INSTITUTIONAL PROGRAM REVIEW 2014 – 2015
Program Efficacy Phase: Instruction
DUE: April 13, 2015

Purpose of Institutional Program Review

Welcome to the Program Efficacy phase of the San Bernardino Valley College Program Review process. Program Review is a systematic process for evaluating programs and services annually. The major goal of the Program Review Committee is to evaluate the effectiveness of programs and to make informed decisions about budget and other campus priorities.

For regular programmatic assessment on campus, the Program Review Committee examines and evaluates the resource needs and effectiveness of all instructional and service areas. These review processes occur on one-, two-, and four-year cycles as determined by the District, College, and other regulatory agencies. Program review is conducted by authorization of the SBVC Academic Senate.

The purpose of Program Review is to:
- Provide a full examination of how effectively programs and services are meeting departmental, divisional, and institutional goals
- Aid in short-range planning and decision-making
- Improve performance, services, and programs
- Contribute to long-range planning
- Contribute information and recommendations to other college processes, as appropriate
- Serve as the campus' conduit for decision-making by forwarding information to appropriate committees

Our Program Review process includes an annual campus-wide needs assessment each Fall, and an in-depth efficacy review of each program on a four-year cycle. All programs are now required to update their Educational Master Plan (EMP) narrative each Fall. In addition, CTE programs have a mid-cycle update (2 years after full efficacy) in order to comply with Title 5 regulations.

Two or three committee members will be meeting with you to carefully review and discuss your document. You will receive detailed feedback regarding the degree to which your program is perceived to meet institutional goals. The rubric that the team will use to evaluate your program is embedded in the form. As you are writing your program evaluation, feel free to contact the efficacy team assigned to review your document or your division representatives for feedback and input.

Draft forms should be written (and submitted to the Dean) so that your review team can work with you at the small-group workshops (Feb 13, Feb 27, Mar 27, and Apr 10, 2015). Final documents are due to the Committee co-chair by **Friday, April 13, 2015** at midnight.

It is the writer's responsibility to be sure the Committee receives the forms on time.

In response to campus-wide feedback that program review be a more interactive process, the committee piloted a new program efficacy process in Spring 2010 that included a review team who will work with the writer as they draft their documents during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. As such, the efficacy process now incorporates the EMP sheet, a curriculum report, SLO/SAO documentation already generated elsewhere. The committee continues to strive to reduce duplication of other information while maintaining a high-quality efficacy process.

Program Efficacy
2014 – 2015

Complete this cover sheet as the first page of your report.

Program Being Evaluated

Business Administration

Name of Division

Mathematics; Business and Computer Technology

Name of Person Preparing this Report	Extension
Michael Assumma	x8923

Names of Department Members Consulted

Dr. Vernon Stauble

Name of Reviewers

David Smith, Kay Weiss & Denise Knight

| Work Flow	Due Date	Date Submitted
Date of initial meeting with department		
Final draft sent to the dean & committee		
Report submitted to Program Review Team		
Meeting with Review Team		
Report submitted to Program Review co-chair		

Staffing

List the number of full and part-time employees in your area.

Classification	Number Full-Time	Number Part-time, Contract	Number adjunct, short-term, hourly
Managers			
Faculty	1		5
Classified Staff			
Total	1		5
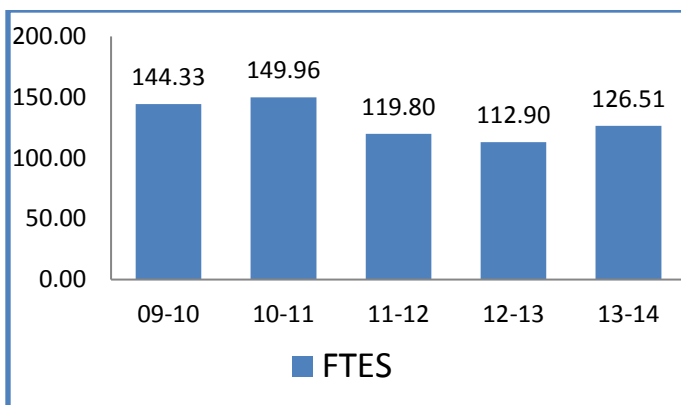
	09-10	10-11	11-12	12-13	13-14
Duplicated Enrollment	1,445	1,502	1,198	1,097	1,259
FTEF	7.00	7.00	5.80	5.80	7.20
WSCH per FTEF	619	643	620	584	527

	09-10	10-11	11-12	12-13	13-14
Success	70%	65%	74%	74%	77%
Retention	90%	84%	90%	92%	91%
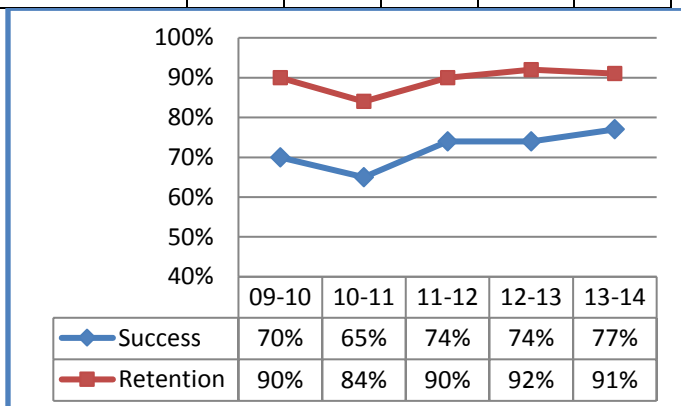
	09-10	10-11	11-12	12-13	13-14
Sections	38	35	29	29	38
% of online enrollment	13%	17%	31%	31%	40%
Degrees awarded	42	34	48	53	59
Certificates awarded	14	14	13	3	7

Part I: Questions Related to Strategic Initiative: Access

Use the demographic data provided to describe how well you are providing access to your program by answering the questions below.

