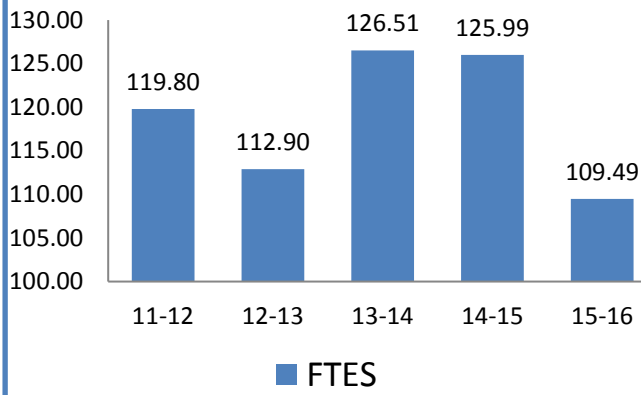
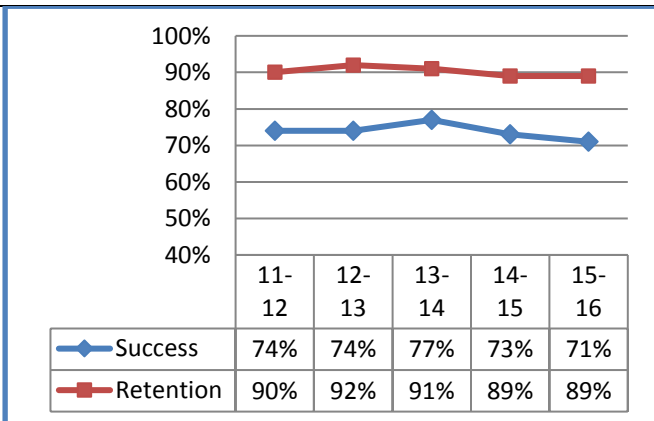


## BUSINESS ADMINISTRATION — 2015-2016



	10-11	11-12	12-13	13-14	14-15	15-16
Duplicated Enrollment	1,502	1,198	1,097	1,259	1,265	1,099
FTEF	7.00	5.80	5.80	7.20	7.20	7.60
WSCH per FTEF	643	620	584	527	525	432



	10-11	11-12	12-13	13-14	14-15	15-16
Sections	35	29	29	38	36	39
% of online enrollment	17%	31%	31%	40%	36%	36%
Degrees awarded*	34	48	53	59	78	88
Certificates awarded*	14	13	3	7	4	4

TOP Code: 050500

Award Source:

[https://informer.sbccd.cc.ca.us:1443/DashboardViewer.html?locale=en\\_US&b8b5d08a-a99a-4da2-8c50-3dcb64fbf48ex](https://informer.sbccd.cc.ca.us:1443/DashboardViewer.html?locale=en_US&b8b5d08a-a99a-4da2-8c50-3dcb64fbf48ex)

**Description:** 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 – both from a hard skills and soft skills perspective. The program offers an AA and AS-T degree in Business Administration. The program also offers Certificates of Achievement in Business Administration, Retail Management and soon Management/Leadership and Entrepreneurship.

**Assessment:** As a result of unemployment – going down approx. 2.3% (reported August 2016) – now being at 6.2% - many students are needing more flexibility in their schedules in order to be able to continue their education. In addition, local employers are requiring employees to further education for personal/business growth. Through continual efforts to offer distributed education (hybrid and/or online), community involvement and counseling (on campus and local universities), our efforts have continued to garner a 12% growth in degrees/certificates awarded – with the primary growth being in AS-T. The success rate has dipped slightly (from 73% to 71%) – believed to be a result of more online/hybrid offerings. This can be attributed to the difference between SLO acquisition in face-to-face offerings vs. online/hybrid. The main as growth, as stated, is in the AS-T's awarded (50 to 58 – 15% growth). This truly makes sense since, in the past several years, many students – as a result of the economic downturn – started or came back to the community college to get their lower level or GE requirements completed.

**Department Goals:**

- Continue to increase offerings to meet community needs.
- Continue to expanding partnerships regionally with employers (Stater Bros., AMAZON, Cardenas, Ashley Furniture, etc.) and 4-Year academic institutes.
- Explore the potential for re-invigorating the Business offerings.
- Continue to develop new online and hybrid courses.
- Continue the use of technology to improve orientation to learning objectives and the requirements for success in the overall program.
- Develop and offer non-credit courses in Entrepreneurship.

**Challenges & Opportunities:** We have evaluated efficiency and effectiveness in every course within the discipline. We have made modifications to existing certificates and courses to accommodate the community needs. With the most recent hiring of a new instructor, we should be able to broaden our course offerings and certificates even further – primarily in the Entrepreneurial discipline. With the amount of curriculum changes, the main challenge, internally, is getting the new faculty member up to speed and ALL the curricular changes approved for final offering. With the increase in demand, modification of existing certificates and the addition of a new faculty member, we should see a greater, more concentrated growth in 2016-2017.

**Action Plan:**

- Create NEW certificates in Entrepreneurship.
- Continue to implement and adjust curriculum offerings recommended by advisory committee.
- Expand hybrid and online offerings to assure growth and proper connection with the community.
- Develop and implement SLO assessment at the program level.
- Continue to reassess course level SLO's
- Establish internships or work experience opportunities with industry partners.