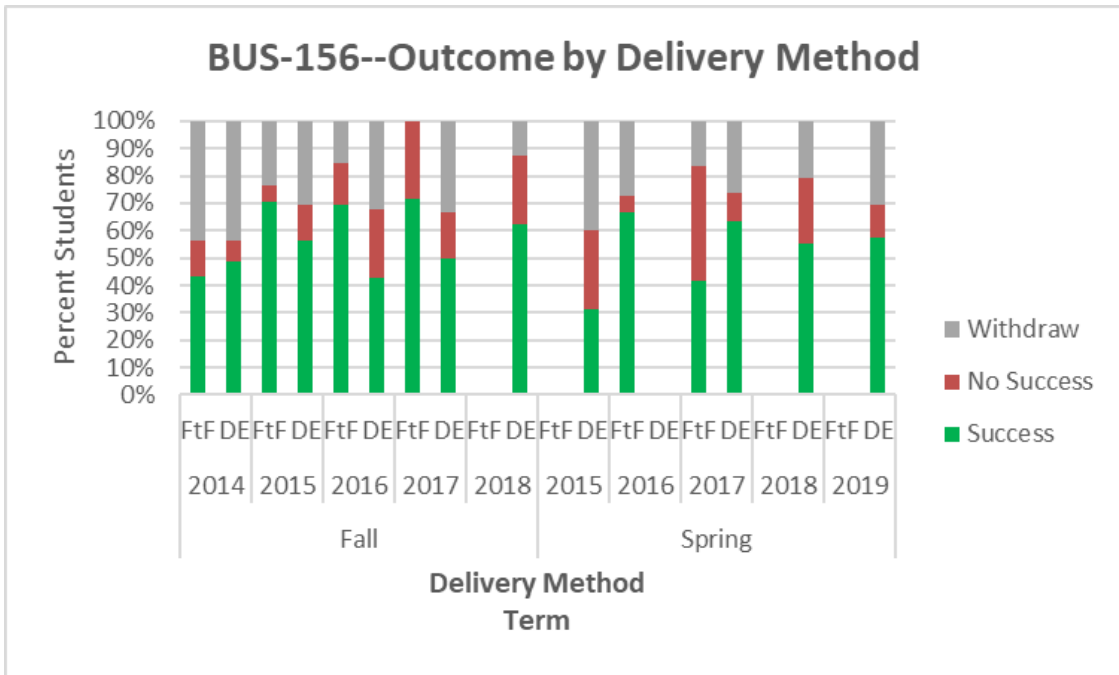
Note: Offerings of F2F and DE sections vary, as does success and retention, although DE tends to be lower, by as much as 20%.

2.7 If applicable, include the list of courses that have been formally articulated with high schools. Describe any articulation and/or curricular collaboration efforts with K-12 schools. (Contact the Dean of CTE if you have questions).

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 these courses also have Articulation Agreements.

A new entrepreneurship degree geared towards a focus in global trade which could transfer to SDSU. We have had discussions with the Global Business Development Director and faculty at SDSU and they seem very open to this idea.

Building on its reputation as a leader in international business education, Fowler College of Business is launching a new, one-of-a-kind specialized master's program -- the Master of Science in Global Business Development (MSGBD). The year-long program complements the SDSU undergraduate International Business (IB) program which was recently ranked #4 among U.S. public universities according to U.S. News & World Report.

BUS250 is the first course to be modified as an equivalent to SDSU BUS310 (Foundations of Business in a Global Environment (1.5 units) To be articulated with SDSU. This is an online course and is very impacted at SDSU.

High School Articulations include:
BUS 141: Entrepreneurship: Managing a New Business (MMHS)

2.8 Please describe how the program ensures that articulations are current. Identify any areas concern or additional needs that your department has about articulation with four-year institutions.

Articulations are reviewed by our Articulation officer as well as our Department Coordinator and we are given frequent status updates.

SECTION 3 – STUDENT LEARNING OUTCOMES (SLOs)

3.1   Describe any changes (e.g., addition/deletion of SLOs, postponement of assessments) your department has made to your SLO assessment cycle. Include a brief description of why these changes were necessary. **NOTE: Changes should include reassessment of SLOs requiring further attention.**

The SLO assessment cycle takes place as courses are offered each new semester. At that time SLO's are verified by the instructor and copies of current syllabi are provided and confirmed to be consistent with what is officially documented. SLO's will continue to be reviewed and revised as necessary. We do expect some revisions and changes as we work to streamline and bring these current for classes that have not been taught most recently.

3.2   Give examples of how your department/unit has used SLO assessment results to improve a course, course sequence, and/or program over this program review cycle. In your narrative, please pay attention to assessment of courses that directly lead to a certificate/ degree/transfer (e.g., English 120, Psychology 120) and/or constitute a high enrollment course. For help with this prompt, please see the chart on the following page:

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 are 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 is working with the SLO coordinator to manage the strategies for aligning course SLO's with PSLO's.

3.3   What resources (time, professional development, curriculum approval process, etc.) did you need to carry out these improvements. Please explain.

Professional development and additional training are needed at this time as part of the onboarding process for new faculty as well as taking a clear "developmental" approach meaning, understanding the importance and why SLO's are a critical part to the pedagogy.

3.4   What evidence did you collect to demonstrate that the planned improvements were successful? If you have yet to assess the improvements, what evidence do you plan to collect?

At Professor/Instructor level – student surveys at end of course about specific improvements and how students perceive impact on job / career opportunities, learning objectives success, and perception of knowledge and skills learned. Currently in Business 147 course, near the end of the course, there is a module with several specific questions asking students what they learned (related to the learning objectives) and how it will be valuable to them moving forward. Responses from students do provide useful data.

Recommend focused follow up with students after course for 6 months to a year by email, phone, or other direct methods, to get feedback on how course impacted their job/career and knowledge /skills level.

3.5   How will you use this evidence to ensure ongoing course/course sequence/program improvements are sustained?

Adjust course as indicated by data gathered by student surveys.

Business 147 course constantly will need updated due to content of course, so ongoing feedback from students is very valuable.

BUS158 – Surveys taken in the course to indicate student engagement and interest in pursuing a degree or certificate program, we also ask about employment status.

Recommend focused follow up with students after course for 6 months to a year by email, phone, or other direct methods, to get feedback on how course impacted their job/career and knowledge /skills level.

SECTION 4 - FACILITIES AND SCHEDULING

4.1　List the type of facility spaces your department/program utilizes for instruction. This can include on-campus, off-campus, and virtual.

Courses are offered remotely (online) as well as face-to-face.
Most face-to-face classes are taught in the 500-area (Buildings 36, 51, 52, 53 and 55) Most classes are capped at 50 students.

To meet demands of working students, MMIB has offered a variety of class formats, including Face-to-Face, hybrid in addition to DE.

4.2　Are the spaces listed in 4.1 adequate to meet the program's educational objectives?
Yes_X__ No___

- o If you checked 'yes', please explain how your department/program utilizes facility space so your department can meet its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are being met.

- o If you checked 'no', please explain how your department/program is not meeting its facility space needs to adequately meet its educational objectives. Please provide an explanation of specific facility requirements of your program, and how those requirements are not being met.

Current facilities for class instruction have been adequate to accommodate student learning. Low enrollment numbers in the MMIB courses have allowed the space utilized to be more than adequate.   There is also an increase in online DE courses that have also been instrumental in meeting student instructional needs.

4.3　What proactive steps have you taken with regards to facility and scheduling to improve the ability of your department to meet the educational objectives of your program and ensure that students can complete their program in a timely manner?

Facilities would not be an impediment to students finishing up their programs on time, the class cancellations due to low enrollment have been more causal.

4.4　Identify and explain additional needed technological and equipment resources that could further Enhance student learning in these spaces.

Update existing equipment in the classroom, provide more whiteboard space or more interactive whiteboards (not overhead projectors…) Charging stations for students to bring laptops into the classroom. More business literature at the library subscriptions to databases or periodicals, e.g. Bloomberg, WSJ, the Economist, New York Times and Washington Post.

4.5   Are students trying to access your program impacted by the facility spaces listed in 4.1?
       Yes___ No__x_

           o   If you checked 'yes', please explain how students are being negatively impacted by unmet facility
               needs experienced in your department/program. Please provide some specific examples.
           o   If you checked 'no', please explain how your department/program is actively managing its facility
               space needs to meet its educational objectives and provide student access to your program.
               Please provide some specific examples.

       Please see comment above 4.2

4.6   If applicable, please include any additional information you feel is important regarding facilities
       and scheduling that was not included above including non-classroom spaces such as offices,
       storage, preparation areas, open workspaces for students/tutoring, etc.

SECTION 5 – STUDENT EQUITY AND SUCCESS

NOTE: See Appendix 2 for enrollment data; Appendix 3 for student success data.

5.1 What are the identifiable patterns with regards to overall trends in enrollments in your department? Explain what is causing these trends (e.g. campus conditions, department practices). Once you have identified and explained your enrollment patterns, then address what your department has done/is doing to address identified issues. Examples of any changes you made to manage enrollment are encouraged.
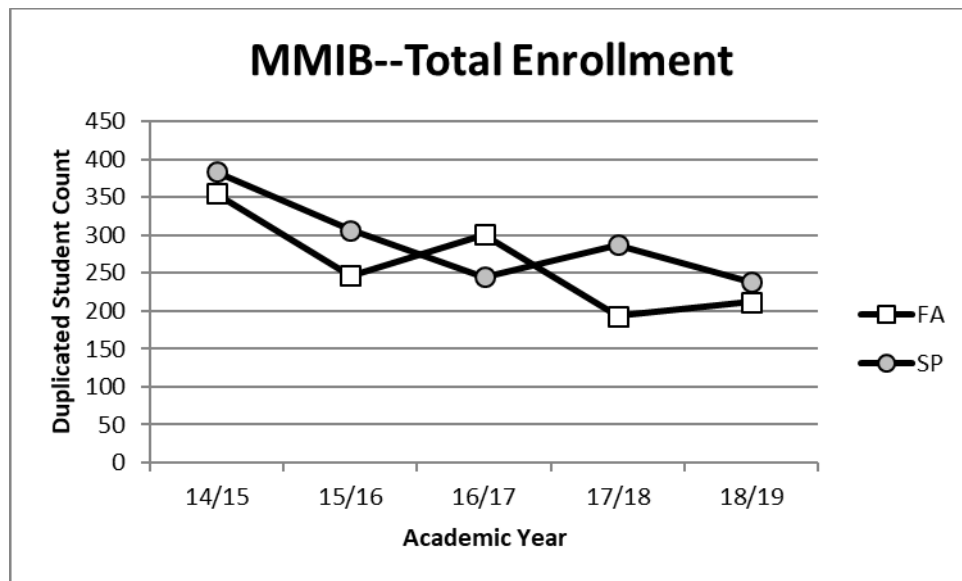
Enrollment numbers have been declining over the last few years; there are various reasons why this may be the case:

Firstly, we should disaggregate part time vs. full time students in order to examine any trends or patterns in these separate groups. Certain majors within the MMIB program may tend to have full time students, such as the International Business and Marketing Majors, (the last survey taken in Q15, indicated the bulk of MMIB students are focused on management, marketing and international business courses, combined to over 88%) while the certificate programs will have more part time students, because this group may be working full time while enrolling to acquire additional skills for professional development and promotion (retail, hospitality, etc.).

Economic: Most of our students are returning adults acquiring additional skills for promotion and movement within their industry, so economic conditions and the unemployment rate will have an impact on enrollment patterns.

Lack of course offerings: Many courses in degree programs were not offered or cancelled due

to low enrollment.   The unavailability of courses made students go elsewhere where they could be assured of finishing their program in a timely manner and with certainty.   The department coordinator has received many requests for major modifications as well as counseling students to change majors if they are pressed to finish their degrees due to monies awarded for scholarships or military programs.

The recommendation to stabilize and decrease losses is to streamline the course offerings and assure that the classes offered may be cross listed to maximize enrollment across multiple certificate programs.   Focus on emphasis through majors, such as management skills in the different disciplines.

5.2   Discuss trends in student success and retention overall in your department and explain these trends (e.g. campus conditions, department practices). Also examine the success and retention data disaggregated by gender, age and ethnicity. For any groups that have success rates in your department at lower or higher than college-wide describe what factors you think cause those patterns. Provide examples of any changes you made to improve student success/retention, especially for groups that have equity gaps.
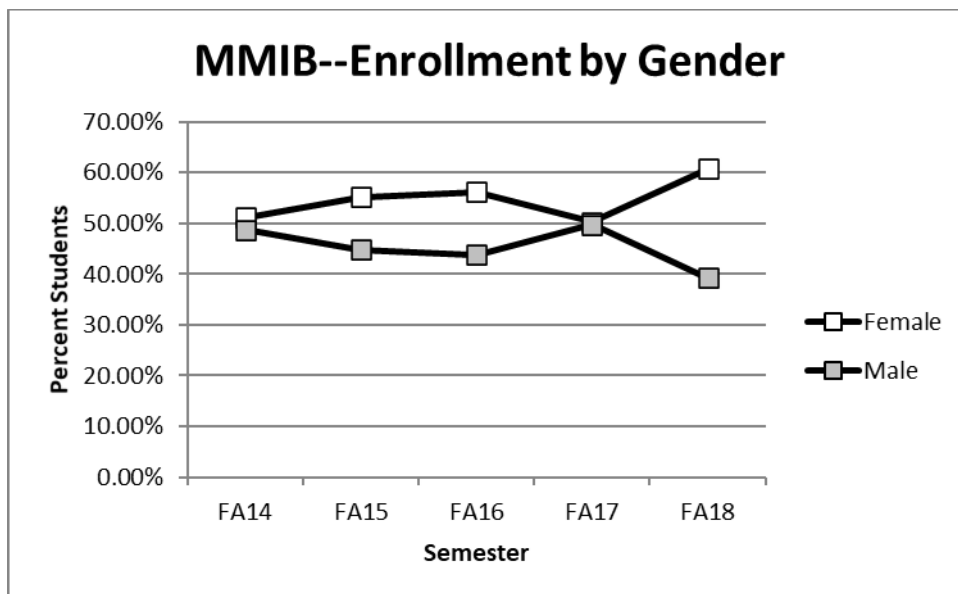
Statistics show that women are traditionally underpaid, still paid just 82 cents for every dollar paid to a man.   Going back to "school" in order to acquire additional skills that will make them more competitive in the workplace is often the only way to increase pay, not necessarily achieve pay parity with men.

MMIB--ENROLLMENT BY AGE
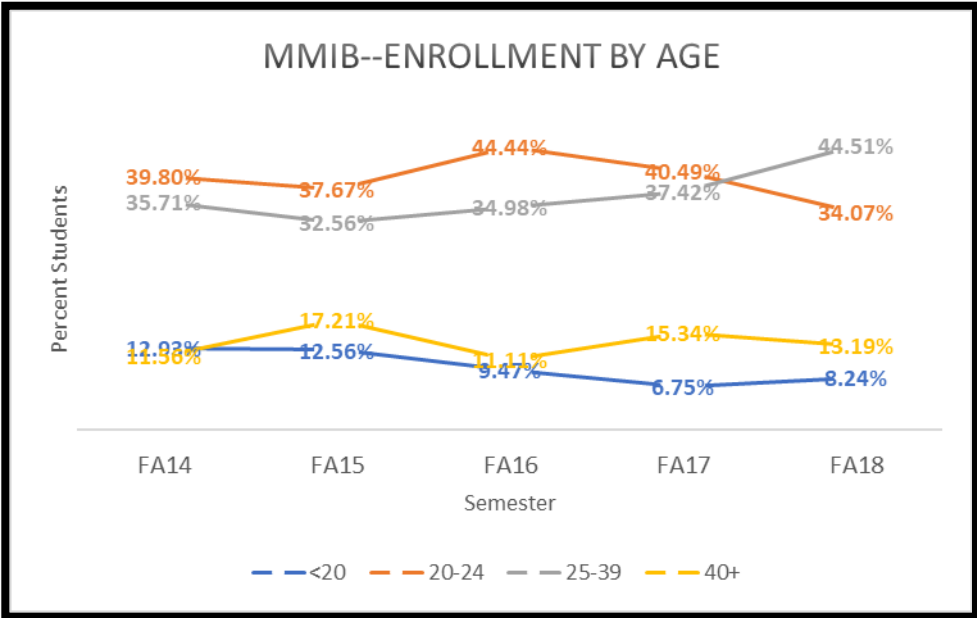
It appears as if the average age is higher than the college average in other majors as most of our learners are adult learners as previously mentioned.

