



Barstow Community College
**INSTRUCTIONAL
PROGRAM REVIEW**

(Refer to the Program Review Handbook when completing this form)

PROGRAM:

Academic Year: **FULL PROGRAM REVIEW** **Date Submitted:**

Academic Year: **ANNUAL UPDATE** **Date Submitted:**

By: Paul Anthony Courtney

Faculty Lead:

Members:

1. Mission and Vision
2. Description and Overview
3. Program Data
4. Curriculum
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
10. Resources

1. Program Mission and Vision

A. Program Mission

The Management program seeks to incorporate the fundamentals of management theory and practice in conjunction with offering courses that provide practical application important for career development. Furthermore, the program seeks to foster a commitment to understanding the importance of leadership in organizations, as well as understanding the significance of managerial decision making in profit and not-for-profit organizations.

B. Program Vision (*Where would you like the Program to be three years from now?*)

The management program promotes best practice standards and methodologies in management science with a focus on diversity while advancing the core vision and mission of Barstow Community College.

C. Describe how mission and vision align with and contribute to the College's [Mission](#) and [Vision](#)

The courses in the management program provide students with an overview of the skills necessary for success in most work environments. These skills include decision making, communication and interpersonal skills, career planning, and leadership. The management curriculum challenges students to critically assess workplace situations and respond in both oral and written communication. The management program directly aligns with the following Barstow College mission statements:

- a. Fostering an innovative learning environment that respects the diversity of individual backgrounds, abilities, and cultures.
- b. Providing career and technical education and workforce development programs and courses that give students the knowledge, skills, and certification necessary for success in the workplace.
- c. Increasing access to all students by continuing to promote and develop our extensive distance education program.

The Barstow college vision of empowering students to achieve their personal best through excellence in education is supported both in the traditional and virtual classroom settings by a commitment to:

- a. providing innovative learning experiences through research in the field and community relationships;
- b. frequent and timely communication between instructors and students;
- c. an appreciation for the diversity comprises the Barstow College student population, and;
- d. Reevaluating and incorporating advisory and student survey material to ensure that the program stays on task with the college's mission and vision.

DATE: 10/08/2014

ANNUAL UPDATE #1: No changes to the Mission and Vision statements.

2. Program Description and Overview

Assume the reader does not know anything about the Program. Describe the Program, including—but not limited to—the following:

- A. Organization, including staffing and structure
- B. Who do you service (including Demographics)?
- C. What kind of services does your program provide?

D. How do you provide them?

- A. The management degree program consists of four fundamental courses consisting of 12 units: introduction, human resources, organization and management, and basic computer information systems. To complete the degree, students must complete an additional 9 units in the areas of accounting, business, economics, and management and/or computer information systems for a total of 21 units. The staff consists of 1 full-time and 3 part-time instructors; 2 of the part-time instructors teach online exclusively.
- B. The management program services all demographics. Its students range from youth to adult and come from various socioeconomic and ethnic backgrounds. The youth in the program are between the ages of 16 to 18 and typically enroll because of a relationship between CTE and the Barstow USD. Another major group of student enrollees are members of the US Armed Services.
- C. The management program instructors provide lecture, visual instructional aids, and other supplemental materials that enhance the course content. In addition, instructors maintain office hours where student can contact them to obtain assistance when necessary via telephone, email or in person. Courses may be offered on the BCC or FT. Irwin campus at various times of the day as well as online via the distance education program.
- D. Providing these services has been a challenge for the management program. The lack of personnel in the instructor staff has had a direct impact on low student retention and is reflected in the low completion rate. To date, the only full-time instructor is located on the Ft. Irwin campus which does not allow for any of the courses to be offered at the BCC campus. All three part-time instructors are limited by the amount of courses that can be taught; and two of the 3 part-time instructors teach strictly online. This lack of instructor availability impacts the amount of course offerings both in the live and distance education venues. Consequently, all of the courses to needed complete the management certificate program can not be offered within the established two-year plan.

DATE: 10/08/14

ANNUAL UPDATE #1: The challenge of providing a true 2 year success academic plan, still exist because of 3/three primary hurdles.

No.1: There is still only 1/one full-time instructor in the management discipline. The lack of full-time instructors continues to have direct impact on low Student retention and is reflected in the low student retention rates.

No. 2: The continuous lack of instructor availability, continues to directly impact the amount of course offerings, in both live and distance venues.
SEE: Actual course offerings in academic years 2012/13 and 2013/14 and 2014/2015.

