

INSTITUTIONAL PROGRAM REVIEW 2010-11 Program Efficacy Phase, Spring, 2011

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 17, 2011**.
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 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 efficacy process 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.

Program Efficacy, Spring 2011

Complete and attach 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

Michael Assumma

Extension

x8923

Name of Department Members Consulted

Dr. Vernon Stauble

Name of Reviewers

Damon Bell; Ed Millican

Program Review Committee Representatives

Michael Mayne; David Smith

Work Flow	Due Date	Date Submitted
Date of initial meeting with department	03/04/2011	03/04/2011
Final draft sent to the dean	03/15/2011	03/15/2011
Report submitted to Program Review Team	03/28/2011	03/38/2011
Meeting with Review Team		

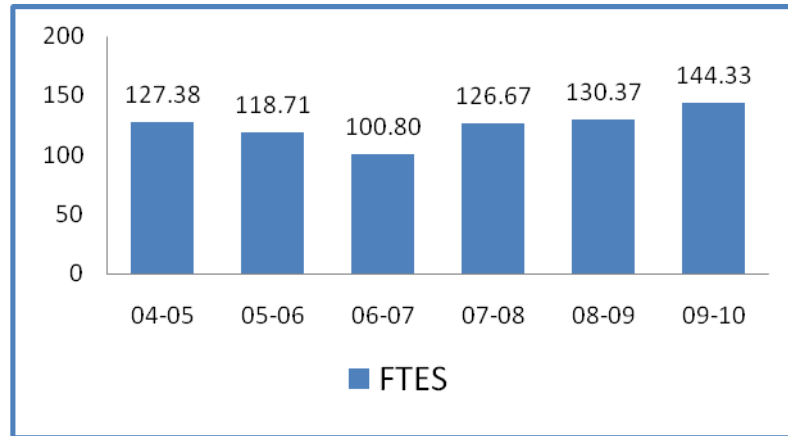
Staffing

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		4
Classified Staff			
Total	1		4

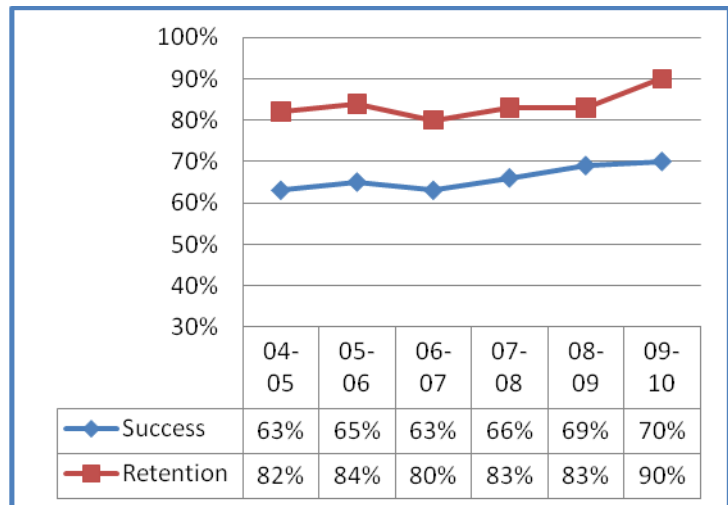
NO EDUCATIONAL MASTER PLAN One-Sheet on file
 Updated EMP Data Business Administration (BSA)

	FTES
04-5	127.38
05-6	118.71
06-7	100.80
07-8	126.67
08-9	130.37
09-0	144.33



	04-05	05-06	06-07	07-08	08-09	09-10
Duplicated Enrollment	1,283	1,204	1,012	1,274	1,309	
FTEF	6.84	7.80	6.60	7.60	7.40	
WSCH per FTEF	559	457	458	500	529	

	Success	Retention
04-5	63%	82%
05-6	65%	84%
06-7	63%	80%
07-8	66%	83%
08-9	69%	83%
09-0	70%	90%



	04-05	05-06	06-07	07-08	08-09	09-10
Sections	36	39	36	41	40	40
% of online enrollment				8%	15%	
Degrees awarded	24	27	25	40	45	41
Certificates awarded	3	4	9	2	15	18

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.

Demographic Information

Business Administration 2007-2010

Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid blank	122	1.3	1.3	1.3
F	4939	51.6	51.6	52.9
M	4505	47.1	47.1	100.0
Total	9566	100.0	100.0	

Ethnicity

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1157	12.1	12.1	12.1
A	297	3.1	3.1	15.2
B	2178	22.8	22.8	38.0
F	74	.8	.8	38.7
H	3621	37.9	37.9	76.6
N	89	.9	.9	77.5
O	106	1.1	1.1	78.6
P	89	.9	.9	79.6
W	1722	18.0	18.0	97.6
X	233	2.4	2.4	100.0
Total	9566	100.0	100.0	

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. 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. This could be further evidence of the influences identified by the SBA but the absolute number of Native American students is small and it would be difficult to support such an assertion.

