Institutional Program Review—2018-2019
Program Efficacy Phase: Instruction
DUE: Monday, March 18, 2019 by NOON

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.

Committee members are available to meet with you to carefully review and discuss your Program Efficacy 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 early so that your review team can work with you at the **small-group workshops:**
> **Friday, February 22 from 9:30 to 11:00 a.m. in NH-222**
> **Friday, March 1 from 9:30 to 11:00 a.m. in B-204**

Final documents are due to the Committee co-chairs (Paula Ferri-Milligan at pferri@sbccd.cc.ca.us and Wallace Johnson at wjohnson@sbccd.cc.ca.us) by **NOON on Monday, March 18, 2019**.

SUBMISSION FORMAT: **1) Use this current efficacy form and attach as a MICROSOFT WORD DOCUMENT (do NOT convert to PDF)**
   2) Do NOT change the file name

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

The efficacy process now incorporates the EMP sheet and SLO/SAO documentation, which you will need to insert. We have inserted the dialogue from the committee where your last efficacy document did not meet the rubric, the curriculum report (if applicable), and the SBVC demographic data. **If you have questions regarding the SBVC demographic data, contact Christie Gabriel, Research Analyst, at** cgabriel@sbccd.cc.ca.us **by February 25. If you have additional data requests, those requests must be submitted to Christie Gabriel by February 8.** Following is the link to Program Review Efficacy Resources, which will be useful as you complete your efficacy report:

https://www.valleycollege.edu/about-sbvc/campus-committees/academic-senate/program-review/17-efficacy.php

Program Efficacy

2018 – 2019

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

Bruce Underwood, Dr. Vernon Stauble & Leo Vasquez

Names of Reviewers

Sandra Moore, Robert Jenkins, Johnny Roberts

| Work Flow	Date Submitted
Initial meeting with department	
Meeting with Program Review Team	
Report submitted to Program Review co-chair(s) & Dean	**by NOON on March 18**

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	2		4
Classified Staff			
Total	2		4

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, Management/Leadership and soon Entrepreneurship.

FTES chart: 13-14: 126.51, 14-15: 125.99, 15-16: 109.49, 16-17: 119.33, 17-18: 124.39
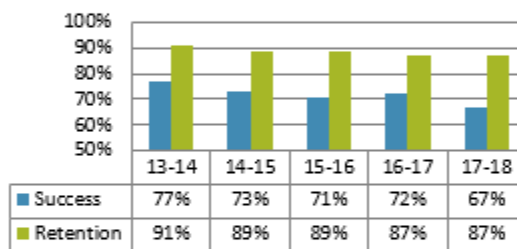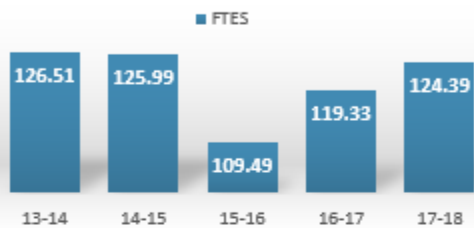
	13-14	14-15	15-16	16-17	17-18
Duplicated Enrollment	1,259	1,265	1,099	1,195	1,244
FTEF	7.20	7.20	7.60	8.40	8.60
WSCH per FTEF	527	525	432	426	434

	13-14	14-15	15-16	16-17	17-18
Success	77%	73%	71%	72%	67%
Retention	91%	89%	89%	87%	87%

	13-14	14-15	15-16	16-17	17-18
Sections	38	36	39	43	43
% of online enrollment	40%	36%	36%	58%	60%
Degrees awarded	59	78	87	135	86
Certificates awarded	7	4	1	1	6

Assessment:

As a result of unemployment – going down approx. 1.1% (reported August 2018) – now being at 4.5% - 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) – up 2% over 2016-2017 academic year, community involvement and counseling (on campus and local universities), our efforts have continued to garner a desired growth in FTES (119.3 in 2016-2017 to 124.39 in 2017-2018 – a 4% increase) and reduction in our degrees (36%) and increase in certificates (83%) awarded. As would be anticipated, the success rate has dipped slightly (from 72% to 67%) – believed to be a result of more online/hybrid offerings. The main growth, as stated, is in the AS-T's awarded (80 to 82 – 3% growth). This truly makes sense being that many students started or came to the community college to get their lower level or GE requirements completed in the past several years and then plan to transfer to a 4 Year institution.