No.3: Part-time instructors are limited to the amount of courses they can teach. Consequently, all the courses needed to complete the management certificate program cannot be offered within the established two-year student success plan.

3. Program Data

A. PERFORMANCE DATA

Discuss the program’s performance on the specific data items listed below:

1) Full-time/Part-Time Faculty Ratio

1:3
 The full-time instructor is located on the Ft. Irwin campus. Of the 3 part-time instructors, 2 are entirely online and the other is occasionally on the BCC campus. The data below indicates that the completion and success/retention rates are high when courses are offered in the traditional classroom. However, only 3 courses (MGMT 1, MGMT 3, MGMT 5) are offered traditionally and primarily on the Ft. Irwin campus. Thus, those students attempting to complete program must take the course online with part-time instructors, who are limited in the amount of courses they can teach, if they do not have access to Ft. Irwin. In addition, limited instructor staff negatively impacts the course completion and success rates for online courses because students who may have difficulty learning remotely either drop or are dropped at census or at the end of term as demonstrated by the fill rate data in section 3(5) below.

2) Course Completion Rate

	TRADITIONAL	ONLINE																										
a) Full-time:	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; font-weight: normal;"><i>CRN</i></th> <th style="text-align: left; font-weight: normal;"><i>COURSE TITLE</i></th> </tr> </thead> <tbody> <tr> <td>20082</td> <td>MGMT 1</td> </tr> <tr> <td>41159</td> <td>MGMT 3</td> </tr> <tr> <td colspan="2" style="text-align: right;">91%</td> </tr> </tbody> </table>	<i>CRN</i>	<i>COURSE TITLE</i>	20082	MGMT 1	41159	MGMT 3	91%		0%																		
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3) Course Success/Retention Rate

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40978	MGMT 1
40979	MGMT 7
<i>69%</i>	

<i>CRN</i>	<i>COURSE TITLE</i>
41184	MGMT 5
<i>60%</i>	

4) WSCH/FTEF Ratio

TRADITIONAL

ONLINE

a) Full-time:

DATA NOT AVAILABLE

DATA NOT AVAILABLE

b) Part-time:

DATA NOT AVAILABLE

DATA NOT AVAILABLE

5) Fill Rate

TRADITIONAL

ONLINE

a) Full-time:

<i>CRN</i>	<i>COURSE TITLE</i>
20082	MGMT 1
41159	MGMT3
<i>Day 1 = 50%</i>	
<i>Census = 48.57%</i>	
<i>EOT = 45.71%</i>	

<i>0%</i>

b) Part-time:

<i>CRN</i>	<i>COURSE TITLE</i>
41184	MGMT 5
<i>Day 1 = 33.33%</i>	
<i>Census = 30.00%</i>	
<i>EOT = 16.67%</i>	

<i>CRN</i>	<i>COURSE TITLE</i>
20150	MGMT 1
20154	MGMT 7
20166	MGMT 5
20167	MGMT 3
40974	MGMT 1
40975	MGMT 6
40978	MGMT 1
40979	MGMT 7
<i>Day 1 = 101.11%</i>	
<i>Census = 84.89%</i>	
<i>EOT = 65.33%</i>	

Discussion:

There has been no change in the data previously reported; however MGMT 4 is being offered as an online course in fall 2014.

DATE:

ANNUAL UPDATE #1:

B. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes

- 1) Summarize the progress your program has made on program and/or course level SLO measures. (Include *Outcome Statements* in this summary.)

The Program Level Outcomes were developed and implemented in the fall of 2009. During the 2010-2011 school year, the Student Learning Outcomes for each course in the program were reviewed, submitted, and accepted by the curriculum committee to reflect attainable, real-world goals for student success. The PLOs are as follows:

1. Students will articulate a clear understanding of the principles related to management theory incorporating leadership and managerial tenets essential for successful operation of public and private sector organizations.
2. Students will incorporate management theory and practice into understanding of broader business curriculum.
3. Students will demonstrate an ability to think as an entrepreneur and recognize how resource costs effect pricing and managerial operations.

SLOs for each course were also approved during the school year 2009-2010 and revised in 2011. The student progress for the 2012-2013 based on students who completed the MGMT 1 assessments are as follows:

SLO #1 – Student success rate 93% - Students demonstrate a high rate of retention in this area. The

SLO #2 – Student success rate 81% - students overall are above average in critical thinking.