25-39-Year-old comprising of 45% of enrollment
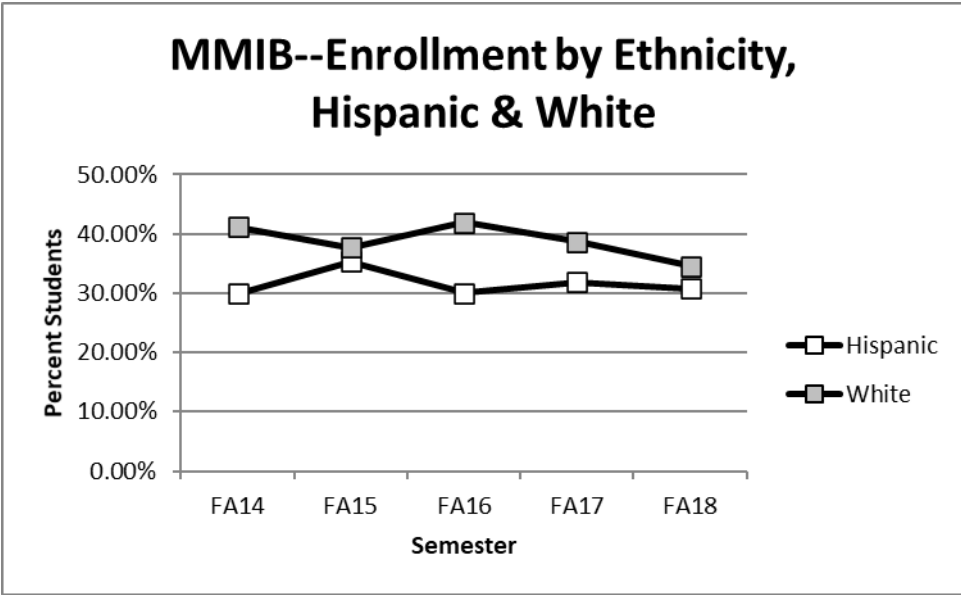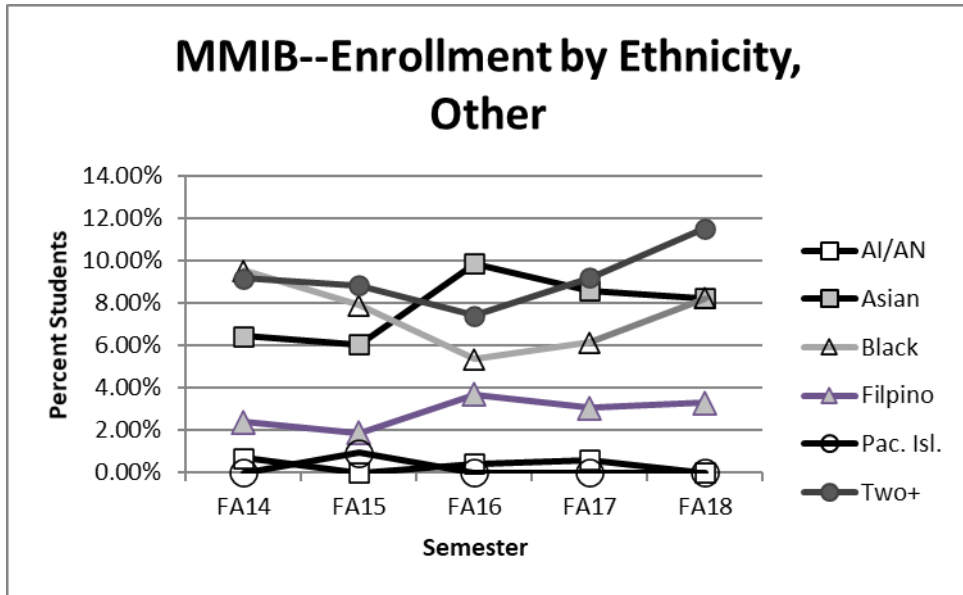
MMIB--Enrollment by Ethnicity, Hispanic & White

MMIB--Enrollment by Ethnicity, Other

Note: For Gender and Age, there are only small differences between groups and the relative advantages of each are variable. Filipino, Pacific Islander, and American Indian/Alaska Native data are not shown since sample size is too small. Data for spring are not included. Average across all five years for Black is 51.7% and for White is 72.5%. Since 2014, there has been a marked increase in Two + and Black student success rates so that they are within the range of Hispanic student success rates.

Appendix 3. Student Retention and Success Data

College 5-YR Averages: Success 69% and Retention 84%

College Targets: Success 75% and Retention 85%

All Students: Fall

Fall average success rate is 72%, Retention rate is 85%
Fall appears to be the term with the highest success and retention rate

MMIB--Outcomes, Fall
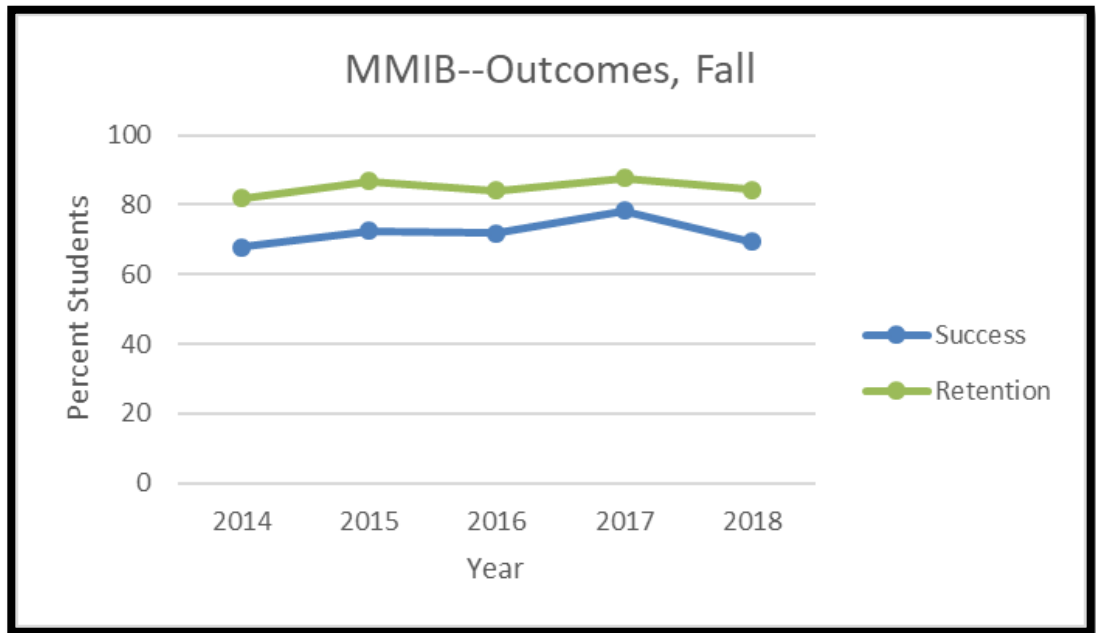
All Students: Spring
Spring average success rate is 70%, Retention rate 84%


MMIB--Outcomes, Spring
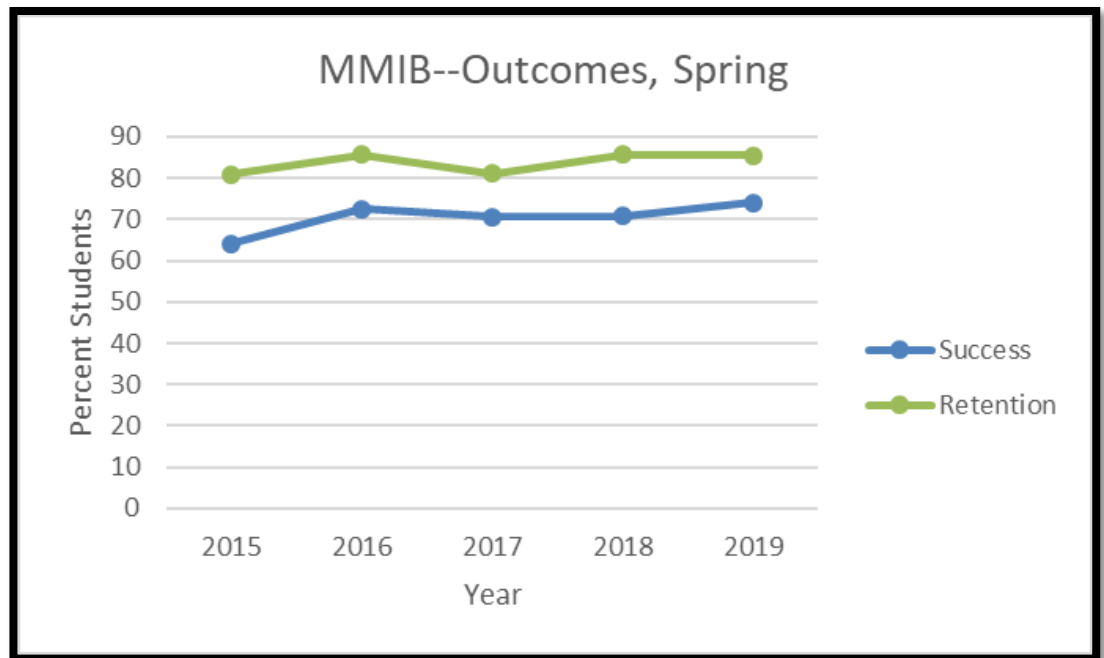
All Students: Summer

Summer retention average rate is 62%, Retention is 80%
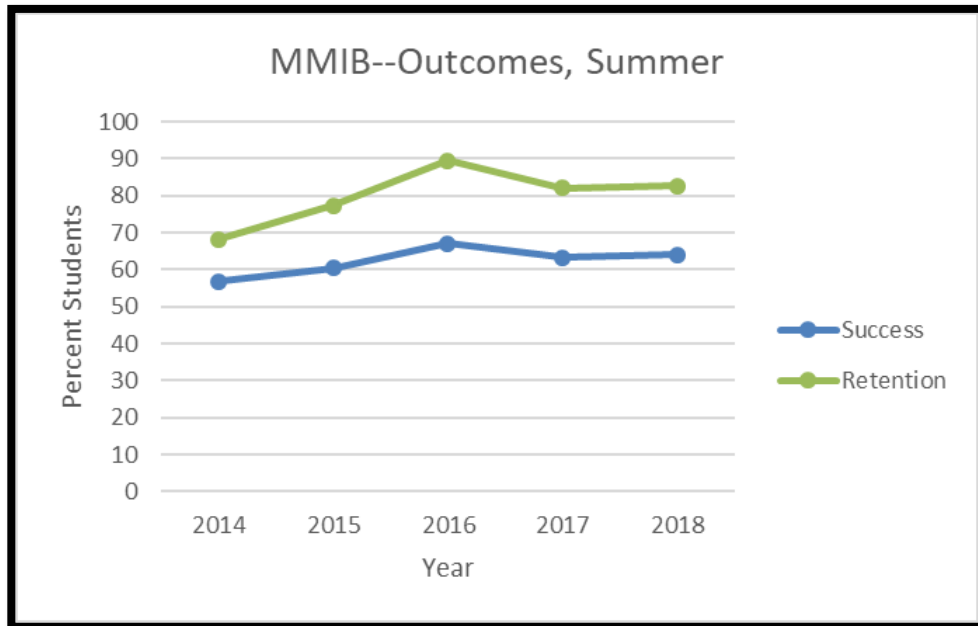
Notes: Success and retention are almost as high as targets, especially in recent semesters. In most departments summer success is higher than during regular semesters however this is not true in MMIB. The highest success rate is the 25-39 the largest group by far of enrollments in the MMIB program. Following the terminal degree assumption (skill sets for the workplace or for employment mobility). Big variances in the success by age, with 2016 being a standout year, average across the board, <20 = 71%, 20-24= 73%, 25-39- 72%, 40+- 72%

MMIB--Success by Age, Fall

Enrollments with Success Rates by Age
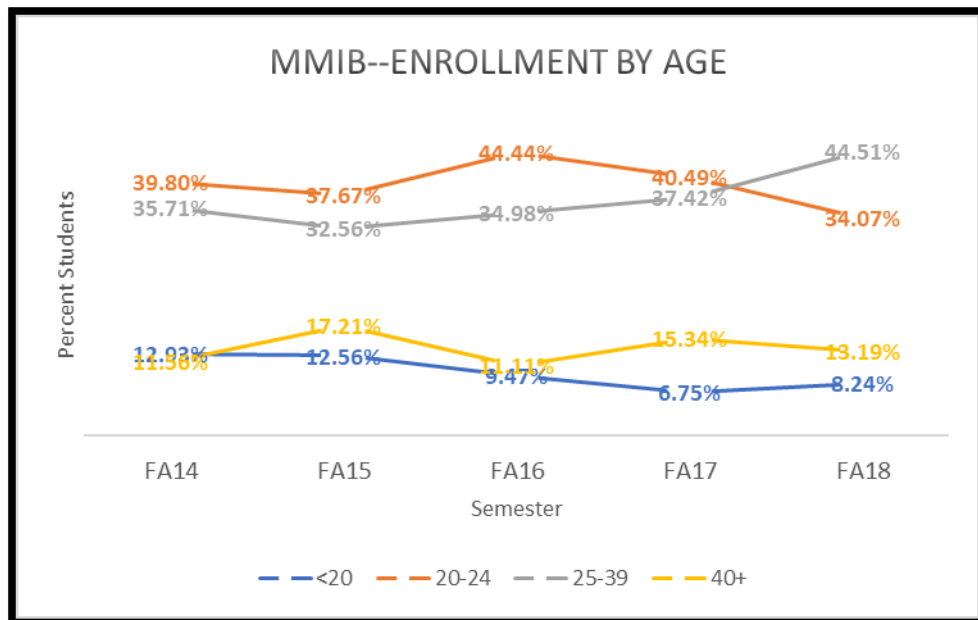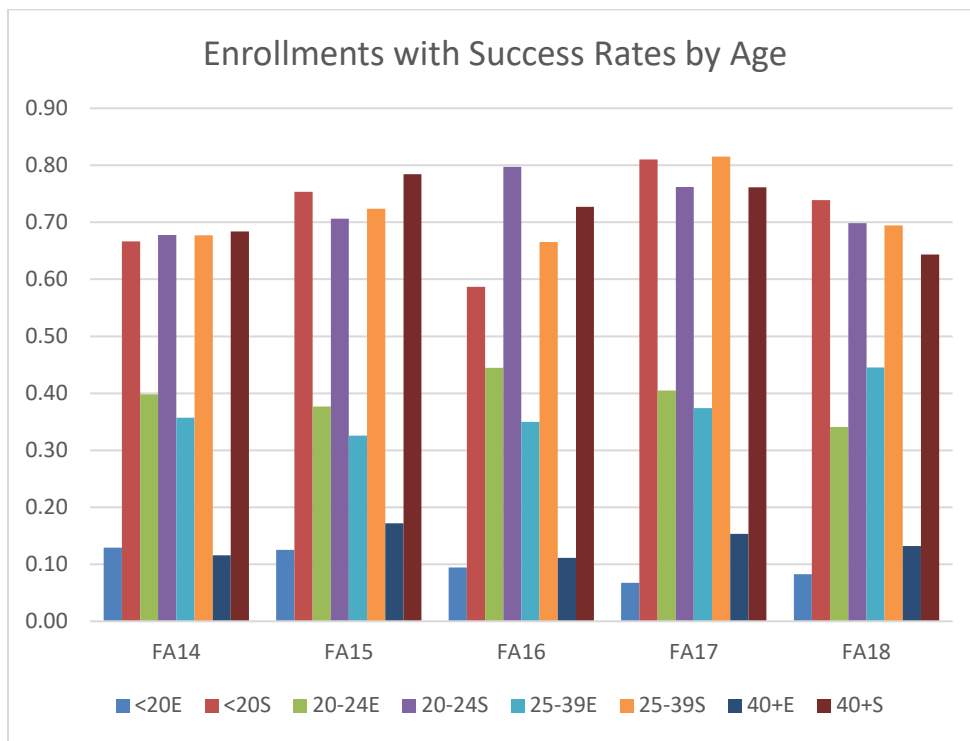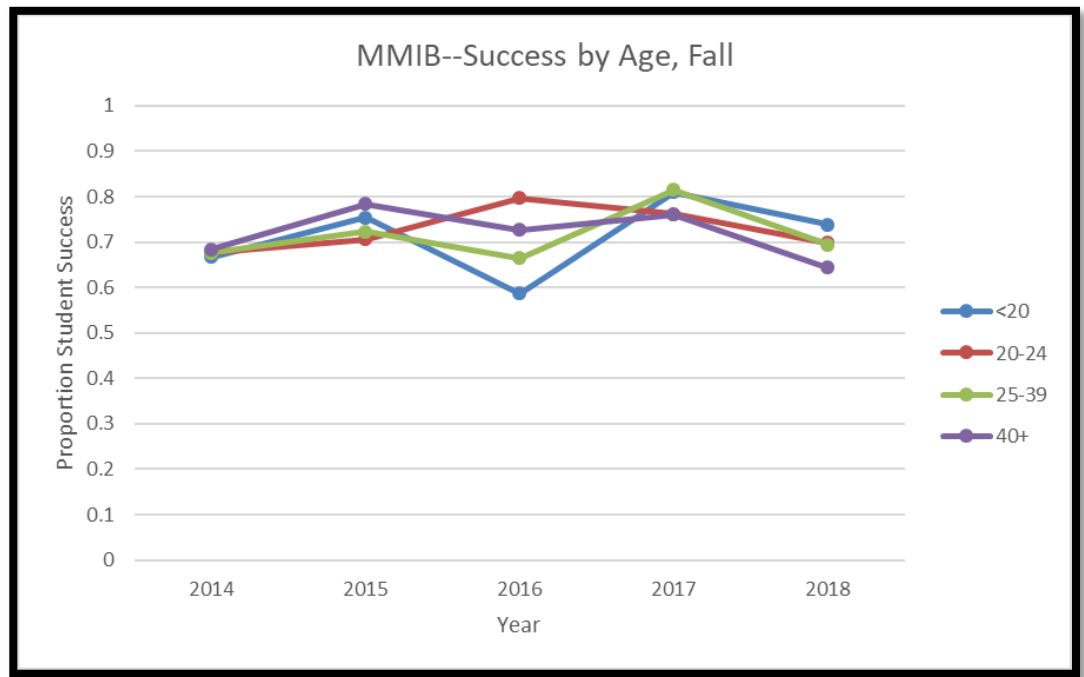
**Observations: Side by side enrollment vs. success rate**
<20 lowest enrollment but high success rate (Opportunity more outreach and