Progress from Last Year's Action Plan:

All of the courses in BUSAD are up-to-date and now being offered in either a Hybrid or ONLINE format. The major concern is to monitor and watch the success rates as a result of the increase demand in online education – all instructors have indicated the challenge in maintaining student completion in ALL online offerings. We are continuing to offer more interactive supplemental tools like prerecorded lectures and computer simulated games/exercises to assure that the success rates stay at a higher rate. In addition, ALL instructors have been notified to drop "non-participating students to assure that the data maintains its accuracy. All certificates have been adjusted to assist the student population in having a quicker success to completion. With the completion of the Leadership/Management Certificate, we are now able to promote this to the WAFC (Western Association of Food Chains) and anticipate a stronger enrollment and completion of this certificate in the next couple of years. We have made modifications to existing certificates and courses to accommodate the community needs – based on the recommendations of our advisory committee members. In looking to assist the population that our college serves – to assure stronger success rates, we are now implementing many OER Textbooks (Open Education Resources - FREE). BUSAD 100, BUSAD 103, BUSAD 105, BUSAD 108, BUSAD 120, BUSAD 151 and BUSAD 210 have been implemented. Other courses are being considered in the semesters to come – as quality resources become available.

SAOs/SLOs/PLOs:

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. 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).

Departmental/Program Goals:

- ✓ Continue to increase offerings to meet community needs.
- ✓ Continue to develop new online and hybrid courses (BUSAD 050 Business Math & BUSAD 105 Entrepreneurship).
- ✓ Continue to expand partnerships regionally with employers (Stater Bros., AMAZON, Cardenas, Ashley Furniture, etc.) and 4-Year academic institutes – assuring growth.
- ✓ Explore the potential for re-invigorating the Business offerings (OER, etc.)– leading to student success.
- ✓ Develop certificates in Entrepreneurship – assuring program growth.
- ✓ Continue the use of technology to improve orientation to learning objectives and the requirements for success in the overall program(ZOOM, CANVAS Chat, etc.).

Challenges & Opportunities:

We have evaluated efficiency and effectiveness in every course within the discipline – hence allowing higher FTES (4%) and FTEF (3%) rates. We have made modifications to existing certificates and courses to accommodate the community needs. With the increase in demand, modification of existing certificates and additional online and hybrid offerings, we should see a greater concentrated/desired growth in 2018-2019 academic year. As a result of the implementation of the NEW Leadership/Management certificate and Entrepreneur certificates, we should see a desired increase in awarded certificates. In addition, being that we now offer the Retail Certificate 100% online, our enrollment is up approx. 30% in the courses and we should see an increase in the Retail Certificates in the next several years. The challenges here is going to be maintaining a strong success rate and not allowing it to drop as a result of less face-to-face contact with the student population. One way to explore this is through better student contact via tools like ZOOM or CANVAS Chat.

Action Plan:

Action Steps	Department Goal	Necessary Resources to Complete	Target Completion Date
✓ Submit NEW Certificates. ✓ Continue to assess ONLINE/Hybrid offerings to assure student success rates.	✓ Goal #1 ✓ Goal #2	✓ Faculty time allocation. ✓ Faculty time allocation.	✓ End of academic year. ✓ End of academic year.
✓ Continue to explore OER opportunities to assist in student success.	✓ Goal #3	✓ Faculty time allocation.	✓ End of academic year.
✓ Continue to evaluate course offerings and SLO's/PLO's to assure student success.	✓ Goal #4	✓ Faculty time allocation.	✓ End of academic year.
✓ Continue to implement and adjust curriculum offerings recommended by Advisory Committee for community needs.	✓ Goal #5	✓ Faculty time allocation.	✓ End of academic year.

Part I: Questions Related to Strategic Initiative: <u>Increase Access</u>

Goal: SBVC will improve the application, registration, and enrollment procedures for all students.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	**Meets**	**Exceeds**
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. The program **discusses the plans or activities** that are in place to recruit and retain underserved populations as appropriate.	In addition to the meets criteria, the program's analysis and plan **demonstrates a need** for increased resources.
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. The program **discusses the plans or activities** that are in place to meet a broad range of needs.	In addition to the meets criteria, the program **demonstrates that the pattern of service needs to be extended**.

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

Demographics – 2015-16 to 2017-18 Academic Years		
Demographic Measure	**Program: Business Administration**	**Campus-wide**
Asian	5.6%	4.8%
African-American	18.8%	12.4%
Hispanic	59.4%	65.3%
Native American	0.9%	0.2%
Pacific Islander	0.4%	0.2%
White	13.9%	13.2%
Unknown	0.9%	3.9%

Female	55.3%	57.5%
Male	44.7%	42.5%
Disability	1.5%	5.4%
Age 19 or Less	2.6%	22.5%
Age 20 to 24	34.2%	34.7%
Age 25 to 29	27.9%	17.7%
Age 30 to 34	14.0%	9.3%
Age 35 to 39	7.5%	5.5%
Age 40 to 49	8.6%	6.2%
Age 50+	5.3%	4.1%

Demographics:

Provide an **analysis** of how internal demographic data compare to the campus population. Alternatively, provide demographics relative to the program that are collected. If internal data is not collected, describe plans to implement collection of data.