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part I: Access		
Demographics	The program does not provide an appropriate analysis regarding identified differences in the program's population compared to that of the general population	The program provides an analysis of the demographic data and provides an interpretation in response to any identified variance. If warranted, discuss the plans or activities that are in place to recruit and retain underserved populations.
Pattern of Service	The program's pattern of service is not related to the needs of students.	The program provides evidence that the pattern of service or instruction meets student needs. If warranted, plans or activities are in place to meet a broader range of needs.

Demographics - Academic Years - 2011-12 to 2013-14		
Demographic Measure	**Program: Business Adm.**	**Campus-wide**
Asian	*4.3%*	5.2%
African-American	*21.8%*	14.2%
Hispanic	*53.8%*	59.2%
Native American	*0.5%*	0.3%
Pacific Islander	*0.7%*	0.4%
White	*17.0%*	16.8%
Unknown	*1.9%*	3.9%
Female	*54.8%*	54.8%
Male	*45.2%*	45.1%
Disability	*5.7%*	5.7%
Age Min:	*18*	14
Age Max:	*75*	84
Age Mean:	*30*	29

Does the program population reflect the college's population? Is this an issue of concern? If not, why not? If so, what steps are you taking to address the issue?

Generally, the Business Administration Program student population is substantially similar to the general college population. It appears that from year to year there is a basic 2-3% deviation from the schools population. Though it should be noted that there is a slight increase in the African American population (Approx. 7%). The lower percentage of Hispanic and white students enrolling appears to be a mathematical inevitability because the data is calculated on a percentage basis and the sum of all percentages must be 100%. With a significant increase in absolute numbers for one group (African Americans in this case); if all other groups remain constant, their enrollment (expressed as a percentage) must necessarily decrease. We note that the combined relative percent decrease for Hispanic and white students are very close to the increase for African American students. Of interest is that the only identifiable ethnic group (i.e. we are not considering "other") that did not decrease relative to the general college population is Native Americans.

Pattern of Service
How does the pattern of service and/or instruction provided by your department serve the needs of the community? Include, as appropriate, hours of operation/pattern of scheduling, alternate delivery methods, weekend instruction/service.

We inspire our students to pursue productive careers in the business world. We provide them with high-quality learning opportunities in business and business related topics. The program serves students pursuing transfer, certificate, and skill upgrade objectives. The program offers an AS-T degree in Business Administration and AA degree in Business Administration. The program also offers Certificates of Achievement in Business Administration, Retail Management and a newly created Management/Leadership. The curriculum offers general preparation for employment in various business roles and prepares for transfer to 4 year institutions. A broad foundation of basic principles in business operation and management is provided. The Retail Management certificate and Management/Leadership certificate has been developed in collaboration with the Western Association of Food Chains, and encompasses business essentials, including the "soft skills" of management and communication required for success in the retail industry.

Part II: Questions Related to Strategic Initiative: Student Success

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part II: Student Success – Rubric		
Data/analysis demonstrating achievement of instructional or service success	Program does not provide an adequate analysis of the data provided with respect to relevant program data.	Program provides an analysis of the data which indicates progress on departmental goals. If applicable, supplemental data is analyzed.

Student Learning Outcomes (SLOs)	Program has not demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to student learning is missing or incomplete.	Program has demonstrated that they are continuously assessing Student Learning Outcomes (SLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and connection to student learning is complete.

Provide an analysis of the data and narrative from the program's EMP Summary and discuss what it reveals about your program. (Use data from the Charts 3 & 4 that address Success & Retention and Degrees and Certificates Awarded")

Through our continual efforts in offering "distributed education" (40% online or 15 course enrollment in 13-14), community involvement, coordination with counselors, our outreach programs, and our concentrated efforts at Stater Bros. (Retail Management Certificate), we have watched our FTES (126.51 in 13-14 year), degrees and certifications awarded (66 in 13-14 year) grow. Our success rate has been the highest reported in the last 5 years at 77% while maintaining a retention rate of 91%. Through our selective offerings, allocation of key faculty selection and hiring, we have been able to meet the demanding needs of the diverse population of which we serve.

Supplemental Data

Provide any additional information, such as job market indicators, standards in the field or licensure rates that would help the committee to better understand how your program contributes to the success of your students.