recruitment at area high schools)

20-39 – Seems to be core constituency, infers these are returning to school for skills are upskilling. Success rate not as high as < 20, need to look at better retention strategies, or more online accessibility (DE) for working adults.

>40 low enrollment but high success rates; entrepreneurs or life learners?

It's important to note, Success by age showed the highest rate for
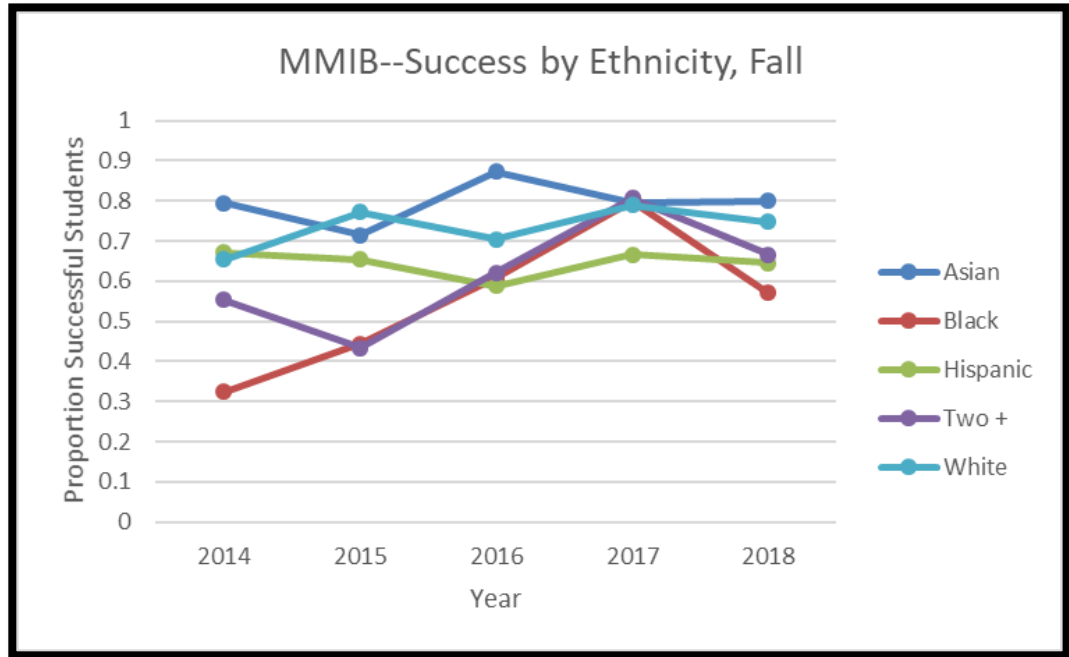
Note: For Gender and Age, there are only small differences between groups and the relative advantages of each are variable. Filipino, Pacific Islander, and American Indian/Alaska Native data are not shown since sample size is too small. Data for spring are not included. Average across all five years for Black is 51.7% and for White is 72.5%. Since 2014, there has been a marked increase in Two + and Black student success rates so that they are within the range of Hispanic student success rates.

Student Success & Retention, Disaggregated

MMIB--Success by Gender, Fall
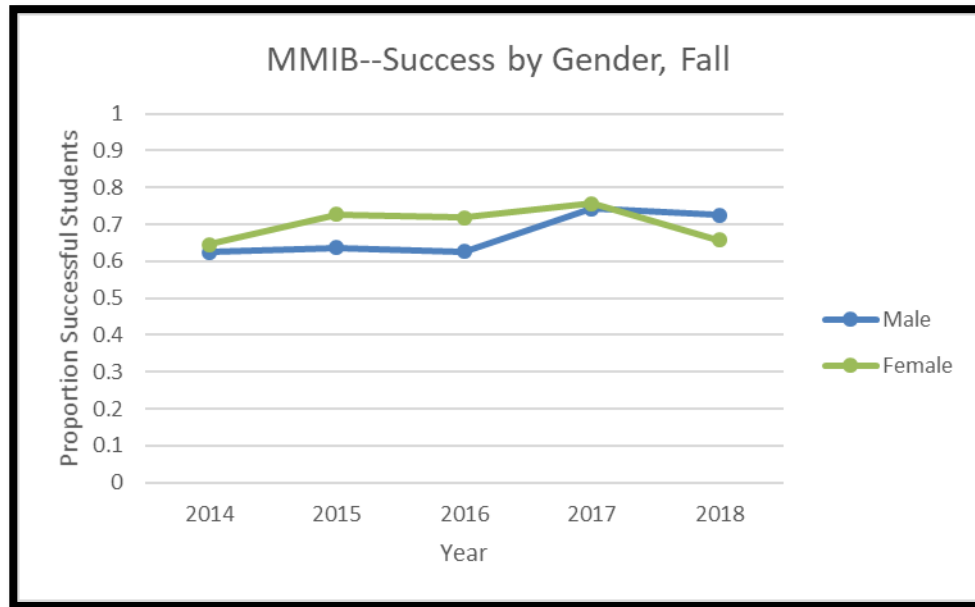
5.3 Describe specific examples of departmental or individual efforts, including instructional innovations and/or special projects, aimed at encouraging students to become actively engaged in the learning process in their classes.

Career Planning is a component of the business courses taught in the MMIB department.   A multi-part individual assignment begins with conducting a self-assessment and the risk tolerance a student may consider in pursuing an entrepreneurial route. The final assignment is a vision paper where the student is the cover story of a business magazine, ten years in the future. In addition, students are encouraged to use the career center to take advantage of the resources available to them. An MMIB temperament survey is part of the individual assignment as well as research on industries, salaries and educational requirements.   Another integral part of the project is participation in the 21st Century skills which include digital literacy, interviewing skills and resume writing.   The feedback has been very positive, students have commented that this was the most value experience/orientation provided while at Grossmont College.

Entrepreneur orientation is also something where instructors consult with students on business ventures, such as bookkeeping, tax planning, legal structures on how to set up their businesses as well as consulting on liability issues.   Instructors are asked to review business plans and to advise on the operational aspects of a business launch as well as financial aspects or SBA resources.

Social Media courses add immediate value to a student's skill set and provide them with

capabilities to directly applicable in the workplace or entrepreneurial ventures.

5.4 Explain how the program incorporates opportunities for student engagement outside of class time and/or in collaboration with other departments (e.g. interdisciplinary course offerings, learning communities, internships, research projects, service learning, or participation in community events, tournaments, competitions, and fairs) to enhance student learning.

Internship programs provide opportunities for students to work with community businesses and gain practical hands on experience.

A Retail Management project directs students to evaluate retail establishments to observe strategies used in community establishments.   These include evaluating the product mix, store layout and digital marketing.

> *PART A: Compare at least seven products among four food retailers on Variety, Assortment, Service, Price, Location, Promotion, Design and Display, Type of Retail Institution*
>
> *For each retailer students must identify:*
> *a) The target market the you think the retailer is directing its efforts and why*
> *b) How the retailer strives to satisfy the needs of the target market*
> *c) How the retailer builds a long-term advantage over the competitors.*
> *d) Conclude with how effective you think the retail strategy is for each retailer.*
>
> *PART B: Evaluate store layout, design and visual merchandising*
> *Go to a store of your choice and evaluate the store layout, design and visual merchandising techniques employed. Be sure to reference the concepts you have learned in your chapters. If a manager begins to question you because of your suspicious note taking, just explain that you are a student at GCCCD and are studying retail management.*
>
> *PART C: Evaluate Websites.*
> *Go to the four retail web sites and shop for a product. Comparing online shopping experiences; advantages and disadvantages; website features and ease of use.*

This project brings all the course material into the final project and provides the student he opportunity to evaluate retail strategies. It was especially challenging during the Covid Pandemic, but it provided an insight into which retailers were better prepared to compete in the online space; students also examined logistical strategies which also contributed to retailer success during the pandemic.

BUS142: Effective Sales Skills and Personal Selling puts the student into the community to practice their newfound skills.   Modifications to this course will include negotiation skills which will form part of the core curriculum in the MMIB certificate and degree programs.

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

N/A

5.6   If your program offers a degree or certificate in the college catalog, explain the trends regarding number of students who earn these degrees and/or certificates, including any changes that you have made to increase awards. Insert the "Degrees and Certificates" data table in this section. [This data table will be provided to you by the Program Review Data Research Liaison.]

Department	Award	14/15	15/16	16/17	17/18	18/19	Total
Management	AS	6	6	12	13	6	43
	COA	6	5	15	12	8	46
Hospitality & Tourism Mgmt	AS	3	4	7	6	8	28
	COA	3	4	8	6	8	29
Marketing	AS	2	5	i	4	1	13
	COA	2	5	2	4	3	16
International Business	AS	3	2	0	0	3	8
	COA	3	2	0	1	1	7
Retail Management*	AS	2	0	2	2	0	6
	COA	2	1	3	2	1	9

As mentioned previously the number degrees and certificates awarded have been declining. The decline can be directly related to the classes which were cancelled or phased out, such as evidenced in the International Business programs. In this discipline, classes were not consistently offered due to the specialized nature of the program which led to even lower enrollments and ultimately a general phase out of the Certificate/Degree proposed in this review cycle. It has been unfortunate because in advising students that are unable to finish their degrees, they are also unable to locate the classes at other community colleges. In some cases, students have been advised to change majors.   Many international students come to Grossmont to obtain a degree/certificate in international business, unfortunately, they are not able to complete the program in the time allotted.

5.7   If you have any information on what students who major in your department go on to achieve after they leave Grossmont, please share that with us. For example, where do they transfer and do they graduate on time? What careers do they pursue? What are starting salaries in the field?

Do you know if they go on to employment in their field and professional success? What impact did Grossmont have on their lives?

Extract from: Grossmont College Review of Career and Technical Education Programs 2018-2019

International Business/Hospitality & Tourism Management Labor Market Demand Grossmont College
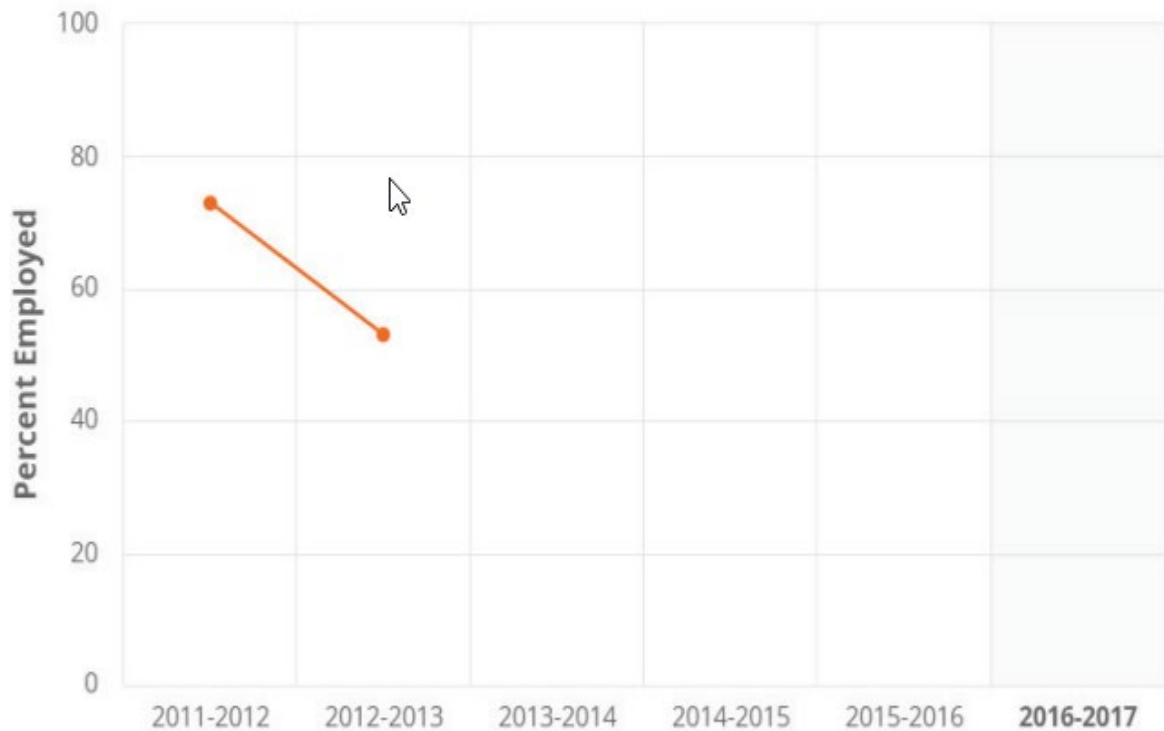
Employed in the Fourth Fiscal Quarter After Exit

Overall ⌄

Among exiting students, the percentage who were employed four quarters after exiting post-secondary education