Generally, the Business Administration Program student population is similar to the general college population. It appears that from year to year there is a basic 2-3% deviation from the schools population. In review of the data provided, the significant difference is in the age breakdown. Most of the population fails within the age of 20-34 (76%) compared to the overall school population being at 62% for that similar age category. Most of the schools population fails within the 19-29 age category (75%). The older population would make sense being that business is a strong career growth area (reported at 10% through 2026.

I do not believe that there is any real significant issue here in regards to any deviation from our campus population that needs noted. It is quite similar to the population breakdown of the immediate community of which we serve, and those of Cal State San Bernardino (55% are Hispanic, 17% are White, 7% are African American, 7% are non-resident foreign students, and 6% are Asian).

Pattern of Service:

Describe how 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. Course offerings are scheduled to accommodate all types of students as illustrated in the increase in online and/or hybrid offerings. We make sure to offer both day and evening sections including early morning 8:00 am course, one day a week offerings, 8 weeks, 12 weeks and full term courses – thus making sure to accommodate the standard student and the working student looking to advance their skill sets like those in the WAFC (Western Association of Food Chains) retail management program. The program offers an AS-T degree in Business Administration and AA degree in Business Administration. The program also offers Certificates

Part II: Questions Related to Strategic Initiative: <u>Promote Student Success</u>

Goal: SBVC will increase course success, program success, access to employment, and transfer rates by enhancing student learning.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	**Meets**	**Exceeds**
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.	In addition to the meets criteria, the program **uses the achievement data** in concrete planning and **demonstrates** that it is prepared for growth.
Service Area Outcomes and/or Student Learning Outcomes and/or Program Level Outcomes	Program **has not demonstrated** that it is continuously assessing Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) based on the plans of the program since their last program efficacy. Evidence of data collection, evaluation, and reflection/feedback, and/or connection to area services is **missing or incomplete**.	Program **has demonstrated** that it has fully evaluated within a four-year cycle and is continuously assessing <u>all</u> Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs).	In addition to the meets criteria, the program **demonstrates that it has fully incorporated Service Area Outcomes (SAOs) and/or Student Learning Outcomes (SLOs) and/or Program Level Outcomes (PLOs) into its planning, made appropriate adjustments, and is prepared for growth**.

Student Success:

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 that address Success & Retention and Degrees and Certificates Awarded")

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) – up 2% over 2016-2017 academic year, community involvement and counseling (on campus and local universities), our efforts have continued to garner a desired growth in FTES (119.3 in 2016-2017 to 124.39 in 2017-2018 – a 4% increase) and reduction in our degrees (6%) and increase in certificates (700%) awarded. As would be anticipated, the success rate has dipped slightly (from 72% to 67%) – believed to be a result of more online/hybrid offerings. The main growth, as stated, is in the AS-T's awarded (80 to 82 – 3% growth). This truly makes sense being that many students started or came to the community college to get their lower level or GE requirements completed in the past several years and then plan to transfer to a 4 Year institution.

All of the courses in BUSAD are up-to-date and now being offered in either a Hybrid or ONLINE format. The major concern is to monitor and watch the success rates as a result of the increase demand in online education – all instructors have indicated the challenge in maintaining student completion in ALL online offerings. We are continuing to offer more interactive supplemental tools like prerecorded lectures and computer simulated games/exercises to assure that the success rates stay at a higher rate. In addition, ALL instructors have been notified to drop "non-participating students to assure that the data maintains its accuracy. All certificates have been adjusted to assist the student population in having a quicker success to completion. With the completion of the Leadership/Management Certificate, we are now able to promote this to the WAFC (Western Association of Food Chains) and anticipate a stronger enrollment and completion of this certificate in the next couple of years. We have made modifications to existing certificates and courses to accommodate the community needs – based on the recommendations of our advisory committee members. In looking to assist the population that our college serves – to assure stronger success rates, we are now implementing many OER Textbooks (Open Education Resources - FREE). BUSAD 100, BUSAD 103, BUSAD 105, BUSAD 108, BUSAD 120, BUSAD 151 and BUSAD 210 have been implemented. Other courses are being considered in the semesters to come – as quality resources become available.

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.

Employment of business and financial operations occupations is projected to grow 10 percent from 2016 to 2026, faster than the average for all occupations, adding about 773,800 new jobs. Globalization, a growing economy, and a complex tax and regulatory environment is expected to continue to lead the strong demand for accountants and auditors. In addition, increasing usage of data and market research in order to understand customers and product demand, and to evaluate marketing strategies, will lead to growing demand for market research analysts. This median annual wage for business and financial occupations was $67,710 in May 2017, which was higher than the median annual wage for all occupations of $37,690 – according to the United States Department of Labor.