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 AA degree in Business Administration. The program also offers Certificates of Achievement in Business Administration and in Retail Management. 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 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

Provide a brief analysis of the data and narrative from the program's EMP Summary and discuss what it reveals about your program. (Use data from the second two charts of the EMP One-Sheet on page 2 of this form)


Through our continual efforts in offering "distributed education", community involvement, coordination with counselors, our outreach programs, and our concentrated efforts at Stater Bros. (Retail Management Certificate), we have watched our FTES (144.23 in 09-10 year), degrees and certifications awarded (59 in 09-10 year) grow. 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 (10/2009) being @ 14%, many students are returning to school. Many employers in the Inland Empire 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", community involvement, coordination with counselors, and our concentrated efforts at Stater Bros. (Retail Management Certificate), we have watched a consistent growth in our FTES and degrees/certificates awarded.

Student Learning Outcomes



The screenshot shows the San Bernardino Valley College website. At the top left is the college logo, a blue 'V' inside a circle. To its right is the text 'San Bernardino Valley College'. Further right are links for 'Home | Site Index | Search Site:'. Below this is a banner image of a building with a clock tower, with the text 'Student Learning Outcomes (SLO)' overlaid. A navigation bar contains buttons for 'Prospective Students', 'Current Students', 'Online College', 'Instructional Programs', and 'Student Services'. Below the banner is the page title 'San Bernardino Valley College - Student Learning Outcomes (SLO)'. A breadcrumb trail reads 'Home » Mathematics.Business.Computer Technology » BUSAD'. A 'Previous Directory' section lists various BUSAD course files, including those with 'with new number' in the filename, and files for 'Business Administration Associates of Arts Degree SLO.doc' and 'Retail Management Certificate SLO.doc'.

San Bernardino Valley College

Home | Site Index | Search Site:

Student Learning Outcomes (SLO)

Prospective Students | Current Students | Online College | Instructional Programs | Student Services

San Bernardino Valley College - Student Learning Outcomes (SLO)

Home » Mathematics.Business.Computer Technology » BUSAD

Previous Directory

- [BUSAD 011 \(with new number\).docx](#)
- [BUSAD 011.doc](#)
- [BUSAD 012 \(with new number\).docx](#)
- [BUSAD 012.doc](#)
- [BUSAD 013 \(with new number\).docx](#)
- [BUSAD 013.doc](#)
- [BUSAD 015 \(with new number\).docx](#)
- [BUSAD 015.doc](#)
- [BUSAD 016 \(with new number\).docx](#)
- [BUSAD 016.doc](#)
- [BUSAD 020 \(with new number\).docx](#)
- [BUSAD 020.doc](#)
- [BUSAD 027 \(with new number\).docx](#)
- [BUSAD 027.doc](#)
- [BUSAD 039.doc](#)
- [BUSAD 051 \(with new number\).docx](#)
- [BUSAD 051.doc](#)
- [BUSAD 052 \(with new number\).docx](#)
- [BUSAD 052.doc](#)
- [BUSAD 100.doc](#)
- [BUSAD 108.doc](#)
- [BUSAD 210.doc](#)
- [BUSAD 211.doc](#)
- [Business Administration Associates of Arts Degree SLO.doc](#)
- [Retail Management Certificate SLO.doc](#)

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?

N/A – ALL courses, certificates and degrees have assigned SLO's.

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?

To date, ALL courses – that have been offered in the last year - have been assessed. We have administered a pre-test/pro-test approach to 11 of the 14 courses offered, and the results are now being reviewed/analyzed. We are in the process of looking at the procedure for evaluation of the certificates and degree. The current pre-test/post-test would not really work that effectively.

Part III. Questions Related to Strategic Initiative: Institutional Effectiveness

Mission and Purpose:

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

What is the purpose 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 the first two charts of the EMP One-Sheet on page 2 of this form)

FTES has grown 30% since 06-07 school year to the 09-10 school year (100.80 to 144.33). Most significantly, we are continuing to see a strong growth of about 5-10%, despite a reduction in our overall offerings – due to budget constraints. 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. Success and retention are continuing to grow with the most recent reporting of a 90% retention rate and a 70% success rate for 09-10 academic year. We have maintained a rate of about 40 - AA degrees over the last 3 years and have observed a sharp increase of certificates from only 2 in 07-08 academic year to 18 in 09-10. This largely due to our commitment to serve the WAFC Retail Certificate @ Stater Bros. year

Relevance and Currency, Articulation of Curriculum

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

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.