SLO #3 – Student success rate 75% - students are having the most difficulty articulating and demonstrating the concepts.

A full review of the teaching methods for PLOs and SLOs will be conducted at the end of the school year.

- 2) Describe any program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.

The PLOs for the program were revised, submitted and approved by the curriculum committee in the fall of 2012. In addition, the MGMT 1 and MGMT 7 courses were modified to include learning strategies designed to reach students with varying learning needs. The basis of these instructional changes came from a review of student surveys, the results of quiz assessments and class participation. The changes to the program content support the PLOs by improving understanding and application of management principles as they relate to critical thinking in the business environment.

- 3) Reflecting on the responses for #1 and #2 above, what will you implement for the next assessment cycle?

Based on the data analysis in #1 and #2 above, the course should be modified further to improve student articulation of critical thinking skills especially in writing. Student informational sessions will be added specifically to all online courses during the initial weeks of courses that are offered online. There will be 2-3 sessions offered throughout the course via CCCConfer. These sessions will cover topics such as basic Moodle questions essay writing, and discussion post requirements. The changes will focus on the online course offerings initially since this area seems to be one that requires additional student attention. However, the implementation of this plan may be delayed due to lack of availability of instructor staff.

DATE: 10/8/2014

ANNUAL UPDATE #1: The implementation of this plan in its entirety, is delayed due to a lack of instructor staff and availability.

C. Supporting Assessment Data (See Handbook for additional information)

- 1) Provide a list of any additional measures (not included in 3.A.) that you have chosen to gauge your program's effectiveness (e.g.: transfers, degrees, certificates, satisfaction, student contacts, student headcount, Perkin's data, etc.).

The following documents were also used: the Degree and Declared Majors report and student surveys especially those generated at Ft. Irwin.

- 2) Summarize the results of these measures.

Based on the data in the Degree and Declared Majors report, this program is largely popular demonstrated by the number of students who declared this major during the school years 2010-2013 (average declarations 281 students). However, only 5 certificates were awarded in that year. These results are staggering and they reveal that the students' need for instructor assistance to direct them toward the program goal of awarding certifications is grossly lacking. In a survey completed at the Ft. Irwin campus for the 2011-2012 school year, students indicated that MGMT/BUSI was one of the top 3 degree requests by the military students. This data directly points to the need for a full-time, tenure-track instructor to provide focus and student support to the BCC management students.

- 3) What did you learn from your evaluation of these measures, and what improvements have you implemented, or do you plan*to implement, as a result of your analysis of these measures? (*List any resources required for planned implementation in #10: Resources.)

This data reinforces my statement in B2 above there is a need to increase program completion of the two-year plan. I have learned that unless a full-time instructor is added the MGMT/BUSI staff, progress this highly requested program could become stalled.

- 4) Include DCP Program Assessment Benchmarks, providing analysis of data on long term goals and objectives.

NOT FAMILIAR WITH THESE BENCHMARKS FOR MANAGEMENT

DATE: 10/08/2014

ANNUAL UPDATE #1: The remarks and data in above B2 continue to prevail as an indicator, that there is a need to increase program completion of the two-year plan; however, the lack of MGMT/BUSI instructors continue to inhibit the progress in this highly sought after and requested program.

D. Two-Year Scheduling Plan

- 1) What is the program's Two-Year Scheduling Plan? What changes, if any, have been made since the last Program Review?

Two Year Scheduling Plan

Curriculum Map for: Degree in Management

Course	Core or Elective	Delivery Modes	Outcome 1	Outcome 2	Outcome 3
MGMT 1	C	C, OL	I, D	I, D	I, D,
MGMT 3	C	C, OL	I, D	I, D	I, D,
MGMT 5	C	C, OL	I, D	I, D	I, D,
CBIS 13	C	C, OL	I, D	I, D	I, D,
Any 9 units of the following:					
ACCT 1A	E	C, OL	I, D	I, D	I, D,
ACCT 1B	E	C, OL	I, D	I, D	I, D,
ACCT 4	E	C	I, D	I, D	I, D,
BADM 1	E	C, OL	I, D	I, D	I, D,
BADM 2	E	C, OL	I, D	I, D	I, D,
BADM 6	E	C, OL	I, D	I, D	I, D,
BADM 19	E	C, OL	I, D	I, D	I, D,
ECON 1	E	C, OL	I, D	I, D	I, D,
ECON 2	E	C, OL	I, D	I, D	I, D,
MGMT 4	E	C	I, D	I, D	I, D,
MGMT 6	E	C, OL	I, D	I, D	I, D,
MGMT 60	E	C	I, D	I, D	I, D,
CBIS 40	E	C, OL	I, D	I, D	I, D,
CBIS 41	E	C, OL	I, D	I, D	I, D,
CBIS 42	E	C, OL	I, D	I, D	I, D,
CBIS 43	E	C, OL	I, D	I, D	I, D,
CBIS66	E	C	I, D	I, D	I, D,
CBIS 67	E	C	I, D	I, D	I, D,

