**INSTITUTIONAL PROGRAM REVIEW 2009-10**

**Program Efficacy Phase, Spring 2010**

**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.

The Institutional Program Review Committee is authorized by the Academic Senate to develop and monitor the college Program Review process, receive unit plans, utilize assessments as needed to evaluate programs, recommend program status to the college president, identify the need for faculty and instructional equipment, and interface with other college committees to ensure institutional priorities are met.

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 or requesting information from appropriate committees

Our Program Review process is two-fold.  It includes an annual campus-wide needs assessment in the fall, and an in-depth review of each program every three years that we call the Program Efficacy phase.  Instructional programs are evaluated the year after content review, and every three years thereafter, and other programs are placed on a three-year cycle by the appropriate Vice President.

An efficacy team of two disinterested committee members will 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 included with this e-mail

When you are writing your program evaluation, you may contact efficacy team assigned to review your department or your division representatives for feedback and input.  The list of readers is being sent to you with these forms as a separate attachment.

Forms are due back to the Committee Chairs, Efficacy Team and Division Dean by March 22, 2010.

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 will pilot a program efficacy that includes a review team who will interviews and/or tour a program area during the efficacy process. Another campus concern focused on the duplication of information required for campus reports. The pilot will incorporate the Educational Master Plan One-Page Summary (EMP Summary) and strive to reduce duplication of information while maintaining a high quality efficacy process. More details on the pilot can be found in the attached file.

**Program Efficacy, Spring 2010**

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

**Program Being Evaluated**

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| Business Calculations |

**Name of Department:**

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| --- |
| Business Calculations |

**Name of Division**

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| --- |
| Mathematics, Business and Computer Technology |

**Name of Person Preparing this Report                                                  Extension**

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| --- |
| Michael Assumma x8923 |

**Name of Department Members Consulted**

|  |
| --- |
| Vernon Stauble |

**Name of Efficacy Team**

|  |
| --- |
| Sandra Waters; Guy Hinrichs Ext 5450 |

**Program Review Committee Representatives**

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| Teri Strong; Michael Mayne |

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| **Work Flow** | **Due Date** | **Date Submitted** |
| Date of initial meeting with department | 02/25/10 | 02/25/10 |
| Final draft sent to the dean | 03/10/10 | 03/10/10 |
| Report submitted to Program Review Team | 04/01/10 | 04/01/10 |
| Meeting with Review Team | Click here to enter text. | Click here to enter text. |

**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 | 0 | 0 | 0 |
| Faculty | 0 | 0 | 1 |
| Classified Staff | 0 | 0 | 0 |
| **Total** | 0 | 0 | 1 |

**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.

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| --- | --- | --- | --- |
| **Gender** | **Frequency** | **Dept. Percent** | **Campus Pct.** |
| Female | 271 | 58.7% | 58.5% |
| Male | 187 | 40.5% | 40.5% |
| Total | 462 |  |  |

*\*Totals do not include respondents who did not identify gender*

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| --- | --- | --- | --- |
| **Ethnicity** | **Frequency** | **Dept. Percent** | **Campus Pct.** |
| Unknown | 2 | .4% | 1.47% |
| Asian | 35 | 7.6% | 4.58% |
| Black | 82 | 17.7% | 22.03% |
| Filipino | 10 | 2.2% | 1.93% |
| Hispanic | 172 | 37.2% | 39.85% |
| Nat Amer | 2 | .4% | .99% |
| Other | 4 | .9% | 1.18% |
| Pac Islander | 1 | .2% | .75% |
| White | 139 | 30.1% | 24.55% |
| X-undeclared | 15 | 3.2% | 3.17% |
| Total | 462 | 100.0% | 100.00% |

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| **Disability** | **Frequency** | **Dept .Percent** | **Campus Pct.** |
| Non-Disabled | 475 | 95.2% | 95.5% |
| Disabled | 28 | 4.8% | 4.5% |
| Total | 462 | 100.0% | 100% |

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?