Mathematics, Business & Computer Technology				
Business Administration				
	Course	Status	Last Content Review	Next Review Date
	BUSAD 011 Human Resource Management	Active	11/23/2009	11/23/2015
	BUSAD 012 Principles of Retailing	Active	11/23/2009	11/23/2015
	BUSAD 013 Marketing Principles	Active	11/23/2009	11/23/2015
	BUSAD 015 Small Business Management/Entrepreneurship	Active	11/23/2009	11/23/2015
	BUSAD 016 Principles of Selling	Active	11/23/2009	11/23/2015
	BUSAD 020 Business Management	Active	11/23/2009	11/23/2015
	BUSAD 027 Business Communication	Active	11/23/2009	11/23/2015
	BUSAD 051 Human Relations	Active	11/23/2009	11/23/2015
	BUSAD 052 Introduction to Supervision	Active	11/23/2009	11/23/2015
	BUSAD 100 Introduction to Business	Active	11/23/2009	11/23/2015
	BUSAD 108 Personal Finance and Investments	Active	11/23/2009	11/23/2015
	BUSAD039 Strategies for Successful Employment	Active	12/10/2007	12/10/2013
	BUSAD098 Business Administration Work Experience	Active	03/08/2010	03/08/2016
	BUSAD210 Business Law	Active	04/12/2010	04/12/2016
	BUSAD211 The Legal Environment of Business	Active	02/08/2010	02/08/2016
	BUSAD222 Independent Study in Business Administration	Active	04/15/2004	04/15/2010
	BUSAD222 Independent Study in Business Administration	Pending	04/15/2004	04/15/2010
	BUSAD 027 Business	Launched	11/23/2009	11/23/2015

	Communication			
	BUSAD 108 Personal Finance, Investments & Estate Planning			

All curriculums are current.

Articulation

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

Describe your plan to articulate these classes.

All courses above 100 do articulate – those being BUSAD 100, BUSAD 108, BUSAD 210 & BUSAD 211.

Currency

Review the last college catalogue data given below. **OR**

Follow the link below and review the last college catalog data. Business Administration begins on p. 69.
http://www.valleycollege.edu/Instruction/Files/Catalog/2010-2011/SBVC_Catalog_1011_Complete.pdf

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

Catalog was updated and courses were deleted in 2009-2010 curriculum review.

Planning

What are the trends, external to the institution, 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 Stater Bros course offerings should help sustain growth. The need to add more distance education offerings is evident. The program has begun this process, starting with four hybrid offering (resulting in a increase of 19% enrollment in this category). 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) 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. We are actively working on the development and launch of a Entrepreneurial/Small Business Certificate to assist the "challenged" population that we serve with the necessary knowledge to be effective in their own small business endeavor.

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 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 in the Big Bear area throughout the college facility there. The Business Administration has recently transition its "distant learning" courses to "hybrid" style and now offers the following course BUSAD013 , BUSAD015, BUSAD039, and BUSAD 108. 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 Stater Brothers and Ashley Furniture. The Business Administration program sponsors an active student business club. Through the club students have participated in professional business seminars and attended the meetings of business associations within the local community.

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?

The budget crisis here in California has caused the Community College District to be more frugal with their funds. As a result, we find ourselves reducing the number of offerings each semester. It has forced us to evaluate our offerings and increase the efficiency and effectiveness in every course in the Business Administration discipline. As a result of similar challenges at the higher level of education (4 Year Institutes), many students are coming back to the community college to complete their general education requirements – and lower level business requirements – which has increased the need for additional sections and the importance to work harder on "articulation" of courses to the next level. As is seen in our most recent articulation of BUSAD 210 to Cal Poly Pomona and our most recent submittal of BUSAD 108 for General Education credit. With a WSCH per FTES of 5.43, we find ourselves in a real challenge being that we only have 1 full-time and 5 adjunct faculty members. Though we are working very efficiently (FTES 144.33), with the most recent reduction in cap/class size, we are going to be even more challenged to keep the retention level high as a result of the students not being able to add the courses.

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.

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 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 in the Big Bear area throughout the college facility there. The Business Administration has recently transition its "distant learning" courses to "hybrid" style and now offers the following course BUSAD013 , BUSAD015, BUSAD039, and BUSAD 108. 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 Stater Brothers and Ashley Furniture. The Business Administration program sponsors an active student business club. Through the club students have participated in professional business seminars and attended the meetings of business associations within the local community.