**I = Introduced, D = Developed & Practiced with feedback, and
M = demonstrated at the Mastery Level Appropriate for Graduation**

At this time, there have been no changes to the Two-Year Plan due to the limited Instructor staff available to the management program. However if an instructor is added, a possible change would be to add the MGMT 7 Small Business Management course to the plan. This course is an integral part of teaching students to make decisions and think critically. The plan would be to submit the change to the curriculum committee for approval.

2) How effective has the Two-Year Scheduling Plan been in meeting student needs and educational goals?

This plan has not been very effective because of the lack full-time instructor staff needed to monitor the program’s success and assist students with achieving certificates in the management program. This conclusion is based on the low completion rate and amount of certificates awarded as indicated student surveys and the Degrees and Declared Majors report which indicated that only 2 certificates were presented.

3) Reflecting on these results, what are the goals for the next assessment cycle?

The analysis of this program indicates a dire need to improve the management program completion rates. The goal is to begin the conversation for attaining full-time instructor support that is BCC campus based. A full-time instructor will be able to monitor and improve course completion rates, course content relevance, instructor/student communication, and direct the program toward the BCC mission and vision of “empowering students to achieve their personal best through excellence in education”.

DATE: 10/8/2014

ANNUAL UPDATE #1:

Plan remains intact; however, with limited MGMT/BUSI instructor resources the course offerings cannot be successfully implemented.

4. Curriculum

A. List any new courses or program changes since the last program review. Be sure to include any newly approved prerequisites or corequisites.

The Small Business Management has been approved and taught for the last 3 years. However, it was not included as either a core or elective course for management. Small Business Management’s popularity has increased greatly since the economic down turn in late 2007. The Program Level Map will be revised and submitted to the curriculum committee for approval to include Small Business Management as an elective since there is no need for a prerequisite for this course. This change will be submitted in the spring of 2014.

B. Explain the current evaluation process. How and when was the curriculum last evaluated? (*Appropriateness, archiving, deleting, revising, etc.*)

The courses in the management curriculum are evaluated annually by instructors via SLO reports submitted at the end of each session offering. Instructors must indicate how the courses improve student success and how they intent to update course content, student satisfaction and alignment with the goals and objectives of the college.

C. List any courses not in full compliance with Curriculum Committee Standards, including those that have not been updated in the past six years (*see Curriculum Manual for additional information, if necessary*).

All courses are in full compliance with Curriculum Committee standards.

D. Curriculum Development: What is the plan for maintaining the currency and viability of your curriculum (*including all modes of delivery*)?

The plan is to maintain relevancy by building community partnerships. Community partners are a vital piece of the management program’s plan for viability. One of the primary focuses for the department is to establish relationships with local leaders in the management field to gain insight into the concepts and characteristics that employers are looking for in management graduates. Along with community partners, it is vital to incorporate new technologies such as social media to address a contemporary student population. In addition to technology improvements courses will also be modified based on research into the industry standards for business to address strategies for visual, auditory, and tactile student learners. However, none of these changes to curriculum will be possible with the current Instructor staff. In order for the management program to move forward, it is imperative to consider an addition to its staff.

DATE: 10/8/2014

ANNUAL UPDATE #1: Plan maintains relevancy by continuing to build new community and professional development partnerships. NOTE: The primary challenge that exists in full program implementation, is the shortage of full-time dedicated MGMT/BUSI instructors based on the main BCC campus, assigned to the MGMT/BUSI discipline.