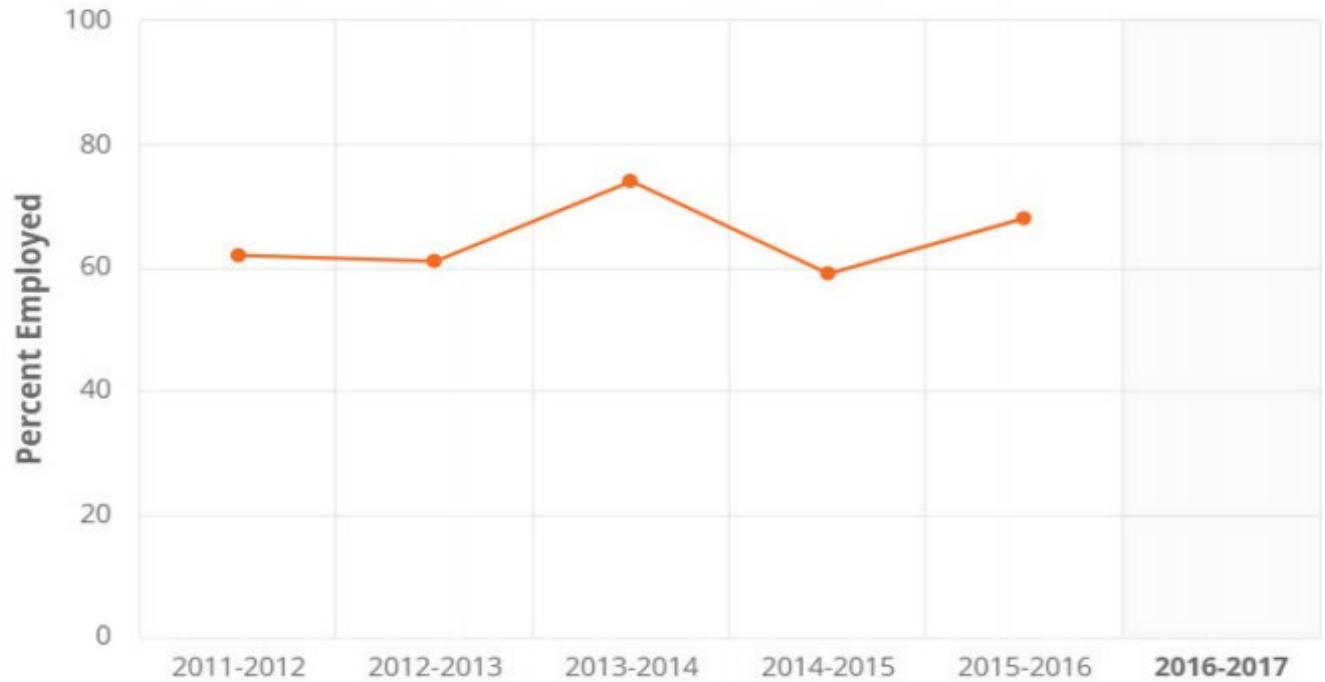● Grossmont College, International Business and Trade (0508), All Credit, 2016-2017

Source: Chancellor's Office MIS system, National Student Clearinghouse, Employment Development Department Unemployment Insurance Dataset

Employed in the Fourth Fiscal Quarter After Exit

Overall ⌄

Among exiting students, the percentage who were employed four quarters after exiting post-secondary education

● San Diego-Imperial, International Business and Trade (0508), All Credit, 2016-2017

Source: Chancellor's Office MIS system, National Student Clearinghouse, Employment Development Department Unemployment Insurance Dataset

San Diego Region

Number of Students Who Earned a Degree or Certificate

Overall ⌄

Number of distinct students who earned a locally-issued certificate, Chancellor's Office approved certificate, associate degree, and/or applied baccalaureate degree

● MACROREGION - San Diego-Imperial, International Business and Trade (0508), All Credit, 2016-2017

Source: Chancellor's Office Management Information System

| College	●
Palomar College*	-
Southwestern College*	-

*There were fewer than ten students, so this metric has been suppressed.

Employed in the Fourth Fiscal Quarter After Exit

Overall ⌄

Among exiting students, the percentage who were employed four quarters after exiting post-secondary education

● San Diego-Imperial, International Business and Trade (0508), All Credit, 2016-2017
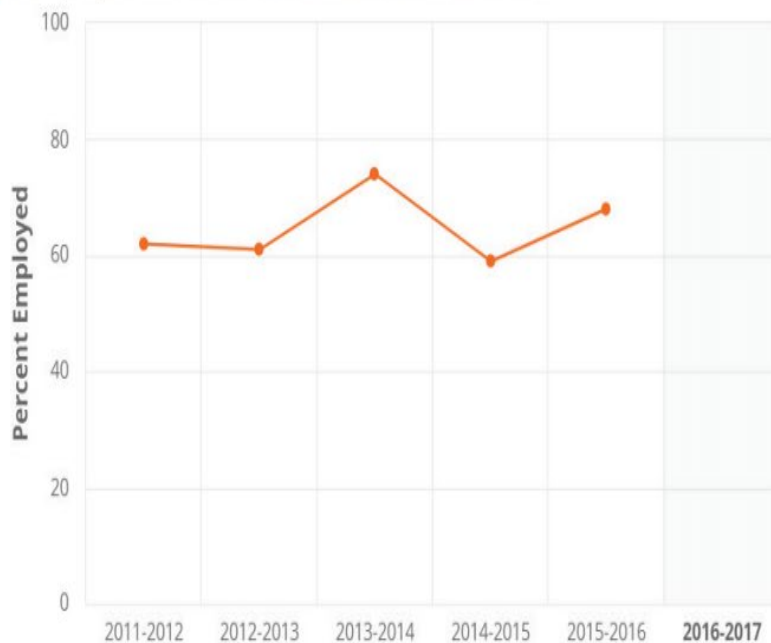
Source: Chancellor's Office MIS system, National Student Clearinghouse, Employment Development Department Unemployment Insurance Dataset

Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products
Starting Salary in the Region: $51,272

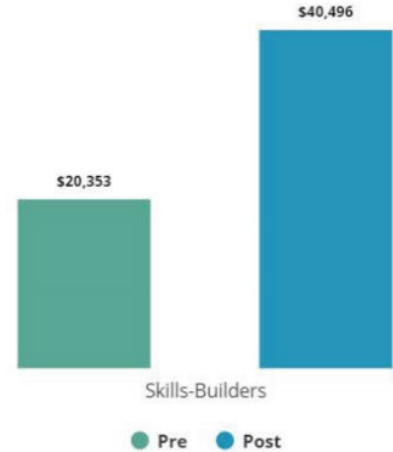## Earnings

Did students make reasonable wages?
69% of students attained the regional living wage for a single individual.

Change in Earnings

Living Wage Attained
69%

$40,496

$20,353

Skills-Builders

● Pre ● Post

Student Progress Measures

International Business & Trade: TOP 0508	Completion		Persistence & Transfer		Employment	
2017-2018	#	%	#	%	#	%
Grossmont	4	100	5	100	0	0
Statewide	1,642	94.34	2,805	90.27	1,225	66.04
Hospitality: TOP 1307	**Completion**		**Persistence & Transfer**		**Employment**	
2017-2018	#	%	#	%	#	%
Grossmont	4	100	587	79.73	4	100
Statewide	4,671	91.07	350,419	86.62	3,039	79.63

Recommendations:
• Partner with industry leaders in providing the necessary skills and coursework required.   The San Diego area is projected to grow and there is currently shortages in the industry of trained workers, with an emphasis on recruitment for managerial/supervisorial positions.

• Add a leadership component to the program, actively partner with San Diego State University School of Hospitality and Tourism Management.

In our Management Programs:

Student Progress Measure

Business Management: TOP 0506	Completion		Persistence & Transfer		Employment	
2017-2018	#	%	#	%	#	%
Grossmont	38	94.74	256	88.67	24	62.50
Statewide	28,059	89.69	118,763	92.39	18,284	71.16

Retail Store Operations & Management: TOP 050650	Completion		Persistence & Transfer		Employment	
2017-2018	#	%	#	%	#	%
Grossmont	1	100	1	100	1	0
Statewide	966	100	1,033	65.73	858	84.62

Recommendations:

• The program will go fully online to enable working adults to take the program in modular course; this is also consistent with industry preference funding employees to acquire certification.

Impact of Work–Based Learning Interventions on Wages

	Asian	Black	Hispanic	White	Grand Total
Average of Former_Wages	13	15	14	18	16
Average Wages After Graduation	21	17	19	24	22
Average of Wages - With Work-Based Learning (Internship, Co-op, Apprenticeship)	26	22	22	25	24

Wage Changes and Work-Based Learning Impact

■ Average of Former_Wages
■ Average Wages After Graduation
■ Average of Wages - With Work-Based Learning (Internship, Co-op, Apprenticeship)
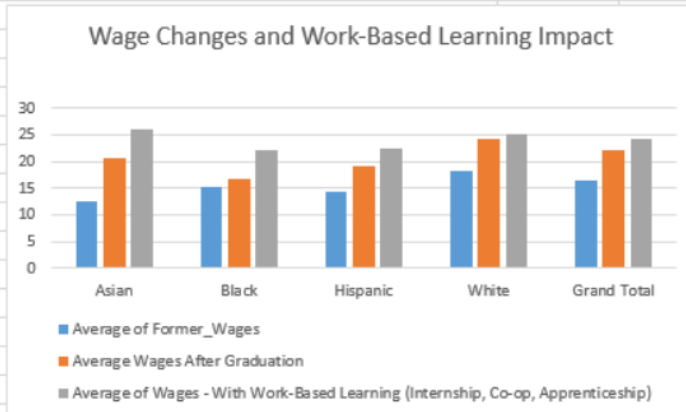
How to Increase Wages for All Completers

- Program completion overall results in increases in wages
- Where wages do not increase –there is a connection between internships, apprenticeships, etc., and other work-based learning
- **Students who complete and participate in work-based learning receive a wage increase of 20% or more. Work-based learning includes internships, apprenticeships, co-ops, and other opportunities**
- Grossmont College has a new job placement case management navigator that is yet to be filled, that position when approved for recruitment will emphasize work-based learning opportunities for all students

SECTION 6 - STUDENT SUPPORT AND CAMPUS RESOURCES

6.1 Are the college's student support services (Tutoring, Counseling, Health Center, Library, Financial Aid) adequate to meet your student's needs? Please elaborate on your answer.

Good collaboration with tutoring center. The Tutoring center has checked in with instructors for students to understand course requirements and clarification of expectations. This is appreciated and is critical for student retention and academic success.

6.2 What services do students in your department/program use most often or that make the most difference? Can you provide any examples where services have clearly improved student retention and success?

As mentioned above, collaboration with tutoring center to ensure student success has been very beneficial for all parties.

6.3 Are college support services adequately supporting your faculty and staff? Consider the following support services: IT, Instructional Operations, Business Services, Printing, Bookstore, Maintenance, CAPS, and any other support services important to your faculty and staff.

Would like to see more support from Bookstore – it has been challenging to get the books on order or additional information for more economical options. Don't get the impression that the bookstore is there to service student/instructor needs (which they should be a service-oriented retail establishment). Is this a "contractor" service?

Maintenance in their green go carts pose a danger to students and staff, as they seem to have the "right of way" and speed through the corridors. When one instructor tried to file a complaint, there wasn't much interest or support for safety!

SECTION 7 – ON-CAMPUS/OFF-CAMPUS INVOLVEMENT

The first table you see in this section is INFORMATIONAL ONLY, so you can understand what type of information you should be providing for this section. The second table you will see is the suggested table format you should use to display your information for this section.

TABLE ONE:

OFF CAMPUS	ON CAMPUS
Marketing Flyers, brochures, booths, round table discussions and participation.	**Marketing** Flyers, brochures, booths, Summit newspaper
Discipline Specific activities Conferences attended by faculty for faculty development in areas such as entrepreneurship; study abroad – globalization; digital marketing; and department Events; Strong Workforce Project	**Campus Volunteerism** Involvement in college and other department's activities: gizmo's kitchen, DACA task force
Community Involvement Advisory committees, serving in regional groups, K-12 outreach, Job Fairs, other college-related but not discipline-specific activities	**Interdisciplinary Collaboration** Collaborating on shared events, cross-listed courses, working with campus student services, linked courses (sharing of expertise/resources between departments to benefit student success, such as guest lectures, shared lab activities, simulation or other special events)
Professional Development Attendance, creation/presentation, grants, sabbaticals	**Professional Development** Workshop Attendance, creation/presentation of professional development activities, grant-writing and sabbatical projects

TABLE TWO: SUGGESTED TABLE FORMAT

Faculty	Activity/Committee	Year(s)	Value to Student Success
Richard Schaper	Institute of Management Accountants - Diversity and Inclusion Committee & San Diego Chapter Board	2	Educational opportunities, entrepreneurial advice, advancement in Diversity and Inclusion
Richard Schaper	East County Schools Federal Credit Union Supervisory Committee	1	Community focused organization. Integrated with all educational organizations in East County.
Richard Schaper	Participatory Budget Committee	1.5	Engagement on Budget issues that affect the students and our department

Richard Schaper	National Association of Community College Entrepreneurship	1.5	Educational opportunities and pedagogy on how to better teach and engage entrepreneurship students and connect them to opportunities.
Richard Schaper	Community Outreach/ Visits with employers	3	Promote department programs, promote internship programs, discuss how college can best prepare students for employment opportunities.
Cheryl Gideo	Marketing activities, brochures, flyers and business development team – continuing contact and updates with students is critical	8	The value to our college students means being able to market to both millennials and Gen Zers, because they make up the biggest college student demographic. Traditional ads aren't the best way to reach today's college students, because they are less likely to notice TV, magazine and probably don't pay much attention to these…
Eva Nicasio Mercier	Outreach Activities with various organizations Including Conferences with,	2	Attended meetings economic development east county; chamber of commerce.
Eva Nicasio Mercier	WAFC (Western Association of Food Chains).	2	Online courses confirmed with the retail certificate program – more opportunities for students to advance and succeed in their workplace. Recently got an email from one of the Managers from Smart & Final stating that one of their employees had recently completed their Associates Degree and if we could help advise the necessary steps for transfer for a bachelor's degree. Wow! This is confirmation that we're in the right business: Transforming Lives through Education!
Eva Nicasio Mercier	Lavin Entrepreneurship Center (2020 California Entrepreneurship Educators Conference – ONLINE)	1	Virtual online conference this year which covered various topics including equity, empowerment issues and transitioning from high school, community colleges to four-year universities; nontraditional paths to becoming entrepreneurs.