Student Learning Outcomes:

Course SLOs/SAOs. Demonstrate that your program is continuously assessing Course Student Learning Outcomes (SLOs) and/or Service Area Outcomes (SAOs). Include evidence of data collection, evaluation, and reflection/feedback, and describe how the SLOs/SAOs are being used to improve student learning (e.g., faculty discussions, SLO revisions, assessments, etc.). Generate reports from the Cloud as necessary. Include analysis of SLO/SAO Cloud reports and data from summary reports. This section is required for all programs.

SLO assessment continues to illustrate a constant strong success of the courses and programs offered in BUSAD. For example in 2014-2015 (300 students), the average SLO assessment was 87.67%, in 2015-2016 (298 students) this same assessment yielded a 69.46% - drop largely due to instructors not dropping non-participating students, which went back up to a 85.93% in 20162017 (398 students) success amongst all of the BUSAD 100 – Introduction to Business offerings, and in 2014-2015 (224 students) the SLO assessment was 72.77%, in 2015 – 2016 (151 students) this same assessment yielded an average of 81.46%, to an average of 75.32% in 2016-2017 (154 students) amongst all of the BUSAD 103 – Marketing Principles.

The major concern is to monitor and watch the success rates as a result of the increase demand in online education – all instructors have indicated the challenge in maintaining student completion in ALL online offerings. We are continuing to offer more interactive supplemental tools like prerecorded lectures and computer simulated games/exercises to assure that the success rates stay at a higher rate. In addition, ALL instructors have been notified to drop "non-participating students to assure that the data maintains its accuracy.

In addition, as stated above we are offering OER textbooks for many of the courses (BUSAD 100, BUSAD 103, BUSAD 108, BUSAD 210 and soon to be BUSAD 105, BUSAD 110, BUSAD 120 and BUSAD 151) which should help to alleviate the challenges associated with the students not getting the appropriate resources to lead to success.

Program Level Outcomes:

If your program offers a degree or certificate, describe how the program level outcomes are being used to improve student learning at the program level (e.g., faculty discussions, SLO revisions, assessments, etc.). **Describe** how this set of data is being evaluated or is planned to be evaluated. Generate reports from the SLO Cloud as necessary. Include analysis of SLO Cloud reports and data from 4-year summary reports. If your program does not offer a degree or certificate, this section is optional (but encouraged).

As for the reported PLO's, for the BUSAD Certificate the data illustrated a 71.48% success in 2015-2016 to 81.44% in 2016-2017, for the BUSAD AA degree the data illustrated a 76.35% success in 2015-2016 to 84.06%, and for the Retail Management Certificate that data illustrated a 79.78% success in 2015-2016 to 81.20% in 2016-2017.

Business Administration Associates of Arts Degree **Program 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 PLO's were in fact generated from the course(s) content, and are tied directly to identified individual course PLO'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 Program 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 Program 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 Ptudent 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 **Program 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 PLO's were in fact generated from the course(s) content , and are tied directly to identified individual course PLO'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 Program 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
Program 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 PLO's were in fact generated from the course(s) content, and are tied directly to identified individual course PLO'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 Program 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.

Part III: Questions Related to Strategic Initiative: <u>Improve Communication, Culture &</u>

<u>Climate</u>

Goal: SBVC will promote a collegial campus culture with open line of communication between all stakeholder groups on and off-campus.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	**Meets**	**Exceeds**
Communication	The program **does not identify** data that demonstrates communication with college and community.	The program **identifies** data that demonstrates communication with college and community.	In addition to the meets criteria, the program **demonstrates** the ability to communicate more widely and effectively, **describes** plans for extending communication, and provides data or research that **demonstrates** the need for additional resources.
Culture & Climate	The program **does not identify** its impact on culture and climate or the plans are not supported by the data and information provided.	The program **identifies and describes** its impact on culture and climate. Program **addresses** how this impacts planning.	In addition to the meets criteria, the program provides data or research that **demonstrates** the need for additional resources.

Communication, Culture & Climate:

        Describe how your program communicates its services, goals, and achievements to the campus and to the Community (outreach, events, website, campus emails, flyers, etc.).

<div style="color:red">
The Business Administration Department has created a tri-fold brochure for general distribution and each of the Certificates and Degrees offered. In addition, with effort of our team, we have created an email list that correspondence is sent out to existing students each semester letting them know existing offerings as well as future offerings. We also have a "landing page" on the WAFC (Western Association of Food Chains) website (http://retailmanagementcertificate.com/college/san-bernardino-valley-2/#.XIzbdbhlBPZ). This greatly assists us in being present in the eyes of the many corporations that they serve (Stater Bros., Vons/Albertsons, Safeway/Food-4 Less, Cardenas, COSTCO and Smart & Final to name a few). The department participates annually at many of the company career days. The department works with the local 4 Year colleges - University of Redlands, Cal State San Bernardino, Brandman University and Cal Poly Pomona - having their departments come into BUSAD 100 – Introduction to Business courses, talking about their programs and how students can continue their education. Individual course flyers have been created an is used to market new courses, low-enrolled courses, etc. The department is in current discussion of creating a monthly and/or quarterly newsletter. With the assistance of its existing advisory board – which includes individuals from local businesses, universities and the community at large, we plan to share featured employers, employment information, what's going on with the campus, transferability information and try to create an overall cohesive offering to guide and assist those students interested in the "business" discipline.
</div>

Describe how your program seeks to enhance the culture and climate of the college.