5. Internal Factors *(see Handbook for worksheet)*

A. Strengths

The management program is supported by school resources such as:

- a. The Learning Resource Center. This center provides students with access to research materials, testing, access to textbooks, and a quiet place to study;
- b. BCC administrators support the students by addressing their concerns with the policies and procedures of the school. Additional, administrators support instructors by providing them with help in addressing student issues, grading policies and procedural matters that improve the flow of the program for all;
- c. Student services programs such as EOPs helps students and instructors ensure that the requirements for college funding are met. The EOPs counselors provide instructors with the appropriate forms required by state and federal agencies as well and the procedures for completing such forms.
- d. The Online Education department supports online instructors by loading, monitoring, grading, and addressing all concerns related to the administration of online course.

All of these departments are responsive and are an integral part of the management program that relies on their assistance on a daily basis.

B. Weaknesses

The Management Program is weak in the following areas:

- a. Instructor staff – since there is only one full-time staff member, who is located at the Ft. Irwin campus, the program lacks communication. Each staff member is currently acting independently and there is no assurance that what is being presented to students aligns with the mission and vision of BCC. In addition the management program is not being promoted in the local community leaders since all staff members are teaching from areas away from the BCC campus;
- b. Course availability – because the majority of the management program staff is part-time, courses are not being offered as established in the two-year plan;
- c. Curriculum development – due to the lack of a full-time instructor, the program’s relevance and integrity will be sacrificed because there is no time for program enhancement. The Instructor staff is limited to monitoring and instructing course content with little or no time for development;
- d. Counseling – although the counseling staff is good at directing students to the MGMT program, they have been unsuccessful at assisting student with degree/certificate completion. Since their time is divided into focusing on all degree and certificate programs, it is virtually impossible for them to direct management students. Student success can only be achieved in MGMT by the program’s instructor staff.
- e. Program assessment – the data provided to analyze the success of the program should be monitored each semester. Doing so will improve the rigor and relevance of the program content. However due to the lack of instructor staff, the program has lacked the manpower needed to gather data and improve assessments.

DATE: 10/08/2014

ANNUAL UPDATE :

The realities and struggles as described in **B, above: a.** Lack of full-time instructors, **b.** Lack of communication due to instructor shortage, and **c.** Instructor's times continue to be limited, having little or no time for program development.

6. External Factors *(see Handbook for worksheet)*

A. Opportunities

The management program has opportunities in the following areas:

- a. The Barstow community has shown great support for the college and its students. Local community leaders help instructors provide relevance to the program in business. In addition, they oppotunities for practical student learning experiences and networking opportunities;
- b. Social media is the wave of the new millennium. Use of social media in the management program addresses the needs of the 21th century student. It ensures that our students will be competitive in the contemporary marketplace;
- c. In the CTE Market projections for jobs in California by the year 2020, the management field is expected to grow by of 6% or 41,010 entry level positions. BCC has the opportunity to improve our students' ability to obtain employment in management.
- d. To develop the curriculum to ensure that it supports transferable skills for 4 year degree programs. Since the goal is to prepare our degree students for the university degrees, we can take advantage of the vast opportunity to increase our student market share with programs that easily transfer to a university.

B. Threats

The threats to the management program are:

- a. Budget constraints – there are many areas at BCC that need financial support. However if the management program does not receive funds to hire a full-time staff member, the program could face continued decline or ultimately extinction;
- b. Decline in enrollment – without a BCC campus base for enrollment, the management program could miss out on attracting students who want to be in the program but have not been successful in online class or cannot get to Ft. Irwin for instruction;
- c. Lack of community awareness – without the support of the business community, the management program will eventually lack relevancy to the contemporary needs of the business community.
- d. Military student PCS - many management students are military enlistees. These students frequently move due to on military orders. Without student tracking, the management program will lose these students who could continue with the program after moving to a new duty assignment.
- e. Access to educational resources outside of the BCC college community. Without an additional full-time faculty member on the college campus, students do not have access to new resources such as technology. Part-time staff are limited to the amount of time available to provide students with additional resources since many of them have commitments to other full-time employment

DATE: 10/8/2014

ANNUAL UPDATE #1: The shortage of full-time dedicated MGMT/BUSI instructors based on the main BCC campus, continue to be the primary hindrance to the success of the programs.

7. Continuing Education/Professional Development

A. What continuing education and/or professional development activities have program/unit members participated in during the current cycle?

Instructors continue to update skills by attending workshops on campus such as:

- CTE monthly meetings to discuss BCC policies and procedures for PLOs and SLOs;
- Computer Users in Education ADEC Summit XXIII Spring 2012;
- American Association of University Women monthly meetings and networking;
- American Career and Technical Education conference Spring 2012.