Counseling, networking and collaboration for the creation of an entrepreneur program utilizing resources available with higher institutions and regional community college resources. |
| Eva Nicasio Mercier | CIBER (Center for International Business and Education & Research) | 5 | Participation in faculty development programs and promotion video specifically aimed at community colleges and Hispanic serving institutions. |
| Eva Nicasio Mercier | Part time Faculty, SDSU Strategic Management | 2 | Completed SDSU Course Design Institute aimed at faculty development in online course design, the CDI provides opportunities for faculty to work with peers from different disciplines to design |

			and develop fully online courses. The focus is on pedagogy, with major emphasis on interaction and student engagement.
Eva Nicasio Mercier	SDSU Faculty Led Study Abroad Summer Programs (Instructor)	5	Keeping current with global business trends for strategic management.
Eva Nicasio Mercier	Strong Workforce Faculty Development Project	1	Strong Workforce Development course design to increase equity; student retention and success.
Gary Avant	Discipline Specific activities: • Google Partner (me and my company) • Microsoft Partner (me and my company) • Apple Developer (me and my company)	Annual Basis	Most current info used in course(s). Upcoming technology and marketing trends forecasted and presented to students, and Grossmont College.
Gary Avant	Off Campus Discipline Specific activities • Google Partner (me and my company) • Microsoft Partner (me and my company) • Apple Developer (me and my company) • Peer reviews of new textbooks as requested by publishers. Workshops / seminar presentations to various groups on web marketing (including SEO, Social Media, and similar topics).	Annual	Most current info used in course(s). Upcoming technology and marketing trends forecasted and presented to students, and Grossmont College.
Gary Avant	Off Campus Discipline Specific activities Professional projects in web marketing, social media, and related technology spheres. (as Lead Consultant at my company.)	Annual	Most current info used in course(s). Upcoming technology and marketing trends forecasted and presented to students, and Grossmont College.
Gary Avant	Off Campus Professional Development Partnerships and certifications maintained with relevant ongoing training – Google	Annual	Most current info used in course(s). Upcoming technology and marketing trends forecasted and presented to students, and Grossmont College.

	marketing.		
Gary Avant	Off Campus Community Involvement Member of San Diego Chamber of Commerce. Affiliated with San Diego North County Chamber of Commerce. Affiliated with several local business organizations including San Diego Business Journal, East County Economic Development Council, and others.	Annual	In course(s), share valuable and new info with students as it is released: • Market data • Job data In course(s), describe value of various organizations and their impact on job / career and knowledge / skills.
Gary Avant	Off Campus Community Involvement Member and/or Affiliated with: Distance Education orgs, Professional Learning / Educational orgs.	Annual	Most current learning / teaching methods used in courseware and presented to students, and Grossmont College.
Gary Avant	• On Campus A. Interdisciplinary Collaboration B. Worked with other instructors (Richard Schaper, Abdullah AlShawi) on marketing or related projects to enhance Business Dept. and Grossmont College. C. Provided input to Business Department Dean regarding various topics including but not limited to – discussion about Internet Marketing degree, my professional feedback during Grossmont College website redesign, student	2019 – A, B. 2020 – C.	Assisted Grossmont College and Business Dept. in fulfilling task and goals, which then impact student efficiency and learning.

	feedback during website redesign, assessment I led in Aero Business sector (for GC development of Aero related course). Dean responded with appreciation of all info provided. Working with CSIS Department Chair to ensure course meets their department needs also.		
Abdullah Alshawi	OFF-Campus: Member of National Association for Community College Entrepreneurship. Member of Social Media Marketing World. Facebook class group	• 2018-2020	The NACCE conference brought to our students the entrepreneurship mindset and the encouragement to try and learned from their own experience. By being a member of the biggest social media marketing conferences, I was able to provide our students the best tools and practices of real-world examples in social media marketing. Students has been able to create visual content on the most important platforms for digital marketing.
Abdullah Alshawi	Professional Development: Workshop Attendance, department meetings.	2018-2020	Discuss the challenges and opportunities of our students in the workshops and department meeting has sharpen students and provide best educational journey.
Abdullah Alshawi	On Campus: Curriculum Committee weekly meeting, involvement at college in different activities. College visual content involvement such as, pictures of the class and me on the Grossmont official website.	2018-2020	Answer students' general questions and help them reach their ultimate educational goal. Also guide them through the classes. Students have learnt the promo video and visual content creation by experienced the actual video creation by digital agency

7.1 Referring to the above table, what activities contributed most to student success?

Collaboration with business partners and community/college resources to pull together efforts and resources and make an impact in student outcomes.

College visual content on the website has contributed most to student success, after the digital marketing team come into the class; students were interested and asked many questions. Case studies were used which increased the student's participation.

7.2 Please provide an overall reflection on your department's activity displayed in your table.

The department is very much involved in professional organizations and faculty development opportunities which contribute towards enhancing student outcomes.

Plans are underway to establish advisory boards for different programs, for further collaboration and opportunities for internships within the community and east county businesses.

7.3 Are your overall faculty professional development needs enough to ensure students are successful in your program?

Yes__x__ No ____

If no, please describe what faculty professional development needs are not being met.

Areas of improvement can be better collaboration between department personnel, not enough time for department meetings to discuss program objectives and measuring metrics for success.

Although student needs are being met, there is not as much development for faculty for administrative tasks, such as SLO writing, CLO or pedagogical training especially in our area which is mostly made up of professionals or practitioners that are teaching material they are thoroughly familiar with but may not have had training on making sure course design meets student needs and learning objectives.

Email from WAFC Partner below:

Food4Less Student - continuing education

Herron, Marilyn <marilyn.herron@food4less.com>

To Eva Nicasio
Cc Watsoncrestik, Deborah A; 'WAFC Consortium (wafc.consortium@gmail.com)'

Reply | Reply All | Forward | ...

Thu 11/12/2020 3:14 PM

You replied to this message on 11/12/2020 3:27 PM.

Hi Eva:

I am the Education Coordinator for Food4Less/Foods Co. I probably have met you at one of the WAFC Advisory meetings. One of our Store Managers, Deborah Watson, has completed the RMC program and her AA while attending Grossmont College. She wants to continue on to get her Bachelor's degree. Does Grossmont have a pathway to a Bachelor's degree?

I am listing your contact information so Deborah can reach out to you with her questions.

Nicasio Mercier, Eva *Inst. & Program Coord*	Grossmont College	8800 Grossmont College Drive El Cajon, CA 92020	619-644-7446	eva.nicasio@gcccd.edu

Thank you in advance.

Sincerely,

Marilyn Herron
Food4Less/Foods Co – Training Department
(714) 287-8985 – cell
(310) 884-4533 - office
Email: Marilyn.Herron@Food4Less.com

SECTION 8 – FISCAL & HUMAN RESOURCES

NOTE: All required data tables and graphs will be compiled and delivered to you by the Program Review Data Liaison.

Fiscal Resources

Refer to the Table provided that shows Enrollment, % Fill, Earned WSCH, FTEF and WSCH/FTEF to answer these questions. Data for Fall, Spring and Summer semesters are provided separately.

	FA14	FA15	FA16	FA17	FA18
Earned Enroll	460	373	405	278	293
Max Enroll	1160	1411	1295	1168	1026
% Fill	39.7	26.4	31.3	23.8	28.6
Earned WSCH	1371.5	1094.0	1166.9	821.0	857.6
Total FTEF	2.75	2.08	2.77	2.24	1.49
Earned WSCH/FTEF	498.1	526.9	422.0	365.9	576.7

	SP15	SP16	SP17	SP18	SP19
Earned Enroll	487	416	313	341	299
Max Enroll	1485	1465	1121	1162	964
% Fill	32.8	28.4	27.9	29.3	31.0
Earned WSCH	1406.7	1207.4	920.0	991.0	876.0
Total FTEF	3.25	2.81	2.43	2.47	2.58
Earned WSCH/FTEF	432.2	429.9	378.2	402.0	340.0

	SU14	SU15	SU16	SU17	SU18
Earned Enroll	127	101	68	80	92
Max Enroll	220	370	370	320	307
% Fill	57.7	27.3	18.4	25.0	30.0
Earned WSCH	373.0	299.0	196.0	236.0	274.0
Total FTEF	0.83	0.87	0.90	1.03	1.05
Earned WSCH/FTEF	447.9	345.5	218.2	228.5	259.8

Note: Course fill rates are very low. There are also low numbers of award in International Business and Retail management. Consider discontinuing courses that are unique to degrees with very few awards.

8.1 Describe any patterns in enrollment; maximum enrolment and % fill in the program since the last program review. What is typical section maximum sizes (capacity) for your courses and what dictates those caps? Have you changed the number of sections offered and/or section sizes in response to changes in demand? If so, what effect has it had?

Enrollment rates are very low, but more data is required to see what programs have the lowest enrollment.   While we are considering reducing the courses with the lowest certificate/associates awarded, we have conflicting data on "declared majors" as evidenced below with the fall 2020 enrollment data:

Academic Programs Report

Academic Program / Gender Totals

Program	Male	Female	Other	Total	
BUS.MGMT.AS.C	12	25	0	37	Management CC-AS
BUS.MGMT.CA.C	1	1	0	2	Management CC-CA
BUSINESSMGM.4YR	8	6	0	14	Business Management-4 Year
HTM.AS.G	16	48	1	65	Hospitality and Tourism
IBUS.AS.G	39	55	0	94	International Business
INTERNTLBUS.4YR	2	4	0	6	International (World) Business-4
MGMT.AS.G	49	33	1	83	Management GC-AS
MGMT.CA.G	0	1	0	1	Management GC-CA
MRKT.AS.G	58	82	1	141	Marketing GC-AS
RTMG.AS.G	5	4	0	9	Retail Management GC-AS

8.2 Describe and explain any patterns in Earned WSCH, FTEF and Earned WSCH/FTEF since the last program review. Please explain changes in FTEF due to changes in faculty staffing levels. For courses/sections with low Earned WSCH/FTEF explain their importance in the program and measures the department/program has taken/plans to take to improve efficiency and/or balance low and high efficiency offerings and/or maximize course % fill.

Part time faculty in 2019 is 3-4 not 7 in addition to one full time tenure track faculty member. In 2012, the # of FT faculty was 1.4 and part time at 5. Classes have been reduced therefore the part time faculty has also dropped, we are in the process of adding part time faculty in our instructor pool. Recruiting personnel from industry – Digital marketing, e commerce, legal, sales & negotiations and from the hospitality industry directly.   This should enhance the quality of our faculty and create value for our students.   The online modality has impacted the department due to instructors not wanting to develop and deliver courses online.

	FA14	*FA15*	*FA16*	*FA17*	*FA18*
FT Faculty Count	1.4	1.4	1.4	1.4	1
PT Faculty Count	6	7	7	6	7
Full-Time FTEF	0.80	0.80	1.10	0.80	0.40
X-Pay FTEF	0.20	0.40	0.20	0.20	0.00
Part-Time FTEF	1.75	0.88	1.47	1.24	1.49
Total FTEF	2.75	2.08	2.77	2.24	1.89
FT Percent	**36.31%**	**57.78%**	**47.00%**	**44.56%**	**21.20%**
Permanent RT	0.398	0.400	0.488	0.488	0.488
Temporary RT	0.400	0	0	0	0

	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

8.3.   For money that you get from the college and/or from Perkins funds as part of your budget, is this amount adequate? What is this money used for to operate your department? If it is not adequate, please explain how additional funds would be used to improve student learning and success.

Intention to use Perkins funds in the future to develop course content, specifically ecommerce class. Develop study abroad programs for hospitality as well as culinary within our district. There has been interest expressed from other community colleges in the area.

8. 4   If your program has received any financial support or subsidy outside of the college budget process (grants, awards, donations), explain where these funds are from, how they are used, and any other relevant information such as whether they are on-going or one-time.

N/A

Human Resources

NOTE: Please refer to the table provided by the Program Review Data Liaison to answer the following questions.

8.5   Describe the roles and responsibilities of full-time versus part-time faculty in your department. If any trends or changes are apparent in the past six years, please explain the reasons for them.

The new faculty tenure track position was filled in 2019. Eva Nicasio is also the department coordinator in her first year and has been tasked with streamlining the programs that have become too unwieldy; increase enrollment; conduct outreach activities and recruit new personnel.

Three part time instructors make up the department, they all have full time positions and teach part time. Cheryl Gideo, a chef for hospitality and tourism; Richard Schafer, finance and management; two marketing instructors teaching one class each with specializations in digital marketing. Two of the instructors are entrepreneurs which we will utilize to staff the entrepreneur offerings. A challenge that we face is availability of industry experts that work full time. A recommendation would be to go fully online for certain courses such as the digital marketing courses.

8.6   Are the current levels of staffing of faculty adequate? Discuss part-time vs. full-time ratios and issues surrounding the availability of part-time instructors as well as duties and responsibilities of full-time faculty members that influence their loads (such as reassigned time and use of overload).

Another full-time instructor should be added sometime soon. The breadth and external activities involved are daunting for one person. Perhaps splitting a faculty member with the business department would be beneficial for both areas as was the situation in the last review cycle.

8.7   If staffing levels are not adequate, give a justification of your request for increased Full Time faculty based on how this position would contribute to basic department function and/or the success, retention and engagement of students in the program.

There's a lot of work to do in the external activities, working within the community to develop business internships, advisory boards, current collaborations with other institutions and industry councils as well as recruiting activities at the high schools require a lot of time. Developing equitable quality programs that enrich student outcomes and are responsive to our community needs is also challenging as well as managing staffing issues for the department.

8.8   In the table below, list non-faculty positions that are responsible to your program (by title rather than by individual name). This list should include classified staff as well as work study and student workers.

MMIB has no classified staff, work study, or student workers.

Indicate the FTE/hours and where funding comes from for these positions. Add or delete rows to the table as needed. If you have questions on how to complete this table, please contact the Program Review Committee Chair.

Position	Funding	FTE/Hours					
		YR 1	YR 2	YR 3	YR 4	YR 5	YR 6

8.8   Briefly describe the duties for each position. Include a discussion of any changes in terms of non-faculty staffing and describe the impact on basic department function and/or the success of students in the program. Are current staffing levels adequate in non-faculty positions? If not, give a justification of your request for increased resources.

N/A

SECTION 9 – SUMMARY AND RECOMMENDATIONS

9.1   Summarize program strengths in terms of:
- Outreach
- Engagement
- Retention

The department is in transition, we are creating and developing a service organization model.

There are many opportunities to improve and enhance the departments mission, which is creating value for our community through educating and developing our workforce and leaders. By raising the level of education and providing quality candidates to our business partners, we raise the quality of life for our constituencies and contribute towards the competitive advantage of our business partners and local economies.

The community colleges have an important mission within our communities. The MMIB department positions itself as a service organization and has the mandate to create an equity mindset and practice in our programs.   Being a Hispanic Serving institution, it is incumbent upon us to view our mission as creating equity and closing gaps in our constituencies.

Outreach: Our intention is to partner with local businesses and institutions to create opportunities for our students to gain knowledge in the classroom and experience in the workplace – with a view towards developing leaders in our communities. Entrepreneurs will be an important part of our contribution to our community growth and development.

Engagement: Student engagement through streamlining of courses, reducing cumbersome requirements and proceeding with a clear vision of our mission will help provide opportunities for our constituencies.

Retention: Course design and realistic course logistics will make improvements in our retention rates.

9..2   Summarize program weaknesses in terms of:
- Outreach
- Engagement
- Retention

Trying to be all things to all parties and being stuck in the middle has been our major weakness. We have not offered the classes or opportunities to our constituencies to complete their educational goals and aspirations.

Communities are evolving and changing rapidly; we have not adapted to new models in the classroom that contribute to our communities, it feels as if we are just going through the motions and not looking towards creating value.

9.3   Describe any concerns that may affect the program before the next review cycle such as retirements, decreases/increases in full or part time instructors, addition of new programs, external changes, funding issues etc.

Concern: Lack of personnel to develop and achieve the goals and mission of the program. MMIB is tasked with working with our community in the workforce development as well as design and develop equitable programs to ensure student success.

One concern from the last review cycle was the international Business Program. Loss of courses and enrollments have nearly dried up the program; however, students are still enrolling in the program in high numbers (see enrollments table above). We will be doing a dis-service to our students if we do not decide on the way forward.   The last department coordinator wanted to re-position the program into a global studies program, in this aspect, I agree and have modified the BUS250 into the "foundations of business in the global environment" and have added as a core curriculum to our degrees/certificates. The course is modeled after the core class offered at SDSU, which is a requirement for all business majors.   The entrepreneur program also offers the option for a global specialization focusing on the necessary knowledge and skills for cross border trade.

SDSU under the direction of Dr Musteen, the Charles Hostler Professor of Global Business, has recently launched the MS in global business development degree. Dr Musteen has received several inquiries from international students transferring to SDSU from Grossmont. At Grossmont as we have a high number of international students that have already completed their bachelor's degree in their home country and enroll at Grossmont to work on basic skills before continuing to pursue higher degrees in the US.   We have discussed possibilities for additional articulated courses that will reduce the impact at SDSU, BUS310 being one of them.

9.4   Make a rank ordered list of program recommendations for the next six-year cycle based on the College's new Strategic Plan which includes outreach, engagement, and retention.

1. Establish the Entrepreneur Programs (certificate & associates)
2. Continue to explore global aspects which can be implemented across all our programs. (Study Abroad Programs).
3. Streamline all MMIB Offerings – change name to Management & Entrepreneurship Department.
4. Outreach activities and collaboration with business partners; institutions; various community constituencies to make sure we are creating value in our communities.
5. Leadership course as part of core curriculum: Focus on developing leadership skills with the aim of increasing the number of leaders in our communities - *equity can only be about by having people of color in leadership positions.*
6. Faculty and staff development to focus and build our core strengths as an institution

Committee Recommendations from last Review Cycle:

Most of these are already in the works or completed.