With the most recent reported Unemployment Rate (1/2015) being @ 9.1%, almost 2% higher than the State of California average of 5.7%, and nearly 3.5% higher than the national average of 5.7%, many students are returning to school in hopes of increasing their marketability. Many employers in the Inland Empire (Stater Bros., Mattel, Kohl's, AMAZON, Pep Boys, Ashley Furniture, etc.) are asking those who are employed to further their education for personal and business growth. Statistics (U.S. Census) show that 21% of the workforce have less than a high school degree, 26% have a high school degree or equivalency, 35% have some college or A.A degree and 18% have a B.S. degree or higher. And the respective unemployment rates are 13% for less than a high school degree 9.6% for a high school degree of equivalency, 7.1% for some college or A.A. degree, and 3.6% for those with a B.S. degree or higher. Through our continual efforts in offering "distributed education" – hybrid and online, community involvement, coordination with counselors, and our concentrated efforts at Stater Bros. (Retail Management certificate & Management/Leadership certificate), we have watched a growth of approximately 10% from 12-13 to 13-14 in our FTES (112.90 to 126.51) and a growth of 17% degrees/certificates awarded from 56 in 12-13 to 66 in 13-14.

Student Learning Outcomes

Course SLOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs), based on the plans of the program since the last efficacy review. Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). This section is required for all programs.

See Strategic Goal 2.11

> **To date, ALL courses – that have been offered in the last 3 years - have been assessed and re-assessed giving some data to work with. We have administered a pre-test/pro-test approach to courses offered. The assessments have been quite similar in nature to those given in the past – showing minimal knowledge prior to taking the course and good success after. No real learning gaps are apparent at this point in time. No change to the SLO's has been needed at this point in time. No need to change the pre-test/post-test method of assessment at this point in time as well. The only real challenge has been in maintaining the same high success and retention rates in our online/hybrid style courses. The current data illustrates a slightly lower retention and success rates than those being offered in the standard face-to-face format. The current solution has been to offer additional supplemental course materials – i.e., handouts, videos, etc.**

Instructional Program SLOs. If your program offers a degree, certificate, or TMC, describe how the SLOs are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). Include a discussion of how the **courses are mapped to the program**, and how this set of data is either being evaluated or is planned to be evaluated. If your program does not offer a degree, certificate, or TMC, this section is optional (but encouraged).

Business Administration Associates of Arts Degree **Student Learning Outcomes Assessment**

Upon successful completion of the courses in this discipline, the student will have acquired the following knowledge and skills to:

1) Demonstrate understanding of accounting procedures and practices.
2) Evaluate the global economy and its impact on the U.S economy.
3) Demonstrate an understanding of and familiarity with the world of business and its related terminology.
4) Analyze theories, principles, and policies of the United States economic system.
5) Critically assess the relationship between the individual, business, and the global economy.
6) Apply the methods of effective business communication.
7) Describe the legal aspects of business operation.
8) Consider the ethical and social responsibility issues affecting the current business environment.

Proposed Methodology of Assessment

Being that the above program SLO's were in fact generated from the course(s) content, and are tied directly to identified individual course SLO's within the Associate of Arts Degree, the success of the student in completing each of the courses – letter grade of "C" or greater – illustrates successful completion of the Student Learning Outcomes for the overall Associates of Arts Degree (as illustrated below).

1) Demonstrate understanding of accounting procedures and practices.
   ✓ ACCT 200 & ACCT 201
2) Evaluate the global economy and its impact on the U.S economy.
   ✓ BUSAD 100, BUSAD 013, ECON 200 or ECON 200H & ECON 201
3) Demonstrate an understanding of and familiarity with the world of business and its related terminology.

✓ BUSAD 100, BUSAD 013, CIT 101, ECON 200, ECON 201, & ECON 208
4) Analyze theories, principles, and policies of the United States economic system.
   ✓ BUSAD 100, ECON 200 or ECON 200H, & ECON 201
5) Critically assess the relationship between the individual, business, and the global economy.
   ✓ BUSAD 100, BUSAD 013, ECON 200 or ECON 200H & ECON 201
6) Apply the methods of effective business communication.
   ✓ BUSAD 100 & BUSAD 013
7) Describe the legal aspects of business operation.
   ✓ BUSAD 100, BUSAD 013 & BUSAD 210
8) Consider the ethical and social responsibility issues affecting the current business environment.
   ✓ ACCT 200, BUSAD 100, BUSAD 210, ECON 200 or ECON 200H

Hence, a student will NOT be issued an identified Associates Degree within the Business Administration field unless they have successfully achieved completion of the necessary 10 courses or 30 units, with a letter grade of "C" or greater.

The measured success will be on the number of actual AA degree(s) issued.

Business Administration Certificate Student Learning Outcomes Assessment

Upon successful completion of the courses in this discipline, the student will be able to:

1) Understand the general nature, structure, resources and operations of business organizations.
2) Demonstrate the ability to explain an organization's basic accounting, finance, management, marketing and legal functions.
3) Express business ideas and information effectively in both oral and written forms.

Proposed Methodology of Assessment

Being that the above program SLO's were in fact generated from the course(s) content , and are tied directly to identified individual course SLO's within the Certificate, the success of the student in completing each of the courses – letter grade of "C" or greater – illustrates successful completion of the Student Learning Outcomes for the overall Certificate (as illustrated below).