B. What are the continuing education and/or professional development plans for the upcoming cycle?

The plan is to provide more opportunities for instructors to experience opportunities such as those discussed in 7A to encourage personal development individually.

DATE: 10/08/2014

ANNUAL UPDATE #1: All online instructors have successfully completed the Moodle training.

8. Prior Goals/Objectives

Briefly summarize the progress your program/ has made in meeting the goals and objectives identified in the most recent Program Review or Annual Update. (Include measurements of progress or assessment methods.)

Since the 2012-2011 Annual Update, the management program has shown the following programs:

- PLOs were submitted and approved by the curriculum committee;
- SLOs for each course were revised and approved by the curriculum committee;
- Course content was modified to reflect contemporary concepts;
- Student assessments were modified to reflect needs of a diverse learning population. All courses not only include lecture, but they also include presentations, video and audio materials and a variety of student assessments that are designed to improve critical thinking skills.

DATE: 10/8/2014

ANNUAL UPDATE #1:

PLO's are regularly reviewed and approved (per criteria) by curriculum committee.

SLO's for each course is reviewed and are revised for approval by curriculum committee.

All online instructors pass Moodle Training to better serve the online student population.

9. Goals/Objectives/Actions (ACTION PLAN)

- A. **GOALS:** Formulate Program Goals to maintain or enhance program strengths, or to address identified weaknesses.
- B. **ALIGNMENT:** Indicate how each Goal is aligned with the College’s [Strategic Priorities](#).
- C. **OBJECTIVES:** Define Objectives for reaching each Goal.
- D. **ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE:** Create a coherent set of specific steps (Actions/Tasks) that must be taken to achieve each Objective.
- E. **OUTCOMES:** State intended Outcomes and list appropriate measures and assessment methods for each Outcome.
- F. **ADDITIONAL INFORMATION:** This area provides for the additional communication of information necessary to further “close the loop” on the goal or action plan, as it relates to Institutional Planning. This may include references to other institutional documents, such as governing or compliance documents (i.e. Board Policy, Administrative Procedures, Title V), institutional planning documents (i.e. [Strategic Plan](#), [Educational Master Plan](#), [Facilities Plan](#), [Technology Plan](#)), or Board, Presidential, Supervisory or Departmental recommendations or goals, etc. *(See Handbook for additional examples.)*

Complete the following table with your Program’s **ACTION PLAN**, which must include a **minimum of 3 goals**:

ACTION PLAN					
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	Begin request process for requesting a full-time Management Instructor.	<p><i>List all that apply:</i></p> <ul style="list-style-type: none"> • Attract, develop, and retain excellent employees. • Strengthen college planning and informed decision making. • Provide students a successful college learning experience. 	#1. Provide administrators with data to support request.	Complete Budget Allocation Proposal	Program Review and Budget Allocation Proposal will be reviewed by administration. The result will be that revisions based on suggestions will be implemented into form.
			#2 Submit a revised Budget Allocation Proposal to administration.	Read and analyze Program Review and Budget Allocation Proposal suggestions.	Resubmit revised Program Review and Budget Allocation Proposal. The result will be that an acceptable BAP will be generated.
			#3 Respond to requests for further clarification of program needs.	Revise and research data to support additional instructor staff.	Budget Allocation Proposal will be approved by school administration and submitted through the proper channels.
<i>Additional Information:</i>					
DATE:	<input type="text" value="10/08/2014"/>	ANNUAL UPDATE :	<p>#1: In reviewing the Program Review Handbook MGMT/BUSI departments continue to be aligned with the mission of BCC, in the attempt to increase student success and the completion of degree/certificate rates. #2: MGMT/BUSI departments has aligned the programs to prepare, plan and function in accordance to the Strategic Priorities of BCC: a. Foster an innovative learning environment. b. Provide students a successful college learning experience. c. Promote and support student engagement. d. Cultivate and enhance local partnerships. e. Attract, retain, and develop excellent employees. f. Strengthen college planning and informed decision-making.</p>		