Continue Hospitality & Tourism Management Programs at Grossmont College
   a. Create an Elective Internship Program for Hospitality and Tourism
   b. Continue the International Business Program at Grossmont College with changes:
   c. Create a shorter certificate program
   d. Move the Associates Degree to align with SDSU for transfer students
   e. Continue outreach in the international business and hospitality/tourism communities in San Diego
   f. Continue to broaden the work experience/internship opportunities
   g. Continue work to develop interdisciplinary entrepreneurship programs

Continue the Marketing Program at Grossmont College
   a. Continue to expand the Daytime and Online Class Offerings
   b. Using a Social Media Campaign market newly created Certificate Program in Social Media & Internet Marketing

Continue the Management and Retail Management Programs at Grossmont College
   a. Continue to work with the Western Association of Food Chains for support of the Retail Certificate Program
   b. Continue to work on the WAFC's newly recommended Retail Certificate Format of 8 classes

APPENDICES

Please follow these instructions when gathering appendices information.

Please place tabs in front of each appendix with the appendix # and title. Please paginate the appendix as well, continuing the page count from the rest of the report.

1. Grade Distribution Summary

2. Enrollment Data

3. Student Success Data

4. Checklist Documentation (SLO, Instructional Operations, Articulation Officer, Library)

5. Answer to committee follow up questions. This step is completed *after* the committee reads your report. Add your answers to the digital copy of your report and email a digital copy to the Program Review Chair.
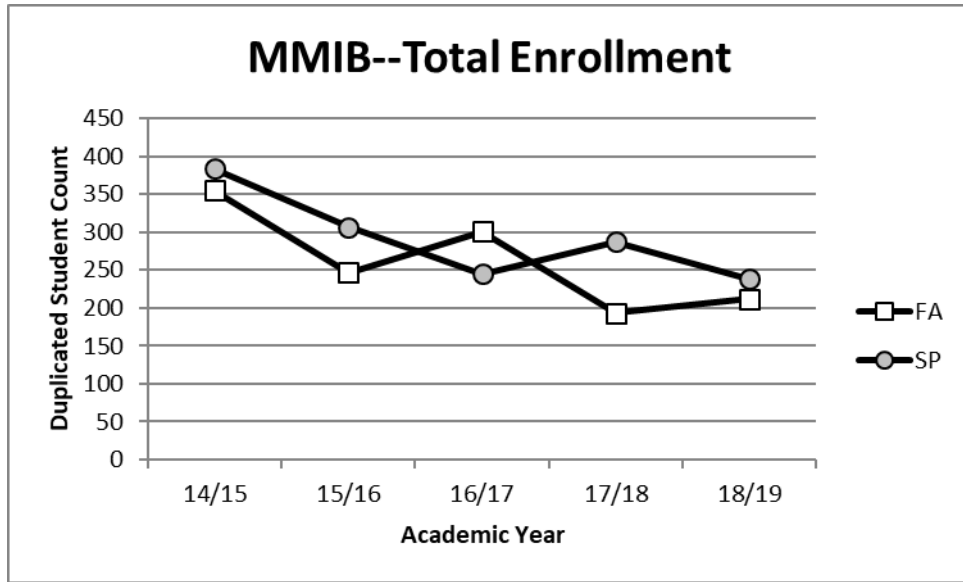
Appendix 1. Grade Distribution Summaries
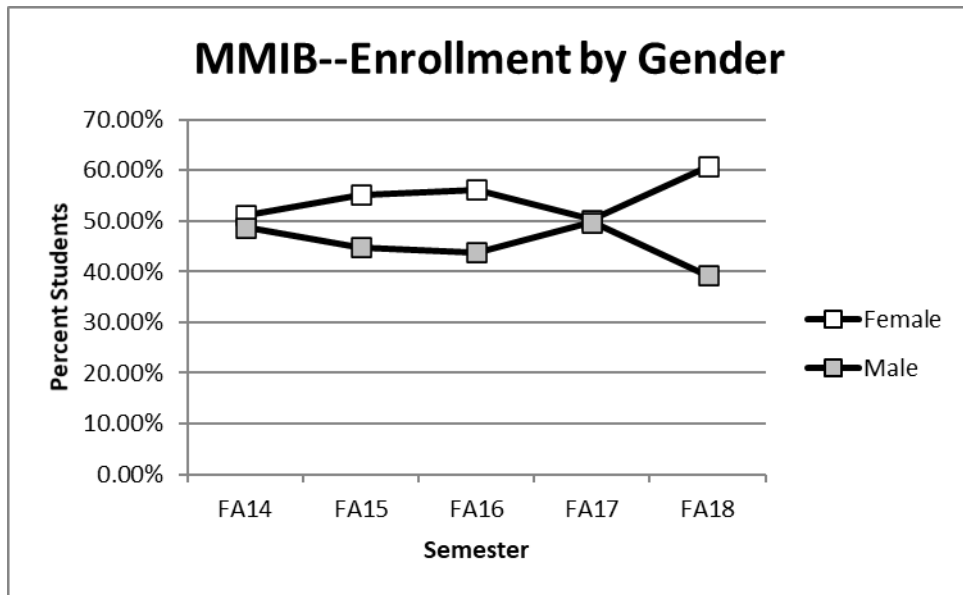
MMIB--Outcome by Course, Spring
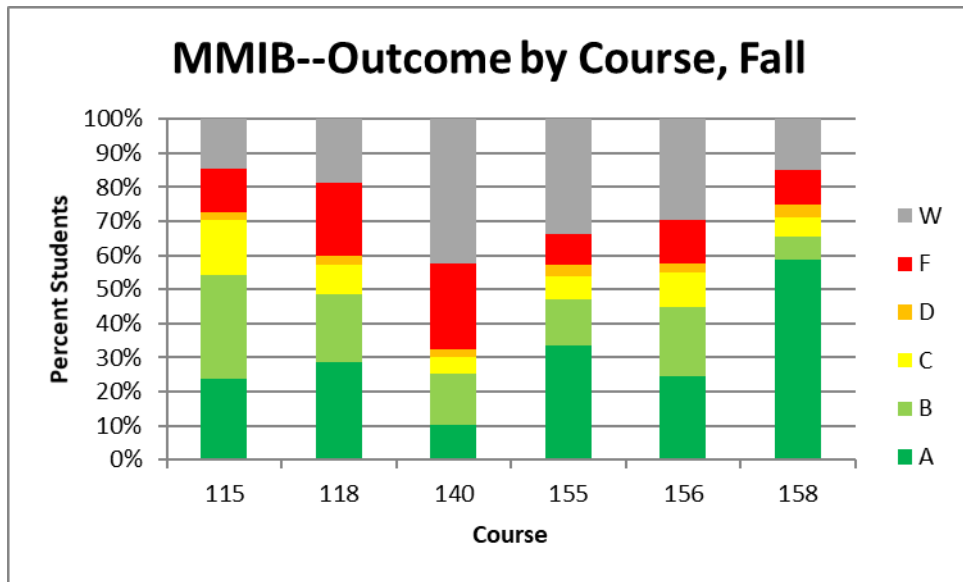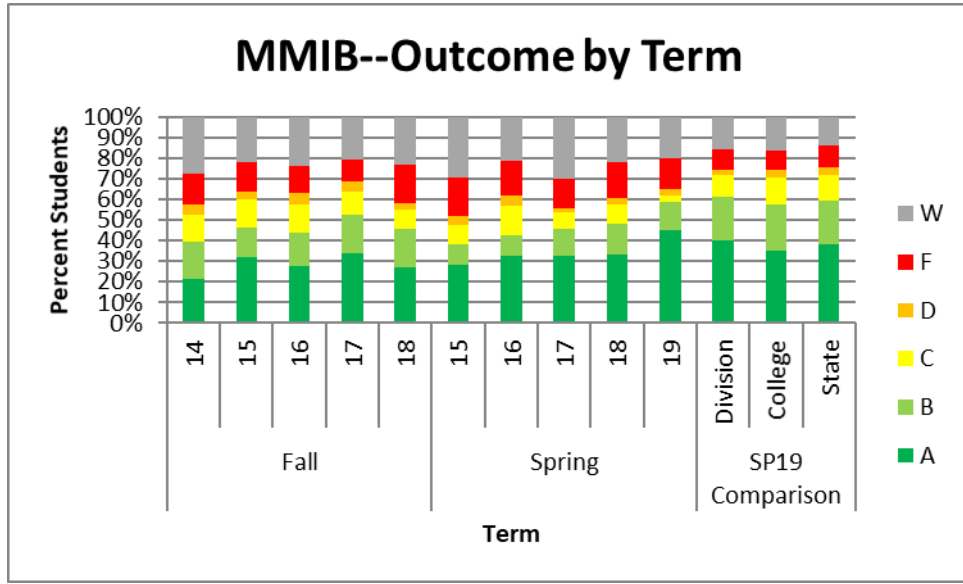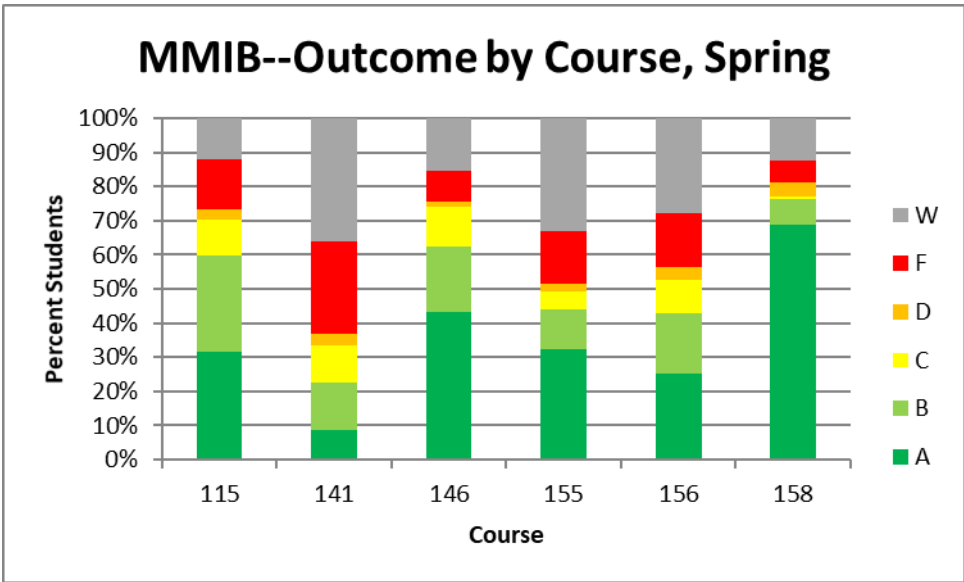
Notes: Course success and grade distributions are relatively stable over time but a bit lower than state comparison data. Course success differs widely—what is different about 140 & 141 versus 158?
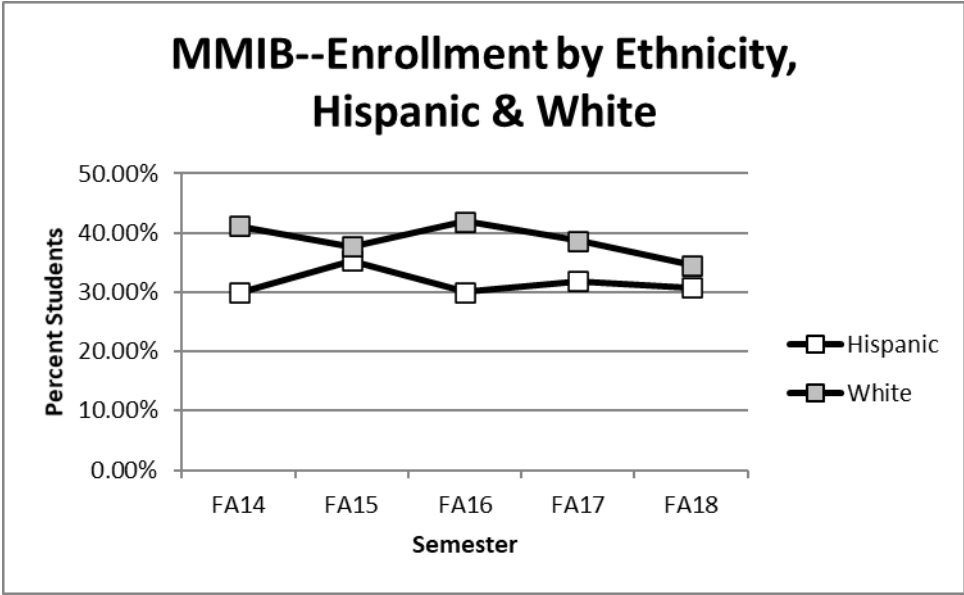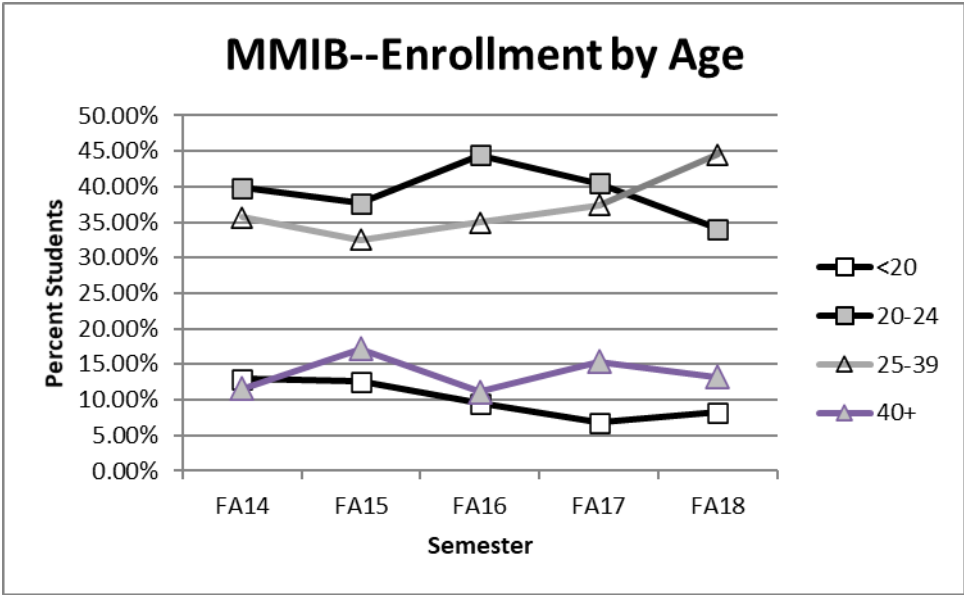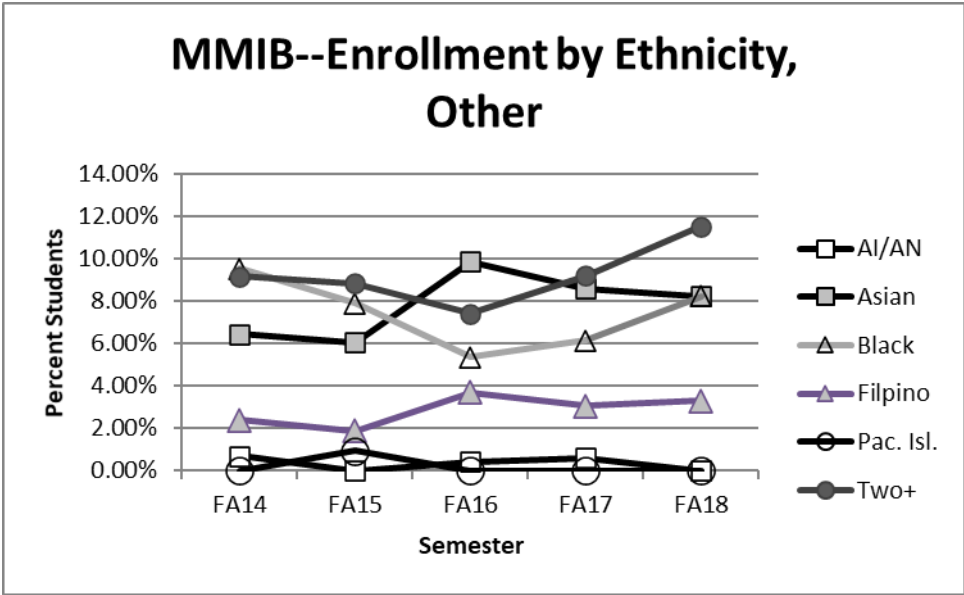
Appendix 2. Enrollment Data

MMIB--Total Enrollment

Note: Enrollment has declined about 1/3.