1) Understand the general nature, structure, resources and operations of business organizations.

   ✓ ACCT 010, BUSAD 013, BUSAD 100, BUSAD 108, BUSCAL 050, CIT 101, BUSAD 015, BUSAD 011, BUSAD 016, BUSAD 020 & BUSAD 052.

2) Demonstrate the ability to explain an organization's basic accounting, finance, management, marketing and legal functions.

   ✓ ACCT 010, BUSAD 013, BUSAD 100, BUSAD 108, BUSCAL 050, CIT 101, BUSAD 015, BUSAD 011, BUSAD 016, BUSAD 020 & BUSAD 052.

3) Express business ideas and information effectively in both oral and written forms.

   ✓ BUSAD 013, BUSAD 027, BUSAD 100 & SPEECH 100.

Hence, a student will NOT be issued a Certificate within the Business Administration field unless they have successfully achieved completion of the necessary 9 courses, with a letter grade of "C" or greater.

The measured success will be on the number of actual Certificate(s) issued.

Retail Management Certificate
Student Learning Outcomes Assessment

Upon successful completion of the courses in this discipline, the student will have acquired the following knowledge and skills to:

1) Interpret and use oral instructions to complete assigned tasks; speak clearly and produce written documents for a diverse group of customers, coworkers and managers utilizing current business terminology.
2) Employ workforce readiness skills, including problem solving, organizational planning and time management.
3) Use an understanding of basic business principles and organizational priorities to make decisions about work being performed.
4) Understand the retail cycle and its implementation, which includes customer analysis, sourcing and product design, product development, merchandising and display.

Proposed Methodology of Assessment

Being that the above program SLO's were in fact generated from the course(s) content , and are tied directly to identified individual course SLO's within the Certificate, the success of the student in completing each of the courses – letter grade of "C" or greater – illustrates successful completion of the Student Learning Outcomes for the overall Certificate (as illustrated below).

1) Interpret and use oral instructions to complete assigned tasks; speak clearly and produce written documents for a diverse group of customers, coworkers and managers utilizing current business terminology.
   ✓ BUSAD 011, BUSAD 013, BUDAS 027, BUSAD 027, BUSAD 051 & SPEECH 111.
2) Employ workforce readiness skills, including problem solving, organizational planning and time management.
   ✓ ACCT 010, BUSAD 020, BUSAD 027, BUSCAL 050, CIT 101 & SPEECH 111.
3) Use an understanding of basic business principles and organizational priorities to make decisions about work being performed.
   ✓ ACCT 010, BUSAD 011, BUSAD 012, BUSAD 013, BUSAD 020, BUSAD 051 & BUSCAL 050.
4) Understand the retail cycle and its implementation, which includes customer analysis, sourcing and product design, product development, merchandising and display.

   ✓ BUSAD 012 & BUSAD 013.

Hence, a student will NOT be issued an identified Retail Management Certificate unless they have successfully achieved completion of the necessary 10 courses, with a letter grade of "C" or greater.

The measured success will be on the number of actual Retail Certificate(s) issued.

Leadership/ Management Certificate
Student Learning Outcomes Assessment

Upon successful completion of the courses in this discipline, the student will have acquired the following knowledge and skills to:

1. Gain an understanding of current management/leadership practices and problems related to human behavior in organizations. They will understand the theories related to actual business practices and diagnose the organizational context and its critical importance. Analysis and discussions will encompass planning, organizing, controlling, decision making, communication, motivation, leadership, human resource development, information systems, and social responsibility.
2. Develop a comprehensive set of practical skills and tools to rely on through leadership practice. Such skills and tools include time management, meeting management and agenda setting, group dynamics and team building.

3. Communicate effectively (utilizing written and spoken word, non-verbal language, electronic tools, and listening skills) in order to develop relationships, manage conflicts, and work across differences.
4. Develop an understanding of change processes, and be able to think critically about obstacles to change.
5. Understand how ethics, morals, and values relate to their leadership dilemmas.
6. Develop a range of leadership skills and abilities such as effectively leading change, resolving conflict and motivating others.

Proposed Methodology of Assessment

Being that the above program SLO's were in fact generated from the course(s) content, and are tied directly to identified individual course SLO's within the Certificate, the success of the student in completing each of the courses – letter grade of "C" or greater – illustrates successful completion of the Student Learning Outcomes for the overall Certificate (as illustrated below).