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2 Increase relationships among colleagues and with community business professionals.	<i>List all that apply:</i> <ul style="list-style-type: none"> • Cultivate and enhance local partnerships. • Attract, develop, and retain excellent employees. • Strengthen college planning and informed decision making. 	#1 Attend community events.	Acquire community calendar.	Instructors will attend community events and information will be gathered. This will be measured by documenting instructor participation in the community. The results will be that relationships with community leaders will be improved.
		#2 Plan and implement a department meeting with program instructors.	Email department members.	Communication will be initiated among instructors.
		#3 Open dialogs with program instructors about ways to increase student completion.	Schedule meeting and encourage team building.	The outcome will be that a meeting schedule will be implemented. This will be measured by instructor participation resulting in a cohesive management department.
<i>Additional Information:</i>				
DATE:	<input type="text" value="10/08/2014"/>	ANNUAL UPDATE :	<input type="text" value="No change . . . Action Plan is functioning as planned."/>	
#3 Research and adopt contemporary management materials.	<i>List all that apply:</i> <ul style="list-style-type: none"> • Provide students a successful college learning experience. • Foster an innovative learning environment that respects diversity. • Promote and support student engagement. 	#1 Establish relationships with colleagues at other schools about changes in management theory.	Attend functions with professionals from other schools.	The outcome will be that the BCC campus community will be more aware of the value of the management program. This will be measured by greater student/staff interest in the program. The results will be greater student success expressed through a larger

ACTION PLAN					
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT	
				percentage of degree/certificate completions.	
		#2 Research and propose technology for course materials.	Talk to IT department about opportunities for incorporating technologies.	The outcome will be a list of ideas from IT of viable program improvements. This will be measured planning a meeting with IT and the results will be a list technology opportunities.	
		#3 Carefully review student surveys with regard to the presentation of course materials.	Read and analyze student surveys.	The outcome is that data collected from surveys will be used gathered and analyzed. The result will be that suggestions will be considered and the assessment will generate revisions to the course content.	
	<i>Additional Information:</i>				
	DATE: <input type="text" value="10/08/14"/>	ANNUAL UPDATE:	<input type="text" value="No change ..."/>		
#4	Incorporate social media as a method for teaching concepts.	<p><i>List all that apply:</i></p> <ul style="list-style-type: none"> Promote and support student engagement. Provide students a successful college learning experience. Foster an innovative learning environment that respects diversity. 	#1 Elicit student and MGMT instructor comments on the effectiveness of current course materials.	Read and analyze student surveys and plan a meeting for MGMT instructor staff.	The outcome is that data collected from research in social media will be gathered. This will be measured by information gathered from students and the expertise of the instructor staff. The data will be assessed instructors will suggest ways to improve the course content.

ACTION PLAN					
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
			#2 Address course offerings concerns in an effort to improve program completion rate.	Review two-year plan and course offerings for the previous 2 years.	The outcome will be a list that specifically outlines when and how frequently all courses in the program offered. The result will be an analysis of course needs and a possible revision to the two-year plan. This analysis will be used to assess and develop a list of course offerings suggests to promote program completion.
			#3 Begin research and pilot revisions to courses that includes the use of new technologies.	Attend meetings with peers in the MGMT discipline to learn about contemporary concepts and learning strategies.	The outcome will be a list of opportunities for networking with MGMT professionals. This will be measured by a list of meetings attended by instructor staff. The data gathered from these meeting will be assessed and specific improvements will be added to the curriculum content.
<i>Additional Information:</i>					
	DATE: <input type="text" value="10/08/14"/>	ANNUAL UPDATE:	<input type="text" value="No change ..."/>		
#5					

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
	<i>Additional Information:</i>			
	DATE: <input type="text" value="10/08/2014"/>	ANNUAL UPDATE:	<input type="text" value="No change . . ."/>	
#6		<i>List all that apply:</i>	#1	
			#2	
			#3	
	<i>Additional Information:</i>			
	DATE: <input type="text" value="10/08/2014"/>	ANNUAL UPDATE:	<input type="text" value="No changes . . ."/>	

10. Resources Required

List all significant resources needed to achieve the objectives shown in the table above, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.

IMPORTANT: A [BUDGET ALLOCATION PROPOSAL](#) must be completed and submitted for **EACH** new resource requested. *(Click the link to access the form.)*

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
1,2,3,4	1,2,3	Full-time Management Instructor	\$86,061.40	Yes	

ANNUAL UPDATE #1:

DATE: 10/08/2014

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
1,2,3,4	1,2,3	Full-time Management Instructor	\$86,061.40 to \$100,000.00	Yes	