Disaggregated Enrollment Data

MMIB--Enrollment by Gender

MMIB--Enrollment by Age

MMIB--Enrollment by Ethnicity, Hispanic & White

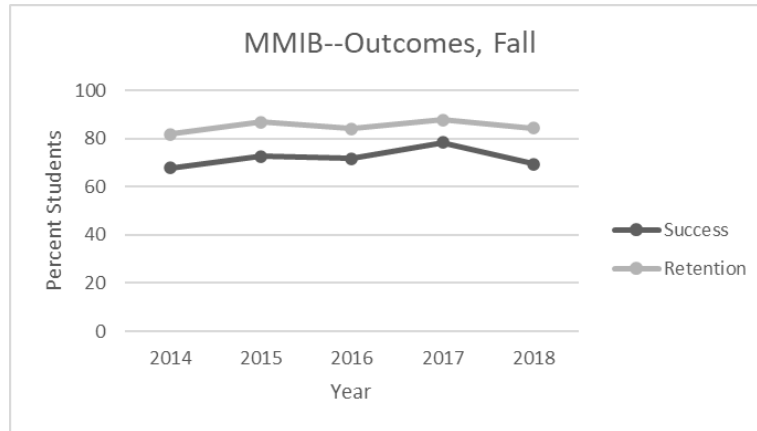**MMIB--Enrollment by Ethnicity, Other**

Note: Disaggregated groups generally match college patterns.

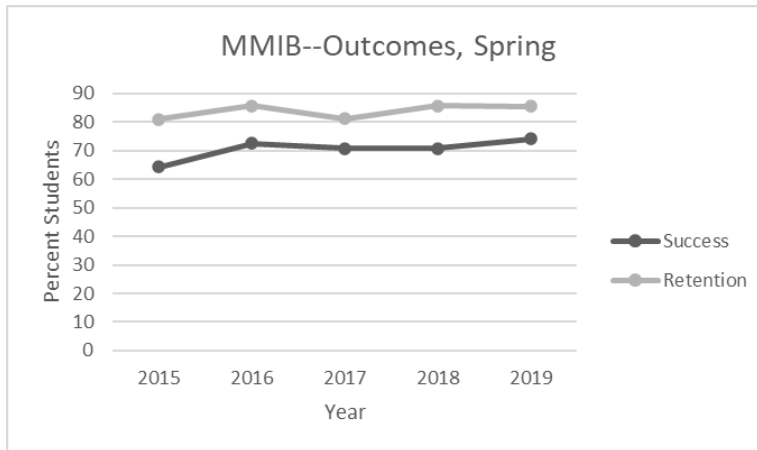# Appendix 3. Student Retention and Success Data

College 5-YR Averages: Success 69% and Retention 84%
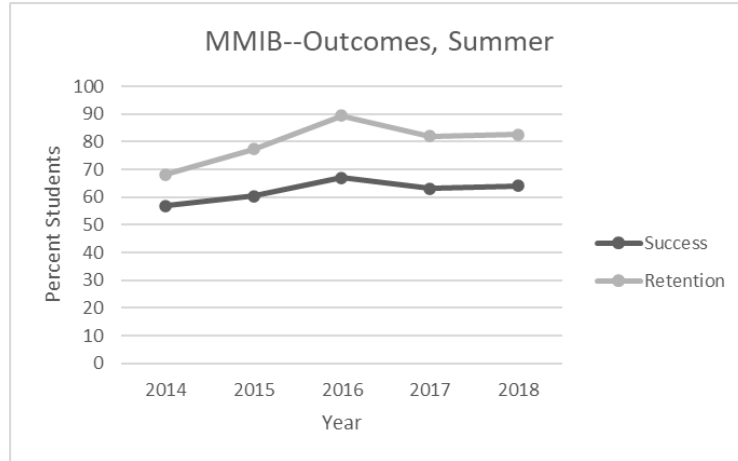
College Targets: Success 75% and Retention 85%

All Students: Fall

All Students: Spring

All Students: Summer

MMIB--Outcomes, Summer

Percent Students vs Year line chart showing Success and Retention from 2014 to 2018.
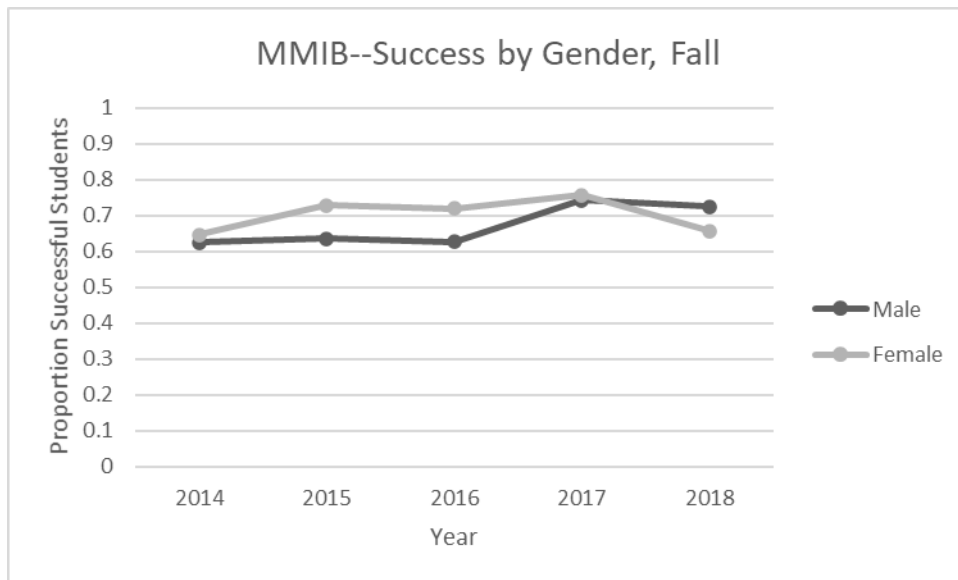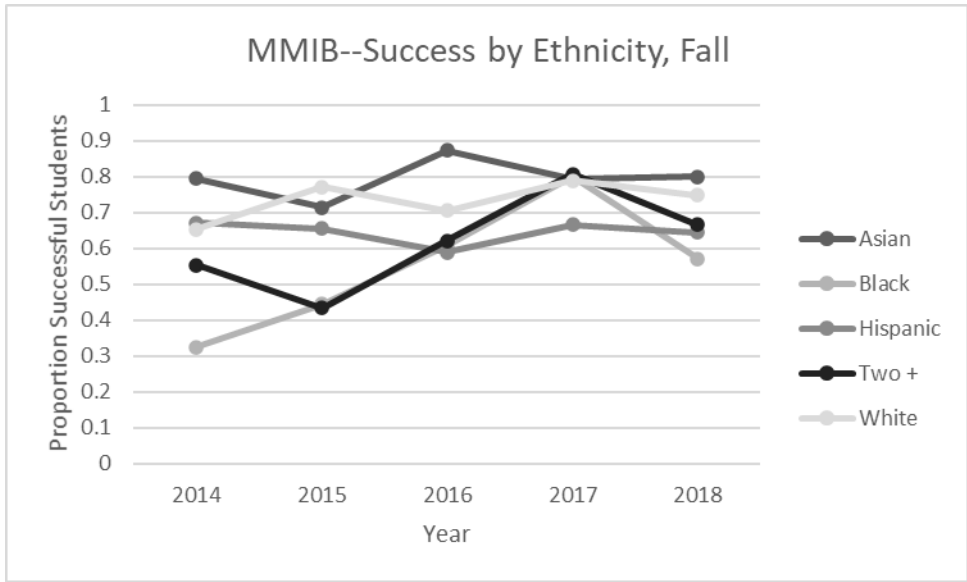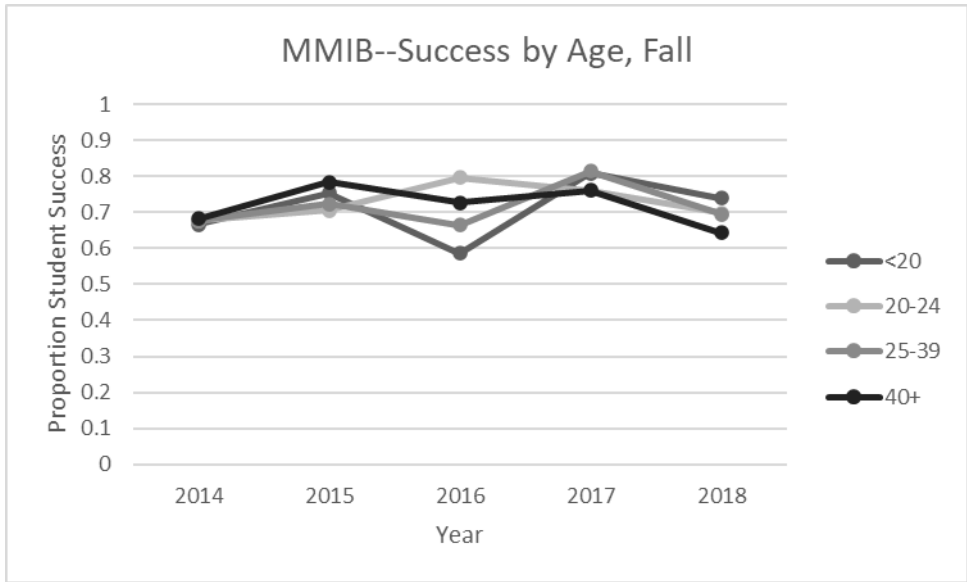
Notes: Success and retention are almost as high as targets, especially in recent semesters. In most departments summer success is higher than during regular semesters however this is not true in MMIB.

Student Success & Retention, Disaggregated

MMIB--Success by Gender, Fall

Proportion Successful Students vs Year line chart showing Male and Female from 2014 to 2018.

MMIB--Success by Age, Fall

MMIB--Success by Ethnicity, Fall

Note: For Gender and Age, there are only small differences between groups and the relative advantages of each are variable. Filipino, Pacific Islander, and American Indian/Alaska Native data are not shown since sample size is too small. Data for spring are not included. Average across all five years for Black is 51.7% and for White is 72.5%. Since 2014, there has been a marked increase in Two + and Black student success rates so that they are within the range of Hispanic student success rates.

Appendix 4.   Checklist Documentation (4.0 SLO, 4.1 Instructional Operations, 4.2 Articulation Officer, 4.3 Library, 4.4 Reports cited in section 5.7)

[4.0 SLO Report - Four Column(1).pdf](#) (Attachment)
[4.1 RE Course Outline Updates for Program Review.msg](#) Table below

Governing Board Approval Date	Number and Subject	
May-17	BUS 115	Human Relations in Business
May-99	BUS 118	Retail Management
Apr-88	BUS 131	Intro to Transportation
Apr-88	BUS 133	Direct Mail Marketing
May-17	BUS 137 A	Marketing internship
Apr-02	BUS 140	Entrepreneurship: Developing a Business Plan
May-17	BUS 141	Entrepreneurship: Managing a New Business
Dec-14	BUS 142	Effective Sales - Skills of Personal Selling and Persuasion
May-17	BUS 144	Advertising
May-17	BUS 146	Marketing
May-17	BUS 147	Social Media and Internet Marketing
Apr-02	BUS 148	Customer Relations Management
May-17	BUS 149	Consumer Behavior
Apr-02	BUS 156	Principles of Management
Apr-02	BUS 158	Introduction to Hospitality & Tourism Management
Apr-07	BUS 159 A	Management Internaship
Dec-14	BUS 160	Hospitality Mangerial Accounting and Controls
Dec-14	BUS 166	Hospitality and Tourism Law
May-96	BUS 229	Property & Liability Insurance
May-96	BUS 233	Personal Insurance
May-96	BUS 234	Commercial Insurance
Apr-02	BUS 235	Delivering Insurance Services
Apr-02	BUS 250	Introduction to International Business
Apr-02	BUS 251	Import/Export Procedures
Jun-98	BUS 252	Global Sourcing Buyingand Manufacturing
Apr-02	BUS 253	International Marketing: Expanding Exports
Apr-02	BUS 256	International Financial Transactions
Jun-98	BUS 257	International Transportation
Apr-02	BUS 258	The Cultural Dimensions in International Business
May-99	BUS 265 A	Internship in International Business
Apr-02	BUS 266	Internship in International Business
Apr-02	BUS 267	Internship in International Business

4.2 Articulation Officer

Date: October 20, 2020

To: Eva Nicasio, Business Department Faculty

From: M. Denise Aceves, Articulation Officer
Re: Business Department, International Business Program . Program Review Checklist

The process of articulation is two-fold. First, transferability must be established. A transferable course is one that is taken at a community college and can be used for unit credit at a university. The next step, is the articulation of courses deemed transferrable. Articulation is the formal, written agreement that identifies courses on a "sending" campus that are comparable or acceptable in lieu of specific course requirements at a "receiving" campus. Thus, articulation identifies courses that a student should take at community college to meet university degree requirements.

In response to your request for articulation information, Business courses at Grossmont College are well-articulated. All formal articulation with our 4-year public education partners can be found at *ASSIST.org*, which is the public articulation repository available to current and potential college students. Please note that ASSIST.org is being updated and articulation agreements may display partially updated information.

All courses in this discipline are transferrable to the CSU and several have qualified as transferable to the UC. All courses that have received transferability are notated as such at the end of each course description in the Grossmont College Catalog. The courses with course to course articulation by department and major with specific CSUs and UCs can be found on *ASSIST.org*.

Locally, our public 4-year educational partner that offers an International Business Major is San Diego State University (SDSU). Articulation with San Diego State is robust, and Grossmont College's International Business students can complete the lower division preparation at Grossmont. SDSU is in the process of updating ASSIST and information will be available soon, for now SDSU TAP may be used. The department is encouraged to review their course to course articulations with the other CSUs and UCs on *ASSIST.org* and work with me, the Articulation Officer, to develop new articulations.

Articulation is facilitated with current, concise and thorough course outlines. It is imperative that the outlines and text books listed be current. The requirement that course outlines be updated every 5 years through the Grossmont College Curriculum process is vital. Students benefit from the many colleges and universities who have articulated our courses in Business. Below I have listed the link to *The Course Outline of Record: A Curriculum Reference Guide Revisited*, a document adopted by the Academic Senate for California Community Colleges in Spring 2017, as well as the latest standards for CSU GE Breadth and IGETC.

Curriculum Resources

- The Course Outline of Record: A Curriculum Reference Guide Revisited
- Guiding Notes for General Education Course Reviewers
- Standards, Policies & Procedures for Intersegmental General Education Transfer Curriculum, Version 1.9

You are welcome to contact me directly at mariadenise.aceves@gcccd.edu with any questions regarding this report.

4.3 Library Resources:

Library Resources for Business

Books
The library Business area is comprised of books within the call number area of HF5001-6182 and also HG1-9999. Currently there are 2949 electronic books and 540 physical books, for a total of 3489 books.

There are also two online reference book collections which contain a large number of entries related to the field of Business. These collections, or databases, are called *Gale Virtual Reference Library* and *Credo.*

Books are purchased using a complex allocation formula to ensure that departments get their fair share of the year's (19/20) $53,678.00 annual library book budget. The allocation formula allows for a book budget of $939.89 in Business this past year.

NOTE: All *electronic* materials, whether books or journal articles, can be accessed anytime, anywhere.

Periodicals
Most of the Business periodicals are in electronic format, within library periodical databases. This allows for keyword searching, and anytime, anywhere access.

The library subscribes to a number of multidisciplinary periodical databases, all of which contain thousands of articles related to Business - including Academic OneFile, Academic Search Complete, and Gale's General OneFile.