9) Gain an understanding of current management/leadership practices and problems related to human behavior in organizations.
   ✓ BUSAD 110, BUSAD 120, BUSAD 151 & BUSAD 210
10) Develop a comprehensive set of practical skills and tools to rely on through leadership practice.
    ✓ ACCT 200, BUSAD 110, BUSAD 120, BUSAD 127, BUSAD 151, BUSAD 210 & CIT 101
11) Communicate effectively (utilizing written and spoken word, non-verbal language, electronic tools, and listening skills) in order to develop relationships, manage conflicts, and work across differences.
    ✓ BUSAD 110, BUSAD 120, BUSAD 127, BUSAD 151 & CIT 101
12) Develop an understanding of change processes, and be able to think critically about obstacles to change.
    ✓ BUSAD 110, BUSAD 120, BUSAD 127 & BUSAD 151
13) Understand how ethics, morals, and values relate to their leadership dilemmas.
    ✓ BUSAD 110, BUSAD 120, BUSAD 127 & BUSAD 151
14) Develop a range of leadership skills and abilities such as effectively leading change, resolving conflict and motivating others.
    ✓ ACCT 200, BUSAD 110, BUSAD 120, BUSAD 127, BUSAD 151, BUSAD 210 & CIT 101

Hence, a student will NOT be issued an identified Certificate within the Leadership/Management field unless they have successfully achieved completion of the necessary 7 courses or 22 units, with a letter grade of "C" or greater.

The measured success will be on the number of actual Certificate(s) issued.

See Strategic Goal 2.11

Being that it is difficult to do a similar pre-test/post-test approach at the program level, we are using the following methodology and/or logic for Instructional Program SLOs - the program SLO's were in fact generated from the course(s) content, and are tied directly to identified individual course SLO's within the AA Degree, AS-T degree, or identified certificate, the success of the student in completing each of the courses – letter grade of "C" or greater – illustrates successful completion of the Student Learning Outcomes for the overall program (degree or certificate).

Institutional SLOs/Core Competencies. Complete the **Core Competency grid** below. Describe how the Institutional SLOs/Core Competencies are being used to improve student learning in your program (e.g., faculty discussions, SLO revisions, assessments, etc.). This section is required for all programs.

	San Bernardino Valley College — Department: **Business Administration** — For each course, use an x to identify the core competencies that are given a major emphasis and are measured.	BUSAD 039	BUSAD 100	BUSAD 103	BUSAD 105	BUSAD 106	BUSAD 108	BUSAD 110	BUSAD 112	BUSAD 120	BUSAD 127	BUSAD 151	BUSAD 153	BUSAD 198	BUSAD 210
Commun.	1.1 Read and retain information	X	X	X	X			X	X		X				
	1.2 Write clearly	X	X	X	X			X			X	X	X		
	1.3 Speak clearly	X		X		X		X			X	X	X		
	1.4 Employ vocabulary of the subject studied	X	X	X		X		X	X	X					X
	1.5 Demonstrate active listening skills	X		X				X	X						
Info Conmp	2.1 Find and interpret information		X	X	X		X							X	X
	2.2 Evaluate authority and bias of information	X						X	X		X	X	X		X
	2.3 Utilize technology to organize and present information		X	X							X				
	2.4 Demonstrate working knowledge of basic computer function			X	X										
Critical Thinking	3.1 Evaluate strengths, weaknesses and fallacies of logic		X	X	X		X							X	X
	3.2 Locate, evaluate and select evidence to support or discredit an argument		X												X
	3.3 Construct a persuasive argument										X				
	3.4 Apply learned knowledge to new situations	X	X	X	X		X			X				X	X
	3.5 Apply principles of scientific reasoning to solve problems		X	X	X										
	3.6 Defend a logical hypothesis to explain observed phenomenon														X
Ethics	4.1 Accept responsibility for own actions		X	X	X	X		X	X	X		X	X	X	
	4.2 Demonstrate respect for a diversity of ideas and the rights of others									X					
	4.3 Exhibit personal, professional and academic honesty		X	X	X	X	X	X	X	X	X	X			X
	4.4 Display behavior consistent with ethical standards w/in a discipline														X
	4.5 Apply lessons from the past to ethical issues faced in the present		X	X	X	X									
	4.6 Evaluate own ethical beliefs in relationship to moral dilemmas					X									
	4.7 Assume civic, political or social responsibilities		X												X
Creative Expression & Self Awareness	5.1 Recognize own strengths and weaknesses		X	X										X	
	5.2 Recognize own biases and values											X	X	X	
	5.3 Recognize own learning style									X				X	
	5.4 Give and receive constructive feedback		X	X	X					X			X	X	
	5.5 Develop time management skills	X	X	X	X	X								X	
	5.6 Set goals for educational, personal and professional development													X	
	5.7 Set goals to create balance in personal and professional life	X	X											X	
	5.8 Evaluate diverse artistic works														
	5.9 Demonstrate creative thought through original expression	X		X							X			X	X
Social Interaction & Cultural Diversity	6.1 Demonstrate etiquette in face-to-face and written interactions		X						X		X				
	6.2 Work effectively in group settings		X									X	X		
	6.3 Utilize conflict resolution skills									X	X				X
	6.4 Demonstrate knowledge of and respect for other cultures							X	X			X	X		
	6.5 Demonstrate knowledge of and respect for one's own culture														

See

To date, ALL courses – that have been offered in the last 3 years - have been assessed. We have administered a pre-test/pro-test approach to 12 of the 15 BUSAD courses – 3 have not been taught (BUSAD 052, BUSAD 198 & BUSAD 222), but will be assessed when offered. The results for the 12 have been reviewed/analyzed showing no concern for adjustment. The only adjustment is in regards to supplemental information needed for online/hybrid courses to increase the slightly lower success rates.