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| The population does reflect closely to the college’s population. It is a reflection of the community at large of which we serve. It has been shown that 53% of our workforce today are women – of which to strive to better themselves career-wise. |

**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.

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| We basically offer one course in BUSCAL – BUSCAL 050 – of which is part of the WAFC (Western Association of Food Chains) Retail Certificate. This course is one of ten courses that they are required to take in order to receive the certificate. We have a strong alliance with Stater Bros. and have been teaching this course each semester at their Corporate Training Facility; hence, the consist enrollment and success in this course. |

**Part II: Questions Related to Strategic Initiative: Student Success**

Provide a brief analysis of the data and narrative from the program’s EMP Summary and discuss what it reveals about your program.

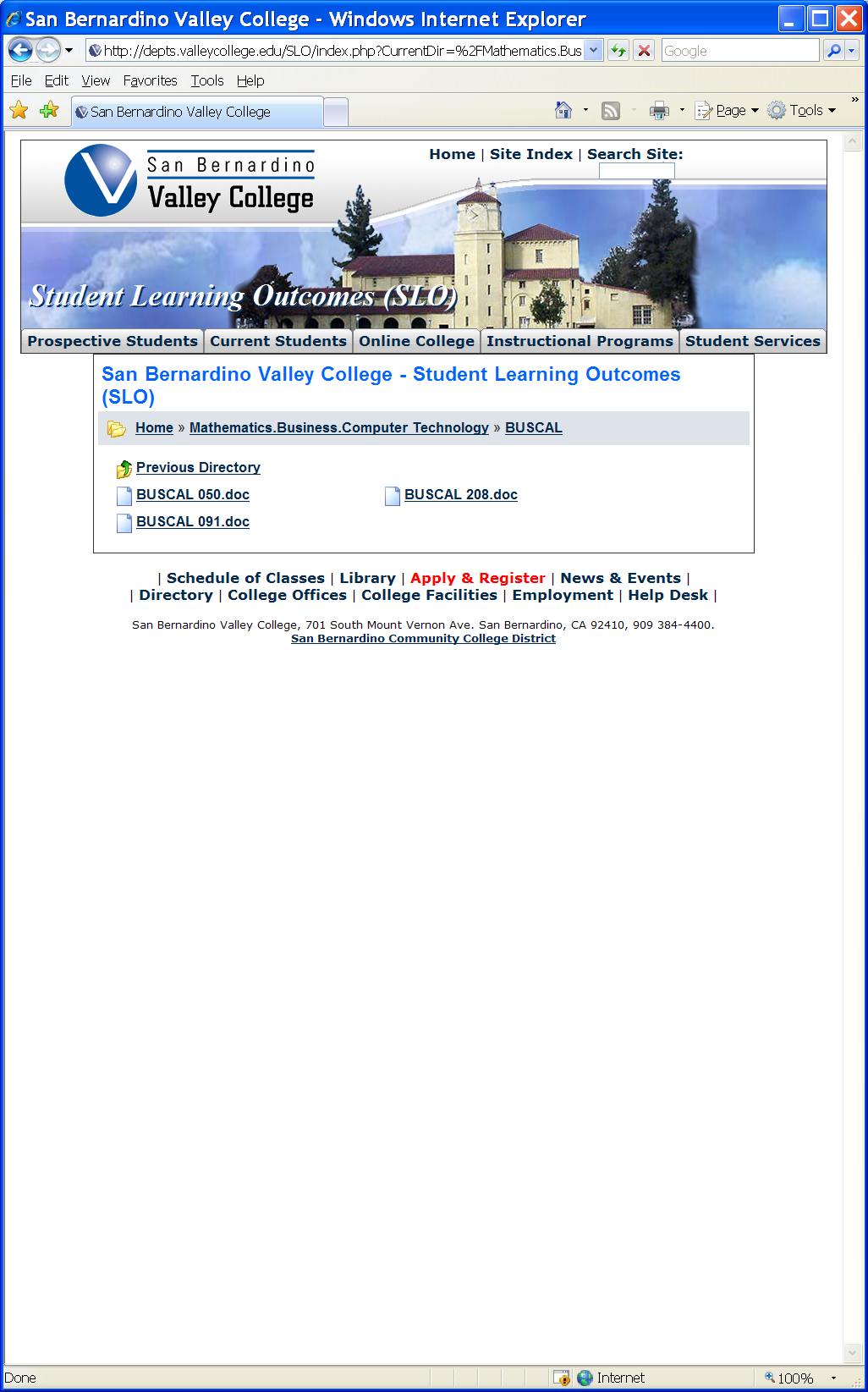
|  |
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| Many years ago (10 +) we had a strong Business Calculations Department. However, over the years, we no longer have any certificates and/or degrees in this field of study. As a matter of fact, many of the courses used to be tied to several other certificates (i.e., Real Estate and Accounting) and some of these are no longer. As a result of a most recent retirement of a key personnel in this discipline, and a most recent review of the curriculum being offered within those discipline areas, we will no longer have it as part of the core discipline. ***The ONLY course that is tied to a certificate is BUSCAL 050***. Hence, the number of sections that are offered has been consistent over the last 5 years. In addition , BUSCAL 208 has been absorbed about one year ago into ECON, and is now called ECON 208 – of which is transferable to a 4 year college as a “General Education” requirement. |