As stated above, the department is in current discussion of creating a monthly and/or quarterly newsletter. With the assistance of its existing advisory board – which includes individuals from local businesses, universities and the community at large, we plan to share featured employers, employment information, what's going on with the campus, transferability information and try to create an overall cohesive offering to guide and assist those students interested in the "business" discipline.

Describe one or more external/internal 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 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. The Business Administration has recently transition its "distant learning" courses to "hybrid" style, and now offers ALL courses in either a 100% online or hybrid format: 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, AMAZON and ASHLEY Furniture to name a few.

What plans does your program have to further implement any of these initiatives?

The department will continue to work with local companies assuring internship/part-time and fulltime opportunities for our students - by participating at their career events and serving on their existing advisory committees (WAFC Southern California Advisory Committee). By generating a newsletter, it is anticipated that this will further assist in being the catalyst for the campus, students, local companies, local universities and the community at large.

IV: Questions Related to Strategic Initiative: Maintain Leadership & Promote Professional

Development

Goal: SBVC will maintain capable leadership and provide professional development to a staff that will need skills to function effectively in an evolving educational environment.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds

Professional Development	The program **does not identify** currency in professional development activities.	Program **identifies current avenues** for professional development.	In addition to the meets criteria, the program shows that professional development has **impacted/expanded** the program and **demonstrates** that the program is positioning itself for growth.

Professional Development:

1. Discuss the ways that members of your department maintain currency in their field (conferences, workshops, technical trainings, etc.).

Many of the department team members are still practicing professional in their discipline of expertise. They belong to such professional trade organizations like AMA (American Marketing Association), AMA (American Management Association), IECE (Inland Empire Center for Entrepreneurship), PBWA (Professional Women's Business Association), LBA (Latino Business Association), etc. The above associations have on-going webinars, trade events and publications that help to maintain currency in the overall business discipline. The department team members attend workshops, conferences, etc. assisting them on the current trends and issues surrounding their discipline allowing them to go beyond the textbook. Such conferences/trainings attended are 40th AMA Intercollegiate International Conference – New Orleans, LA, LBA Diversity Boot Camp Training Program, and IECE CASCADE Professional Entrepreneur Training, Regional Curriculum Alignment - Entrepreneurship Program– to name a few.

2. Identify the professional organizations that your department and/or department members belong to and how those organizations meet professional development parameters.

Many of the department team members are still practicing professional in their discipline of expertise. They belong to such professional trade organizations like AMA (American Marketing Association), AMA (American Management Association), IECE (Inland Empire Center for Entrepreneurship), PBWA (Professional Women's Business Association), LBA (Latino Business Association), etc. The above associations have on-going webinars, trade events and publications that help to maintain currency in the overall business discipline. The department team members attend workshops, conferences, etc. assisting them on the current trends and issues surrounding their discipline allowing them to go beyond the textbook. Such conferences/trainings attended are 40th AMA Intercollegiate International Conference – New Orleans, LA, LBA Diversity Boot Camp Training Program, and IECE CASCADE Professional Entrepreneur Training – to name a few.

3. Discuss specific ways faculty and staff engage in professional growth (i.e. attend or present at conferences, establish training opportunities with other community colleges). Include future opportunities that are planned by faculty and staff. Discuss how professional development has impacted/expanded the program.

Many of the department team members are still practicing professional in their discipline of expertise. They belong to such professional trade organizations like AMA (American Marketing Association), AMA (American Management Association), IECE (Inland Empire Center for Entrepreneurship), PBWA (Professional Women's Business Association), LBA (Latino Business Association), etc. The above associations have on-going webinars,

V: Questions Related to Strategic Initiative: <u>Effective Evaluation & Accountability</u>

Goal: SBVC will improve institutional effectiveness through a process of evaluation and continuous improvement.

SBVC Strategic Initiatives: [Strategic Directions + Goals](#)

	Does Not Meet	Meets	Exceeds
Mission/ Statement of Purpose	The program **does not have** a mission/ statement of purpose, or it **does not clearly link** with the institutional mission.	The program **has** a mission/statement of purpose, 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.	The program functions at a highly productive level and has planned for growth as appropriate.
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 were not launched into Curricunet by Oct. 1, 2017 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.	In addition to the meets criteria, the program **discusses plans** to enhance current course offerings that link to student/community needs and positions the program for improved student outcomes.