Part III: Questions Related to Strategic Initiative: Institutional Effectiveness

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part III: Institutional Effectiveness - Rubric		
Mission and Purpose	The program does not have a mission, or it does not clearly link with the institutional mission.	The program has a mission, and it links clearly with the institutional mission.
Productivity	The data does not show an acceptable level of productivity for the program, or the issue of productivity is not adequately addressed.	The data shows the program is productive at an acceptable level.
Relevance, Currency, Articulation	The program does not provide evidence that it is relevant, current, and that courses articulate with CSU/UC, if appropriate. Out of date course(s) that are not launched into Curricunet by Oct. 1 may result in an overall recommendation no higher than Conditional.	The program provides evidence that the curriculum review process is up to date. Courses are relevant and current to the mission of the program. Appropriate courses have been articulated or transfer with UC/CSU, or plans are in place to articulate appropriate courses.

Mission and Purpose:

SBVC Mission: San Bernardino Valley College provides quality education and services that support a diverse community of learners.

What is the mission statement of the program?

We inspire our students to pursue productive careers in the business world. We provide them with high-quality learning opportunities in business and business related topics. The program serves students pursuing transfer, certificate, and skill upgrade objectives.

How does this purpose relate to the college mission?

The curriculum offers general preparation for employment in various business roles and prepares for transfer to 4 year institutions. A broad foundation of basic principles in business operation and management is provided.

Productivity

Provide additional analysis and explanation of the productivity data and narrative in the EMP Summary, if needed. (Use data from charts 1 and 2 (FTEs; Enrollment; FTFE and WSCH per FTFE) on page 3 of this form). Explain

any unique aspects of the program that impact productivity data for example; Federal Guidelines, Perkins, number of workstations, licenses, etc.

FTES has grown 12% from 12-13 school year to the 13-14 school year (112.90 to 126.51). Through our selective offerings and strategic allocation of instructors, we have been able to meet the demanding needs of the diverse population of which we serve. This is been illustrated in our increased use of short term courses – in a "hybrid" format and online (growing from 31% in 12-13 to 40% 13-14. Success and retention are continuing to grow with the most recent reporting of a 91% retention rate and a 77% success rate for 12-13 academic year. We have maintained a rate of about 53 - AA degrees over the last 3 years and have observed begin see an increase of certificates 130% from only 3 in 12-13 academic year to 7 in 13-14. This largely due to our commitment to serve the WAFC (Western Association of Food Chains) Retail Certificate @ Stater Bros. We have come to realize that many Stater Bros. employees have NOT applied for the certificate through the campus – they have only applied through the WAFC (being largely due to them getting a $250 check for completion). We are currently working with the WAFC to secure the names of those Stater Bros. employees who have submitted and received the certificate from them to reach out and offer our assistance to file the proper paperwork to acquire the certificate from San Bernardino Valley College. We are working at offering opportunities where the necessary paperwork could be done in an automated manner – being that they work full time, it is difficult for them to get here during normal operating hours. We should see a sharp increase in the number of Retail Certificates being reported. The WAFC has also reduced the number of courses needed from 10 to 8. We have already made the necessary adjustment to our curriculum to accommodate these changes. We are now in the final steps of creating a new Management/Leadership Certificate that was asked for and created for the same WAFC program. It includes a similar number of courses that the Retail Certificate does, with 2 additional pre-existing courses ACCT 200 and BUSAD 210. This will allow us to offer to all the previous Retail Certificate holders an opportunity to take 2 additional courses and now have an additional valuable certificate – that is supported by their employer.

Relevance and Currency, Articulation of Curriculum

If applicable to your area, describe your curriculum by answering the questions that appear after the Content Review Summary from Curricunet.

The Content Review Summary from Curricunet indicates the program's current curriculum status. If curriculum is out of date, explain the circumstances and plans to remedy the discrepancy.

All curriculums are current.

Mathematics, Business & Computer Technology			
Business Administration			
Course	Status	Last Content Review	Next Review Date
BUSAD 052 Introduction to Supervision	Active	11/23/2009	11/23/2015
BUSAD 100 Introduction to Business	Active	05/01/2013	05/01/2019

BUSAD 105 Small Business Management/Entrepreneurship	Active	12/01/2014	12/01/2020
BUSAD 108 Personal Finance, Investments and Estate Planning	Active	08/29/2011	08/29/2017
BUSAD 127 Business Communication	Active	12/01/2014	12/01/2020
BUSAD039 Strategies for Successful Employment	Active	05/16/2011	05/16/2017
BUSAD098 Business Administration Work Experience	Active	03/08/2010	03/08/2016
BUSAD103 Marketing Principles	Active	12/01/2014	12/01/2020
BUSAD106 Principles of Selling	Active	12/01/2014	12/01/2020
BUSAD110 Human Resource Management	Active	12/01/2014	12/01/2020
BUSAD112 Principles of Retailing	Active	12/01/2014	12/01/2020
BUSAD120 Business Management/Leadership	Active	12/01/2014	12/01/2020
BUSAD150 Business Math	Active	12/01/2014	12/01/2020
BUSAD151 Human Relations	Active	12/01/2014	12/01/2020
BUSAD210 Business Law	Active	04/12/2010	04/12/2016
BUSAD211 The Legal Environment of Business	Active	05/01/2013	05/01/2019
BUSAD222 Independent Study in Business Administration	Active	10/17/2011	10/17/2017

Articulation and Transfer

List Courses above 100 where articulation or transfer is **not** occurring	With CSU	With UC

Describe your plans to make these course(s) qualify for articulation or transfer. Describe any exceptions to courses above 100.