**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.

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| With the strong push in the WAFC Retail Certificate, and the local acceptance of this Certificate by Ralphs/Food-4-Less and Stater Bros., we should continue to see a consistent enrollment in our BUSCAL 050 course offering. |

**Student Learning Outcomes**



**The list above shows the courses that have SLOs on file with the Office of Instruction.**

If you have courses for which SLOs have not been developed, explain why.  What are your plans to remedy this?

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| SLO’s are complete. |

**Attach your three-year plan for assessing SLOs.**

What progress has the program made in its three-year plan? Have you implemented any program changes based on assessment results?

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| The ONLY course that is being assessed is BUSCAL 050. We no longer have BUSCAL 208. It has been absorbed or transferred to the Economics Department. As for BUSCAL 091, we have offered this course 10 times in the last 9 years and it has made – with sub-par numbers – only 50% of that time.  ***As a result of my findings and reported data, the following proposal is requested – the Business Calculations Department be eliminated. The BUSCAL 091 course be deleted and the remaining strong course – BUSCAL 050 – be moved into the Business Administration Department, and it be called BUSAD 050.*** |

**Part III. Questions Related to Strategic Initiative: Institutional Effectiveness**

**Mission and Purpose**

What is the purpose of the program?

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| ***The current purpose of this program is NOT clear and should be eliminated. We ONLY have one viable course left in this discipline (BUSCAL 050). The BUSCAL 091 has been cancelled every time it has been offered in the last 3 years. BUSCAL 208 was transferred to the Economics Department over a years ago and is under their control.*** |

How does this purpose relate to the college mission?

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| ***Uncertain.*** |

**Productivity**

Provide additional analysis and explanation of the productivity data and narrative in the EMP Summary, if needed.

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| ***Please see above.*** |

**Relevance and Currency, Articulation of Curriculum**

If applicable to your area, describe your curriculum by answering the following questions.

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| **Mathematics, Business & Computer Technology** | | | | |
| **Business Calculations** | | | | |
|  | **Course** | **Status** | **Last Content Review** | **Next Review Date** |
|  | BUSCAL 091 Beginning Algebra for Business | Active | 11/23/2009 | 11/23/2015 |
|  | BUSCAL050 Quantitative Methods in Business | Active | 11/23/2009 | 11/23/2015 |
|  | BUSCAL200 Algebra&Finite Methds Bus | Historical | 04/27/2009 | 04/27/2015 |
|  | BUSCAL208 Business and Economics Statistics | Historical | 04/15/2000 | 04/15/2006 |
|  | BUSCAL208 Business and Economics Statistics | Historical | 04/27/2009 | 04/27/2015 |

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

***BUSCAL 200 is deleted. BUSCAL 208 is no longer a course within my department and was moved to the Economics Department***.