Challenges	The program **does not incorporate** weaknesses and challenges into planning.	The program **incorporates** weaknesses and challenges into planning.	The program **incorporates** weaknesses and challenges into planning that demonstrate the need for expansion.

Mission and Purpose:

San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners. Its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond.

What is the mission statement or 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 mission or 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 (FTEs; Enrollment; FTFE and WSCH per FTFE). Explain any unique aspects of the program that impact productivity data, for example, Federal Guidelines, Perkins, number of workstations, licenses, etc.

As a result of unemployment – going down approx. 1.1% (reported August 2018) – now being at 4.5% - 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) – up 2% over 2016-2017 academic year, community involvement and counseling (on campus and local universities), our efforts have continued to garner a desired growth in FTES (119.3 in 2016-2017 to 124.39 in 2017-2018 – a 4% increase) and reduction in our degrees (6%) and increase in certificates (700%) awarded. As would be anticipated, the success rate has dipped slightly (from 72% to 67%) – believed to be a result of more online/hybrid offerings. The main growth, as stated, is in the AS-T's awarded (80 to 82 – 3% growth). This truly makes sense being that many students started or came to the community college to get their lower level or GE requirements completed in the past several years and then plan to transfer to a 4 Year institution.

The FTEF (Full-Time Equivalent Faculty) is up from 7.20 to 7.60. The FTES (Full-Time Equivalent Student) has dropped from 125.99 in 2014-2015 to 109.49 in 2015-2016 which makes since being that many students are seeking out part-time employment – as indicated by our reduction in our local unemployment rates and the overall growth of careers in the business field - and taking less courses (Duplicated enrollment down from 1,265 in 2014-2015 to 1,099 in 2015-2016). In addition, as a result of the aggressive push of our district/college to increase the

Relevance and Currency, Articulation of Curriculum:

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. (NOTE: If the report is inaccurate, contact Mary Copeland, Co-Chair, Curriculum Committee, (mcopel@valleycollege.edu) or Kay Dee Yarbrough, Administrative Curriculum Coordinator, (kyarbrough@sbccd.cc.ca.us) for updated information.

Mathematics, Business & Computer Technology			
Business Administration			
Course	Status	Last Content Review	Next Review Date
BUSAD 039 Strategies for Successful Employment	Active	05/14/2018	05/14/2024
BUSAD 050 Business Math	Active	04/11/2016	04/11/2022
BUSAD 052 Introduction to Supervision	Active	12/08/2015	12/08/2021
BUSAD 098 Business Administration Work Experience	Active	09/24/2018	09/24/2024
BUSAD 100 Introduction to Business	Active	05/01/2013	05/01/2019
BUSAD 103 Marketing Principles	Active	09/12/2016	09/12/2022
BUSAD 105 Small Business Management/Entrepreneurship	Active	12/01/2014	12/01/2020
BUSAD 106 Principles of Selling	Active	12/08/2015	12/08/2021
BUSAD 108 Personal Finance, Investments and Estate Planning	Active	08/29/2011	08/29/2017
BUSAD 110 Human Resource Management	Active	02/22/2016	02/22/2022
BUSAD 112 Principles of Retailing	Active	04/11/2016	04/11/2022
BUSAD 120 Business Management/Leadership	Active	02/22/2016	02/22/2022
BUSAD 127 Business Communication	Active	12/08/2015	12/08/2021

	BUSAD 151 Human Relations	Active	02/22/2016	02/22/2022
	BUSAD 210 Business Law	Active	02/22/2016	02/22/2022
	BUSAD 211 The Legal Environment of Business	Active	05/01/2013	05/01/2019
	BUSAD 222 Independent Study in Business Administration	Active	10/17/2011	10/17/2017
	BUSAD 601 Finding and Landing a Job	Active	12/08/2015	12/08/2021
	BUSAD 602 Working in a Business Office	Active	12/08/2015	12/08/2021
	BUSAD 604 Preparing to be an Entrepreneur	Active	10/24/2016	10/24/2022
	BUSAD 605 Creating the Business Concept	Active	10/24/2016	10/24/2022
	BUSAD 606 Building the Business	Active	10/24/2016	10/24/2022
	BUSAD 607 Finding Customers/Marketing	Active	10/24/2016	10/24/2022
	BUSAD 608 Finance, Taxes and Human Resources	Active	10/24/2016	10/24/2022
	BUSAD 609 Management and Operations	Active	10/24/2016	10/24/2022
	BUSAD 011 Human Resource Management	Historical		
	BUSAD 012 Principles of Retailing	Historical		
	BUSAD 013 Marketing Principles	Historical		
	BUSAD 013 Marketing Principles	Historical		
	BUSAD 015 Small Business Management/Entrepreneurship	Historical		
	BUSAD 015 Small Business Management/Entrepreneurship	Historical		
	BUSAD 016 Principles of Selling	Historical		
	BUSAD 020 Business Management	Historical		
	BUSAD 027 Business Communication	Historical		
	BUSAD 027 Business Communication	Historical		
	BUSAD 051 Human Relations	Historical		
	BUSAD 052 Introduction to Supervision	Historical		
	BUSAD 100 Introduction to Business	Historical		
	BUSAD 100 Introduction to Business	Historical		
	BUSAD 100 Introduction to Business	Historical		
	BUSAD 108 Personal Finance, Investments and Estate Planning	Historical		