All courses above 100 do articulate – those being BUSAD 100, BUSAD 108 & BUSAD 210.

Currency

Follow the link below and review the last college catalog data.
http://www.valleycollege.edu/academic-career-programs/college-catalog.aspx

Is the information given accurate? Which courses are no longer being offered? (Include Course # and Title of the Course). If the information is inaccurate and/or there are listed courses not offered, how does the program plan to remedy the discrepancy?

> **Catalog was updated and unnecessary courses were deleted in 2014-2015 curriculum review**

Part IV: Planning

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part IV: Planning - Rubric		
Trends	The program does not identify major trends, or the plans are not supported by the data and information provided.	The program identifies and describes major trends in the field. Program addresses how trends will affect enrollment and planning. Provide data or research from the field for support.
Accomplishments	The program does not incorporate accomplishments and strengths into planning.	The program incorporates substantial accomplishments and strengths into planning.
Challenges	The program does not incorporate weaknesses and challenges into planning.	The program incorporates weaknesses and challenges into planning.

What are the trends, in the field or discipline, impacting your student enrollment/service utilization? How will these trends impact program planning?

> **Careful planning of course offerings along with active participation in innovative programs such as the WAFC sponsored Retail Certificate and most newly created Leadership/Management Certificate at Stater Bros. Corporate Training Facility and newly created relationship with AMAZON teaching a select number of business, accounting and computer information technology courses at their facility, should help sustain growth. The need to add more distance education offerings is evident. At the most recent Southern California Advisory Committee, other Food chains (Vons, Ralphs, Food 4 Less, Albertsons, etc.) all appreciated the New Leadership/Management certificate and was hoping that their employees could take such program. The only way to accomplish this would be to assure that we offer these in an online fashion. We will be actively working on all the necessary courses through the curriculum process in this next up and coming year. The program has grown from 17% or 6 course offerings in 11-12 to 40% or 15 course offerings in 13-14. Globalization of markets, expanding reaches of technology and continued pressure for higher productivity with lower production costs will only increase the competitive pressures for those that start new or manage existing businesses. To properly prepare our students for this reality we must continue to both provide sound fundamental business education and increase our distance education (Hybrid - Online) offerings. Maintenance of our meaningful relationships with local Universities**

and business partners is vital. Recent corporate malfeasance scandals have raised concerns regarding the appropriate inclusion of ethics issues in business education. Everyone from the popular press to leading academicians has weighed in on the topic. The Valley College Business Administration program does include ethical concerns in multiple courses (BUSAD 100, BUSAD 103, BUSAD 105, BUSAD 108, BUSAD 120, BUSAD 151, & BUSAD 210. Despite the state of California's initiative to "ban the box" – Effective July 1, 2014, AB 218 bars public sector employers from asking about criminal records on employment applications. This ordinance forbids that employers from requiring applicants to reveal their criminal histories at any point during the application or hiring process. The laws are meant to fight back against the widespread, automatic exclusion of job applicants with criminal backgrounds. Many of our challenged student population still find themselves unable to gain employment as a result of their need to "check the box". We are actively working on the development and launch of an Entrepreneurial/Small Business Certificate to assist this "challenged" population with the necessary knowledge to be effective in running their own small business endeavor. We, too, have aligned with the EIOSB (Entrepreneurship Institute of San Bernardino) and IECE (Inland Empire Center for Entrepreneurship) and further enhance their success in pursuit of a new business venture.

Accomplishments and Strengths

Referencing the narratives in the EMP Summary, provide any additional data or new information regarding the accomplishments of the program, if applicable. In what way does your planning address accomplishments and strengths in the program?

The Business Administration curriculum has very strong ties with local universities through the sustained efforts of faculty consulting with their colleagues at local University Schools of Business. The curriculum benefits greatly from the expertise of a faculty member who is the author of numerous academic books and editor of professional journals. Additional courses and certificate proposals in the areas of Management, Sales and Marketing, and Entrepreneurship are currently under development. The Business Administration program established an innovative program with Stater Bros. Corporation to offer courses leading to a Retail Management certificate and most recently a Leadership/Management certificate at off-campus locations that are convenient to the corporation's employees. Business Administration has recently transitioned many of its "distant learning" courses to "hybrid" style and/or online, and now offers the following course BUSAD 039, BUSAD 100, BUSAD 103, BUSAD 105, and BUSAD 108. We are in the process of working on making ALL of the courses "distant learning" approved allowing more flexibility for the working adult to become more educated and marketable. The Business Administration program has strong academic partnerships with California State Polytechnic University, Pomona, California State University, San Bernardino and the University of Redlands. The program also has many strong business partnerships with local enterprises, such as the ones at Stater Brothers, and AMAZON. The Business Administration program sponsors a student business club. Through the club students have participated in professional business seminars and attended the meetings of business associations within the local community.