Articulation

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| List Courses above 100 where articulation is not occurring | With CSU | With UC |
| N/A | N/A | N/A |
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Describe your plan to articulate these classes.

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| The ONLY course remaining in the “so called” Business Calculation Department is BUSCAL 050 and BUSCAL 091, both of which are less than 100 numbers with no articulation – other than unrestricted elective general education transferability. |

Currency

Review the last college catalogue data given below.

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| **BUSINESS CALCULATIONS**  DIVISION: Mathematics, Business and  Computer Technology  DIVISION DEAN: Haragewen Kinde, Ed.D.  FACULTY CHAIR: Michael Assumma, M.B.A.  Business, 100G  (909) 384-8923  ADMINISTRATIVE SECRETARY: Chris Williams  DIVISION OFFICE: Business 101  (909) 384-8908  ADMINISTRATIVE SECRETARY: Vivian Marquez  DIVISION OFFICE: Business 100  (909) 384-8520  LIAISON COUNSELOR: Patty Jones, M.A.  (909) 384-4404  Courses in Business Calculations are designed to present  the fundamentals of mathematics within the context of the  field of business. These courses are an important  complement to courses in accounting, economics and  business.  ***COURSES OFFERED BY THE DEPARTMENT OF***  ***BUSINESS CALCULATIONS*:**  **BUSCAL 050**  **QUANTITATIVE METHODS IN BUSINESS**  **3 UNITS**  ***PREREQUISITE: None.***  ***DEPARTMENTAL ADVISORY: MATH 952.***  ***LECTURE: 3 contact hours per week.***  This introductory course includes business applications of  fractions, decimals, and percents; the use of pocket  calculator to solve business applications, such as  markups, payroll, discounts, simple interest, compound  interest, consumer loans; and an introduction to solving  one-variable linear equations. | **BUSCAL 091**  **BEGINNING ALGEBRA FOR BUSINESS**  **4 UNITS**  ***PREREQUISITE: MATH 952 or BUSCAL 050.***  ***LECTURE: 4 contact hours per week.***  Review of operations on integers and properties of real  numbers including solving linear equations and  inequalities; ratio, proportion and percent, and the  applications of these operations; exponents and  polynomials; factoring; an introduction to quadratic  equations; rational expressions; graphing linear equations;  and applications in business such as markdowns, simple  and compound interest, break-even analysis, and supply  and demand.  *Associate Degree Applicable*  **BUSCAL 208**  **BUSINESS AND ECONOMICS STATISTICS 4 UNITS**  ***PREREQUISITE: MATH 095.***  ***LECTURE: 4 contact hours per week.***  A review of statistical methods commonly used in  business and economics including measures of central  tendency; measures of dispersion and skewness;  probability concepts and distributions; statistical  inferences; parametric and non-parametric hypothesis  testing; index numbers time series analysis, simple  regression, and correlation analysis. This course is also  offered as ECON 208.  *Associate Degree Applicable*  *Course credit transfers to CSU and \*UC.* |

Which courses are no longer being offered? (Include Course # and Title of the Course)

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| BUSCAL 208 – BUSINESS AND ECONOMICS STATISTICS |
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**Planning**

What are the trends, external to the institution, impacting your student enrollment/service utilization? How will these trends impact program planning?

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| With the economic conditions of the state’s budget and our limited Full-time professors/personnel, there is little need to focus on re-establishing a program that has not been achieving success for the last 7-10 years. The course(s) being offered need to be absorbed into other disciplines and in fact have (i.e., BUSCAL 208 to ECON 208). |

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?

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| **There is NO program. The Business Calculations Department should be eliminated and the 1 strong course offering – BUSCAL 050 be absorbed into the Business Administration Department.** |

Weaknesses

Referencing the narratives in the EMP Summary, 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?

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| **There is NO Certificate and/or Degree that is offered. We only have an “adjunct” teaching one section – BUSCAL 050. A course that is part of the Business Administration Department’s – Retail Certificate.** |

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

Describe how your program has addressed the strategic initiatives of technology, campus climate and/or partnerships.

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| N/A |