BUSAD 108 Personal Finance and Investments	Historical		
BUSAD 127 Business Communication	Historical		
BUSAD 039 Strategies for Successful Employment	Historical		
BUSAD 039 Strategies for Successful Employment	Historical		
BUSAD 039 Strategies for Successful Employment	Historical		
BUSAD 080 Special Seminars Bus	Historical		
BUSAD 082 Special Seminars Bus	Historical		
BUSAD 083 Special Seminars Bus	Historical		
BUSAD 084 Special Seminars Bus	Historical		
BUSAD 090 Special Seminars Bus	Historical		
BUSAD 091 Special Seminars Bus	Historical		
BUSAD 092 Special Seminars Bus	Historical		
BUSAD 093 Special Seminars Bus	Historical		
BUSAD 094 Special Seminars Bus	Historical		
BUSAD 095 Special Seminars Bus	Historical		
BUSAD 096 Special Seminars Bus	Historical		
BUSAD 097 Special Seminars Bus	Historical		
BUSAD 098 Special Seminars Bus	Historical		
BUSAD 098 Business Administration Work Experience	Historical		
BUSAD 099 Special Seminars Bus	Historical		
BUSAD 103 Marketing Principles	Historical		
BUSAD 103 Marketing Principles	Historical		
BUSAD 105 Small Business Management	Historical		
BUSAD 106 Principles of Selling	Historical		
BUSAD 106 Principles of Selling	Historical		
BUSAD 108 Personal Finance and Investments	Historical		
BUSAD 109 Advertising	Historical		
BUSAD 109 Advertising	Historical		
BUSAD 110 Human Resource Management	Historical		

	BUSAD 110 Human Resource Management	Historical		
	BUSAD 112 Principles of Retailing	Historical		
	BUSAD 112 Principles of Retailing	Historical		
	BUSAD 120 Business Management/Leadership	Historical		
	BUSAD 121 International Business	Historical		
	BUSAD 121 International Business	Historical		
	BUSAD 150 Business Math	Historical		
	BUSAD 151 Human Relations	Historical		
	BUSAD 151 Human Relations	Historical		
	BUSAD 153 Introduction to Supervision	Historical		
	BUSAD 200 Business Management	Historical		
	BUSAD 203 Marketing Management	Historical		
	BUSAD 203 Marketing Management	Historical		
	BUSAD 207 Business Communication	Historical		
	BUSAD 210 Business Law	Historical		
	BUSAD 210 Business Law	Historical		
	BUSAD 211 The Legal Environment of Business	Historical		
	BUSAD 211 The Legal Environment of Business	Historical		
	BUSAD 222 Independent Study in Business Administration	Historical		

Articulation and Transfer

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

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

N/A

Currency

<u>Review all mentions of your area in the catalog</u>. Is the information given accurate? If not, briefly identify the areas that will be revised.

In review of the existing catalog, the following adjustments are needed:

- AA Degree
  1. Remove the BUSAD 211 course from the "or". This course is no longer needed for transferability to Cal State Fullerton and Cal Poly Pomona as in the past.
  2. Need to update the course numbering from BUSAD 013 to BUSAD 103.

- AS-T Degree
  1. Remove the BUSAD 211 course from the "or". This course is no longer needed for transferability to Cal State Fullerton and Cal Poly Pomona as in the past.
  2. Need to update the course numbering from BUSAD 013 to BUSAD 103.

- BUSAD Certificate
  1. Need to update the course numbering from BUSAD 013 to BUSAD 103.
  2. Need to update the course numbering from BUSAD 027 to BUSAD 127.
  3. Remove BUSCAL 050 Quantitative Methods in Business and replace with BUSAD 050 Business Math.
  4. Remove SPEECH 100 and replace with COMMST 100.
  5. Need to update the course numbering from BUSAD 010 to BUSAD 110.
  6. Need to update the course numbering from BUSAD 015 to BUSAD 105.
  7. Need to update the course numbering from BUSAD 016 to BUSAD 106
  8. Need to update the course numbering from BUSAD 020 to BUSAD 120.
  9. Need to update the course numbering from BUSAD 052 to BUSAD 152.