Challenges

Referencing the narratives in the EMP Summary and/or your data, provide any additional data or new information regarding planning for the program. In what way does your planning address trends and weaknesses in the program?

With the most recent growth in funding this past several years it has caused a great challenge for the Business Administration program. With only 1 full-time faculty member, we find ourselves not being able to add additional offerings during the day time – as a result of the qualified Adjunct Instructor being employed elsewhere on a full-time basis. With our inability to hire additional full-time faculty – since the retirement of 3 full-time personal in the last 5 years - it has forced us to evaluate our offerings. We find ourselves in a real challenge being that we only have 1 full-time and 5 adjunct faculty members. We are working very efficiently (FTES 126.51 in 13-14) and maintaining the highest success and retention rates in years @ 77% and 91% respectfully. With the push to offer more "distance learning" opportunities, and the recent illustration of lower SLO rates in these offerings, we are looking to additional means of resources to maintain the higher success rates. Offering more interactive supplemental tools like pre-recorded lectures, computer simulated games, etc. are being proposed and evaluated at this time. The preference of those who want face-to-face, is difficult being that all existing adjunct are teaching at their capacity and the only full time professor is restricted by management to assist further. The department is continuously looking to other educational institutes for assistance of known quality professors, but we are finding that the adjunct pay rate is the lowest in the surrounding areas – thus limiting their desires to assist in picking up a course or two. We have lost several strong adjuncts on our in ability to extend any full time opportunities. We are looking into the possibility of even hybrid positions.

V: Questions Related to Strategic Initiative: Technology, Campus Climate and Partnerships

Strategic Initiative	Institutional Expectations	
	Does Not Meet	**Meets**
Part V: Technology, Partnerships & Campus Climate		
	Program does not demonstrate that it incorporates the strategic initiatives of Technology, Partnerships, or Campus Climate.	Program demonstrates that it incorporates the strategic initiatives of Technology, Partnerships and/or Campus Climate.
	Program does not have plans to implement the strategic initiatives of Technology, Partnerships, or Campus Climate	Program has plans to further implement the strategic initiatives of Technology, Partnerships and/or Campus Climate.

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships that apply to your program. What plans does your program have to further implement any of these initiatives?

The Business Administration curriculum has very strong ties with local universities through the sustained efforts of faculty consulting with their colleagues at local University Schools of Business. The curriculum benefits greatly from the expertise of several full-time and adjunct faculty members who author of numerous academic books and editor of professional journals. Additional courses and certificate proposals in the areas of Management, Sales and Marketing, and Entrepreneurship are currently under development. The Business Administration program established an innovative program with Stater Bros. Corporation to offer courses leading to a Retail Management certificate, and newly created Leadership/Management certificate at off-campus locations that are convenient to the corporation's employees. Continuing with the philosophy of serving students where it is convenient to them, Business Administration courses have also been offered televised courses to assure that Big Bear students are adequately served. We have partnered with the EIOSB (Entrepreneurial Institute of San Bernardino) in extending our many students an opportunity to learn what it takes to open and run a business successfully. The Business Administration has recently transition its "distant learning" courses to "hybrid" style, and now offers the following courses in either a 100% online or hybrid format: BUSAD 039 – Strategies for Successful Employment, BUSAD 100 – Introduction to Business, BUSAD 103 – Principle of Marketing , BUSAD 105 – Entrepreneurship/Small Business Management, and BUSAD 108 – Personal Finance and Investments. The Business Administration program has strong academic partnerships with California State Polytechnic University, Pomona, California State University, San Bernardino, and the University of Redlands. We have representatives from Cal State San Bernardino, Brandman University, and the University of Redlands coming into our Introduction to Business (BUSAD 100) classes every semester discussing the opportunities for the students to further their education to a Bachelor's Degree at their campus. The program also has many strong business partnerships with local enterprises, such as Stater Brothers, and AMAZON. The Business Administration program sponsors a student business club. Through the club students can participate in professional business seminars and attended the meetings of business associations within the local community.

VI: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet." Address each area, by describing below how your program has remedied these deficiencies, and, if these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

Previous efficacy review: 2010/2011

Pattern of Service: The report indicates that the instructional curriculum of the department prepares students for the world of business, and points to the collaborative efforts with the Western Association of Food Chains. However, it does not address the issues of operation/pattern of scheduling and alternate delivery methods. Nor, except for a general statement, does it demonstrate that the courses that are currently offered meet student needs. Alternative delivery methods are discussed in other parts of the report, but should have been included here.

Accomplishments: The report indicates various accomplishments of the program. However, it does not show how the department is building on these. Some information on this was provided in the response to the question on trends – i.e. continuing with the Stater Brothers partnership – but should have been given here.

Weaknesses/Challenges: Program identifies that the economy and limited space at 4 year

colleges have increased the need for lower level business courses but does not address planning. Does the program plan to increase offerings of lower level courses and decrease other offerings to accommodate these students? No plan is given concerning how the department will maintain quality in the face of budget cuts.