In addition, the library offers specialized databases in Business – notably *Business Source Complete* and *Entrepreneurship*.

Media
The library makes available four streaming video databases that cover all subject areas; for example, the electronic databases 1) *Films on Demand*: Master Academic Collection, 2) *INTELECOM* (video clips), 3) *Kanopy* (documentaries), and 4) *Swank*. The video material in these databases is readily available electronically 24/7, without ever having to come to the library. Therefore they work well as a complement to classroom presentations, and can usually be easily inserted into Canvas.

September 2020, by Patricia Morrison, Librarian, Grossmont College

4.4 Reports cited in section 5.7

[4.4 Attachment A - Grossmont College VATEA Report 18-19.pdf](#)
[4.4 Attachment B Grossmont College Data Report Follow-up.pdf](#)

Academic Program Review-Follow-up Questions

After reading each report the program review committee develops a list of follow-up questions. This allows us to get a deeper understanding of your department's operations and guides our commendations and recommendations for the next program review cycle (6 years). We have tried to make these questions clear and very specific to minimize this effort. Please email the answers to the questions below to joyce.fries@gcccd.edu and Kelly.menck@gcccd.edu by: **April 26, 2021 Thank you!!**

Section/Page	Question	Response
1.1	Why is the marketing internship experience important to East County students in particular?	Any internship experience is important in any sector for any student. Two factors of an internship experience in East County are key: first, the county's demographic* distribution is highly diversified; integrated marketing strategies require that marketing professionals reach a very diverse demographic. East county and the surrounding communities are: 57% white, 20% Hispanic and 13% African American; a median income of 55K; education 88% HS graduate, 32% Bachelors or higher; and a median income of 55K. With the diversity professionals require a very targeted strategy. Our students will be better positioned to fill these needs due to their experiences in such communities. Secondly, the technology our students can be introduced to especially in digital technologies and social media will add to our student competencies which will enable them to find jobs in the wider San Diego area as well as pursue advanced learning opportunities. *Source: census.gov quick facts*
1.2	Please provide an example of activities that are "in progress" for the previous cycle recommendations.	2. Restart Advisory Board and Meetings: Currently reaching out to industry professionals, businesses, and higher academic institutions to form advisory boards: 1. Logistics Programs (just received a grant '21 plans for Fall21 offerings). Planning various certificate offerings. 2. Entrepreneur Programs: working to enhance the program; working with regional director to develop the framework to support these programs. 3. Update Course outlines: working on reviewing courses as they come up each semester. Some of our courses are out of date or have changed.

			For the most part, at this point we have been doing a pretty good job at confirming compliance. _That is not to say we do not need to update and improve, we do…_
2.1		Please elaborate on your plans for adding the leadership component to your program with an emphasis on equity mindedness.	Leadership is transformational and directly related to increasing equity at GCCCD. Leadership requires understanding and knowledge of governance and systems and more importantly recognition of self-reliance and active engagement. Students should understand the critical role they have in bringing about changes and advocating for equity. Many of our students are first generation or non-native English speakers and do not have the support of traditional networks to propel them to succeed. Therefore, it is incumbent on them to work towards equity. In this manner, leadership skills should be taught as components in our courses and as main course offerings.
2.2		Can you elaborate on the Cross Enrollment programs that you are working on at SDSU? Are you referring to articulation?	Cross Enrollment opportunities with SDSU involved courses that were cancelled at GCCCD due to low enrollment. Under this program, students were able to take the required course at SDSU as GCCCD students while enrolled and paying GCCCD tuition. This enabled the student to complete the required curriculum and complete their degrees. This is an example of a successful collaboration between SDSU and GCCCD.
2.3		Can you provide some information on how students remain engaged in the classroom and/or virtually?	Students remain engaged in the classroom/virtually through the relevancy of themes and concepts learned in the classroom and the applicability in their day-to-day experiences and more specifically in the workplace context. For example, as cited in the MMIB report, Amazon's dominance of the retail sector has impacted our students. Students working in traditional brick and mortar retailers have lost their jobs due to the impact of technology.
2.4		Please tell us about the progress you have made toward consistent grading.	At this time, we are working on SLO's and assessments – reviewing these; as part of the professional development, we will then move to grading and learning outcomes.
2.5		Success and grades in 140 and 141 are very low. Any idea why?	A lot of our courses do not have pre-requisites. Students come with all levels of backgrounds and preparation. Therefore, it is difficult to establish a baseline for student assessment, I think this is what leads to the variability we see in this context. In addition, 140 and141 are our entrepreneurial courses; these are students that may be ready to launch businesses or have already launched

			businesses which require a lot of time and attention. This may also be a contributing factor to the low success and grades.
2.6		What strategies do you plan on using to improve student success in online courses as you increase online offerings?	The class discussed in the report, was BUS146 is a marketing course; continual use of technology allows the student to increase proficiency. Other considerations may be moving to more 8-week course offerings which should increase student retention rates.
2.7		"Strategies in place to ensure consistency in grading across multiple sections and semesters" Can you provide an example of what is "in progress"?	(2.7 is articulation question). 2.4 is the item referenced, please see above.
3.2		Can you share a couple of your PSLOs? What specific changes have been made to classes after assessing SLOs? And how do you know those changes improved student success?	**INTERNATIONAL BUSINESS** **(2020-2021 Grossmont College Catalog 2020-2021)** The International Business program is designed to prepare students with the background and technology necessary to work in a business engaged in international trade. The curriculum is also of value to the individual who is planning to start his/her own import/export business. Internships in local international trade organizations are an important part of the program. **International Business:** The Program-level Student Learning Outcomes (PSLOs) below are outcomes that students will achieve after completing specific degree/certificate requirements in this program. Students will: 1. Evaluate and decide international business courses of action by applying academic and practical knowledge/skills acquired in international business, international marketing, international finance, and international logistic courses. **Course Alignment:** **BUS250 Intro to international Business:**

Student Learning Outcomes Upon completions of this course, you should be able to:

• Analyze and evaluate international business opportunities within the framework of differing legal and cultural environments around the world.
• Implement programs that take into consideration regional economic integration and national differences in political economies and the effects of globalization on these programs.
• Assess and evaluate the influence of international business strategies and ethical behavior.

2. Compose a successful marketing plan by the correct analysis of quantitative and qualitative international economic and market indicators. (*BUS253: International Marketing)*

3. Select the most cost effective and timely methods of international product delivery utilizing contemporary logistic to achieve profitability and customer satisfaction. *(BUS257 International Transportation)*

MARKETING
(Grossmont College Catalog 2020-2021)

The Program-level Student Learning Outcomes (PSLOs) below are outcomes that students will achieve after completing specific degree/certificate requirements in this program. Students will:

1. Utilize marketing analysis and strategy to identify marketing opportunities.
2. Define ideal target markets for broad industries as well as specific products and services, utilizing demographic and psychographic descriptions.
3. Develop effective promotional mix strategies for specific products and services, and their related target markets.

Course Alignment BUS146:

The Student will be able to:
- *Discuss how communication takes place in the business environment.*
- *Understand what new trends are affecting marketing communications.*
- *Define the components of an integrated marketing communications program.*
- *Explain marketing terms that are commonly used.*
- *Identify elements involved in identifying, creating, rejuvenating, or changing a company's image.*
- *Describe the different kinds of brands a firm can offer.*

To my knowledge, we have not made any changes to classes after assessing SLO's.
However, going forward we will:
-Present department assessment data results
-Encourage faculty to discuss their progress on assessments and data collection
-Consider conclusions and actions based on results
-Make plans for changes in teaching method, changes to assessment instrument
Document findings in reports (TracDat-Nuventive)
1. Outcome to be assessed (Course SLO's).
2. Means of assessment and criteria of success.
3. Summary of data collected.
4. Analysis of data
5. Action plan – what comes next.

We will emphasize to students why an SLO is important and help the student understand the significant knowledge and skills they are learning that will lead them to success in the course through the achievement of course outcomes. More importantly, explain that SLOS are to evaluate the effectiveness of the course and look for ways for continuous improvement rather than to evaluate student performance.

The way we will measure improvement in student performance will be by

		1. Measuring student proficiency relative to a defined set of content/skill-based assessments. 2. Retention and completion rates.
3.5	Are student surveys related to SLOs? Can you provide some examples of what is asked in your student surveys?	BUS 158 INTRO TO HOSPITALITY Course surveys taken were related to course planning and interest in the field/courses for course planning: Questions asked: - Are you pursing a Certificate or an AA (Associate of Arts) Degree? - What year in college are you in now? - How many years of work experience do you have (Part time or Full time) - Do you have a current job (position) now, and if so, what is it? - What work roles (positions) have you had now or in the past? - What would you say are your Top 3 Strengths? - What would you say are your top 3 Weaknesses? - What is your Career Objective? - Do you plan on taking the ""Hospitality Law"" class in the spring semester? Surveys taken to SLO's are planned for the next semester; these will include the survey questions below and allow for course evaluation and development: - Discussions and group work support and facilitate my learning. - The instructor provides helpful and timely feedback. - The instructor is responsive to my questions, comments, and concerns. - The instructor encouraged and supported my learning. - The quantity of work is appropriate for this course. - Due dates for assignments allow time for me to complete them within the timeline of the course. - The learning objectives were clear and evidenced in the work assigned. - The expectations for assignments are clear. - This course helped me grow professionally. - The course is organized in a way that is clear to me. - The course content is presented in relationship to real-life applications. - The learning activities in this course were engaging.

		• Please share (anonymously) any additional comments or suggestions you have for the instructional team about this class. Thank you in advance, for your thoughtful and honest comments.
4.1	Do you offer courses in the evening or on weekends?	Yes evenings. Weekends? We may consider, but with courses being available online and our demographic of working adults these are convenient for this group. (CTE- workforce development)
4.4	Has your faculty had any training in the library's resource list creation software (Legato) to create a resource collection of business literature on Canvas and request additional resources?	No, and I feel as if we lack support in this area. I have personally reached out to the library staff on numerous occasions without any response this semester spring 21. I am in the process of developing resources to teach a course without a textbook; unfortunately, feel as if we are not supported.
5.2	p. 35 Please complete the sentence above the graph for MMIB success by ethnicity, fall	P35? "It's important to note, Success by age showed the highest rate for...
5.3	Do you currently offer courses that focus on Social Media and are they required for degrees?	Yes, BUS147/CSIS147 Associates Degree in computer science In the process of adding the course to the marketing/entrepreneurial programs – Increasing our digital literacy. (Not currently in the college catalo)
5.4	Please provide an example of an internship; where do students go and for how long? Can you provide an example for BUS 142? How are the students engaging in the community?	Internships are offered in: Marketing BUS137 A-D Management BUS159 A-D International Business BUS265A-D There are various businesses in the community, 1 unit 5-hour work experience per week, 60 volunteer hours or 75 paid hours. The intern spends between 70 and 75 hours per semester with on-the-job training.

		BUS142 is the Personal Selling & Persuasion
		Students are taught the basics of selling: outlining the benefits and solution selling in various organizations and scenarios. Students are directed toward experiential learning in the community, specific assignments that directing them to retail establishments with various scenario assignments. (*We are also adding a negotiation component for entrepreneurs – also part of the leadership direction in mind*)
7.0	Can you provide specific examples of the community outreach/visits with employers? Is this related to internships? You mentioned marketing through brochures and flyers, but also stated "Traditional ads aren't the best way to reach today's college students, because they are less likely to notice TV, magazine and probably don't pay much attention to these... "Can you provide specific examples of the marketing you do to recruit students to your program? Can you Provide any other examples of involvement in on-campus activities/campus volunteerism? Please provide more information on CSIS collaboration – linked or cross listed	A current example of collaboration: Expeditor's International is a company that is advising on the Logistics and supply chain management program. The local office is here in San Diego. They are a global company with 357 locations, in 60+ countries, and employ approx. 18,000. Their core services include: Supply chain management, transportation, customs and compliance, warehousing, and distribution. In 2019 they had $8Billion in revenues. Expeditors is advising on the competencies students should have once they go into the workplace. With this information we will be able to tailor our programs to meet the skill sets most desired by employers. After this collaboration and build out of programs we will discuss internship opportunities (post pandemic). Marketing activities for our programs are centralized through the CTE workforce development group. Various events are held online frequently with professional roundtables and career "open houses". On campus volunteerism – food distribution, gizmo's kitchen; DACA committee meetings. CSIS Collaboration:

		In **marketing and entrepreneurship**. Course development with focus/emphasis on digital technologies with: CSIS147/BUS147 Social Media Marketing CSIS132/ Intro to Web Development Data Analytics (Under development) Ecommerce (Under development)
7.1	How have you measured the impact of collaborations with business partners and college resources on student outcomes/student success?	No, but this would be a good area to review if we could use quantitative data rather than qualitative data for student success outcomes.
7.3	Do faculty pursue training related to teaching methods?	Yes, through various courses offered through the college and personal development. In addition, if we have access to other training programs these are also pursued such as programs at the Center for Teaching and Learning and instructional technology at SDSU.
9.0	Is the current model with MMIB a separate department from Business still the best model for both departments?	Yes, the programs have two different mandates: The Business department is specifically focused on transfer students looking to pursue their bachelor's degrees. The courses are part of a transfer program with articulated courses with various CSU and UC schools. The MMIB department caters to working professionals or vocational students looking to enhance skills and competencies towards earning certificates for job advancement and "upskilling" their capabilities. The career readiness programs in MMIB are industry focused such as tourism and hospitality; logistics and supply chain management; international business; entrepreneurship, management, and marketing. The skills sets and purpose for certificate or degree attainment are different than those found in the traditional business department. Students look to our area of focus to obtain productive employment

		in a chosen career that can be cost effective as well as efficient and meet the needs of employers for skilled workforce. There is also more outreach and collaboration in MMIB with industries than you would find in the business department; we are developing competencies for employers hopefully addressing some of the skills gap between employers and the pool of available employees.

GROSSMONT COLLEGE
SPRING 2021 **MARKETING, MANAGEMENT, & INTERNATIONAL BUSINESS***

PROGRAM REVIEW COMMITTEE
SUMMARY EVALUATION

The committee recommends <u>maintaining</u> this program. Following are the committee's specific commendations and recommendations.

The Program Review Committee commends the department for:
1. Participating in regional partnerships that benefit students, such as collaboration with SDSU for cross enrollment in Hospitality Management and the WAFC to serve the needs of grocery stores to train managers
2. Overhauling and streamlining the course offerings for degrees & certificates to improve program completion & outcomes:
    a. Re-positioning the International Business program as a global studies program to align with SDSU's global business development degree
    b. Ongoing development of the Entrepreneur program to better reflect the current needs of business students.
3. Including a robust career planning component to courses

Committee recommends the following:
1. Continue professional development in equitable teaching strategies as well as using SLOs to improve teaching pedagogy
2. Explore strategies to increase student success and retention in BUS 140/141, such as implementing prerequisites
3. Explore strategies to increase student success and retention in DE courses
4. Student Learning Outcomes:
    a. Review and update current SLOs, align with PSLOs, and create cycle for course SLO data collection
    b. Analyze SLO data more deeply to make informed decisions on how to improve teaching and learning
    c. Look at models of departments (History, ESL, Math) that are successful in SLO data utilization and adopt one that matches your program structure
    d. Enter data into Nuventive Improve (formerly TracDat)
5. Redesign curriculum to match student and regional economic needs in order to allow consistent course offerings and improve course fill
6. Explore ideas with your dean to manage Department Chair workload, such as co-coordinating the department

_____   _____   _____
College President   Program or Department Chair   Academic Program Review Chair

MARKETING, MANAGEMENT, & INTERNATIONAL BUSINESS
*(INLCUDES HOSPITALITY & TOURISM)

Academic Year	Fall		Spring	
	% Fill	WSCH/FTEF	% Fill	WSCH/FTEF
2014-15	39.7	498.1	32.8	432.2
2015-16	26.4	526.9	28.4	429.9
2016-17	31.3	422.0	27.9	378.2
2017-18	23.8	365.9	29.3	402.0
2018-19	28.6	576.7	31.0	340.0