- Need to add the Leadership/Management Certificate.

A meeting is already established with Kay Dee Yarbough to discuss the above catalog adjustments.

If any courses are no longer offered, list them here. (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?

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

If your information needs updating, contact Kay Dee Yarbrough, Administrative Curriculum Coordinator, (kyarbrough@sbccd.cc.ca.us).

All of the above proposed changes (Course numbering) has been approved in curriculum. A meeting is already established with Kay dee Yarbough to make the appropriate changes/modifications is scheduled and said changes have been emailed to date.

Challenges:

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?

We have evaluated efficiency and effectiveness in every course within the discipline – hence allowing higher FTES (4%) and FTEF (3%) rates. We have made modifications to existing certificates and courses to accommodate the community needs. With the increase in demand, modification of existing certificates and additional online and hybrid offerings, we should see a greater concentrated/desired growth in 2018-2019 academic year. As a result of the implementation of the NEW Leadership/Management certificate and Entrepreneur certificates, we should see a desired increase in awarded certificates. In addition, being that we now offer the Retail Certificate 100% online, our enrollment is up approx. 30% in the courses and we should see an increase in the Retail Certificates in the next several years. The challenges here is going to be maintaining a strong success rate and not allowing it to drop as a result of less face-to-face contact with the student population. One way to explore this is through better student contact via tools like ZOOM or CANVAS Chat.

VI: Questions Related to Strategic Initiative: Provide Exceptional Facilities

Goal: SBVC will support the construction and maintenance of safe, efficient, and functional facilities and infrastructure to meet the needs of students, employees, and the community.

SBVC Strategic Initiatives: Strategic Directions + Goals

	Does Not Meet	Meets	Exceeds
Facilities	The program **does not provide an evaluation** that addresses the sustainability of the physical environment for its programs.	Program **provides an evaluation** of the physical environment for its programs and **presents evidence** to support the evaluation.	In addition to the meets criteria, the program has **developed a plan** for obtaining or utilizing additional facilities for program growth.

Facilities:

Provide an evaluation of the facilities in your area and their impact on the educational environment for your students (classroom facilities, technology, space needs, maintenance issues, etc.). Address sustainability of the facility (including technology needs).

The current facilities are adequate for the department. The addition of CANVAS and use of ZOOM has made the interactivity between the student and faculty more cohesive allowing hopefully better success rates on non-face-to-face courses. Being that we are trying to reduce the potential obstacles for student success by using many OER resources, it is slowly increasing the need for additional face-to-face courses being taught in interactive labs. Courses like BUSAD 210 are now have the desire to use computer labs to assist the students with interactive learning tools. I would anticipate that in the next several years there be more need for a few more computer labs.

VII: Previous Does Not Meets Categories

Listed below, from your most recent Program Efficacy document, are those areas which previously received "Does Not Meet."

Address, in **DETAIL AND WITH SPECIFIC EXAMPLES**, how each deficiency was resolved. If these areas have been discussed elsewhere in this current document, provide the section where these discussions can be located.

Business Administration received a rating of "probation" for the spring 2017 CTE review. The Program Review Committee reviewed your probationary CTE two-year report for Business Administration in Fall 2017. At that time the program received continuation. However, the report noted the following deficiency that needs to be addressed in this full efficacy report:

Cost of Program: There appears to be contradictory information presented in this section, which emphasizes explanation of reduced productivity while earlier sections reference larger demand for program and added sections.

Response:

The FTEF (Full-Time Equivalent Faculty) was up from 7.20 to 7.60. The FTES (Full-Time Equivalent Student) has dropped from 125.99 in 2014-2015 to 109.49 in 2015-2016 - which makes since being that many students are seeking out part-time employment. Illustrated by our reduction in our local unemployment rates and the overall growth of careers in the business field, hence taking less courses (Duplicated enrollment down from 1,265 in 2014-2015 to 1,099 in 2015-2016). In addition, due the aggressive push of our district/college to increase the overall FTES for funding purposes, we were now letting courses go that would have NOT run in the years past. In the past, the rule of thumb was for a 200 level course we needed a minimum of 15 students and for 100 level, it was 20 students. We are now letting course go/run if they have only 10 students. This would also illustrate the drop in WSCH from 525 in 2014-2015 to 432 in 2015-2016.

One way to in increasing the overall numbers is to have more classes offered in a stacked or 8, 10 and 12 week intervals and offer more classes in an online format – allowing more flexibility of students to work and continue their educational goals. The hope here is to get more students to take more courses than previously taken to up the opportunity for higher FTES. This logic has already been illustrated in offerings many of the WAFC Retail certificate offerings in an online fashion and for 8 weeks. However, we would not be getting the same FTES due to the reduction in length of the course offering.