



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 #1** **Date Submitted:**

Academic Year: **ANNUAL UPDATE #2** **Date Submitted:**

By:

Faculty Lead:

Members:

1. Mission and Vision
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Annual Update #1

Annual Update #2

1. Program Mission and Vision

A. Program Mission

BUSINESS/MANAGEMENT

The mission is to incorporate the best practices in the study of Business (BADM) and Management (MGMT) into a cohesive program which will prepare our diverse population of students for leadership roles in an ever-changing work environment. Students will gain valuable knowledge and build 21st century skills as established by the Strong Workforce program in the areas of adaptability, collaboration, communication, data fluency, entrepreneurial mindset, empathy, resilience, self-awareness, and social/diversity awareness related to the subject matter of their choice. Further, the Business and Management programs seek to provide students with relevant internal and external resources to enhance personal and professional growth.

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

The vision for these programs is to modify and fortify the degree and certificate programs as well as the curriculum for **BADM** and **MGMT**. Further, these updated programs should be in the process of combining into a program that offers guided pathways for students that assist students with career choices and completion in a timely manner.

C. Describe how mission and vision align with and contribute to the College's Mission and Vision

Since this is a combined Program Review, the mission and vision for both programs are discussed together. The **BADM** and **MGMT** mission and vision directly align with Barstow CC's mission and Strategic priorities in the following ways:

1. **BADM** and **MGMT** instructors incorporate innovative learning activities that not only expose students to diversity issues in the workforce. Further, the coursework in **BADM** and **MGMT** demonstrates to students the importance of having reverence for individual differences which is vital in today's workforce.
2. Full and part time **BADM** and **MGMT** instructors also participate in the local community as members of the Barstow Area Chamber, Rotary Club, etc. as well as the Annual CTE Advisory. Participation in these clubs and events allows instructors to develop industry partnerships and relationship that helps instructors add rigor and relevance to the programs.
3. **BADM** and **MGMT** instructors participate on BCC committees in the areas such as curriculum, academic senate, and distance education. Their contributions help strengthen college planning and informed decision making.

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

Business Administration AS (Total Minimum Units = 60; Business Administration AS-T (Total Minimum Units = 65) (Transferable Degree)

- There is one full-time instructor for BADM who teaches teach courses live, online, and via satellite to Ft. Irwin.
- There are two part-time instructors that teach courses live and online.
- The core courses for both BADM AS and AS-T degrees consist of 15 units; these courses are:

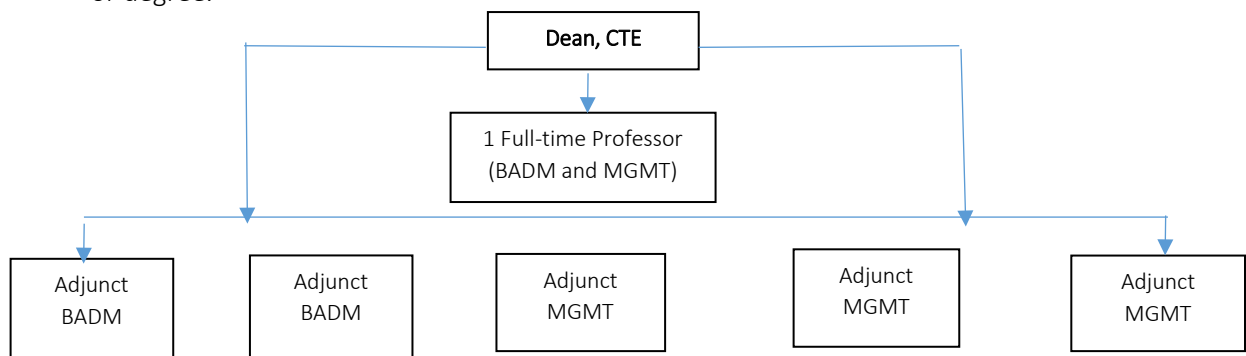
- ACCT 1A – Principles of Accounting
- ACCT 1B – Principles of Accounting
- BADM 1 –Business Law I
- ECON 1 – Principles of Economics (Macro)
- ECON 2 – Principles of Economics (Micro)
- To complete the degree or certificate, students must take a combination of the following:
 - General Education courses (AS-T = 40 units; AS = 27 units)
 - General Elective courses (AS-T = 10-11 units; AS = 6 units)
 - Major Elective courses (AS-T =25-26 units; AS = 12 units)

The amount of these courses taken by the student depends on the requirement for the certificate or degree.

Management – Total Minimum Units Required = 60 (Local Degree)

- Management (MGMT) has 1 full-time instructor that teaches courses in MGMT live, online, and via satellite to Ft. Irwin. Three adjunct instructors who also teach live and online complete the teaching staff.
- The core courses for both **MGMT** Consist of 12 units; these courses are:
 - MGMT 1 – Introduction to Management
 - MGMT 3 – Human Resource Management
 - MGMT 5 – Organization and Management
 - CBIS 13 – Management Information Systems
- Since degree does not transfer, students must take a combination 9 units of the following:
 - General Education courses (27 units)
 - General Elective courses (12 units)
 - Major Elective courses (9 units)

The amount of these courses taken by the student depends on the requirement for the certificate or degree.



B. Who do you service (including demographics)?

BADM and **MGMT** serve a diverse population of students We have a very diverse group of students – varying in age, gender, ethnicity, country of origin, and life experiences. We have students who participate in DSPS, EOPS, and VTEA in addition to active military students, as well as family members of active soldiers or veterans.

Based on data received from our research department here at BCC, more than 50% of our student population has identified as female in **BADM** and **MGMT**; however, the largest population in these programs (61%) is under the age of 30. Although the aforementioned categories are notable, **BADM** and **MGMT** have significant representation from ethnic groups such as African-American, Hispanic, and White. Additionally, these programs have a significant population of students over the age of 30 studying MGMT. These

students may be students who are primarily military and family; however, that is not definite based on the demographics I received.

Whatever their backgrounds, we serve students who are here to improve their business and management skill set so that they can be better prepared for personal and professional opportunities.

C. What kind of services does your unit provide?

The **BADM** and **MGMT** programs offer the following:

- Full-time instructors have office hours each week; full and part-time instructors available by phone or email within a 48 hour response time.
- Rigorous and relevant curriculum in their area of expertise.
- Feedback on lectures, assignments, course materials, and career options.
- Assistance with on and off campus resources to help further student success in the areas of instruction and career development.

D. How do you provide them?

We serve the students in the **BADM** and **MGMT** programs by scheduling courses based on a 2-year plan that incorporates the amount of flexible scheduling that allows students to take courses in several ways such as:

- live during the day and evenings for 18 weeks
- online for 9 weeks during the first or second half of the semester.
- via satellite to the Ft. Irwin cam as described above.
- at the State Street facility during evenings to support CTE students in the pursuit of their technical degrees such as Welding or IMMT by offering Business Math and computer skills.

Full-time instructors provide consistent office hours; in addition, both full and part-time instructors respond to student email and telephone inquiries within a 48 hour period. All in all, we respond to our student population with cheerful helpfulness that is intended to promote open communication and a healthy learning environment.

E. Does the program have a degree or certificate?

Business Administration (**BADM**) has an Associate Degree for Transfer and a local Associates Degree. **BADM** also has a certificate. There is a not-for-transfer Associate’s Degree in Management (**MGMT**) as well as a certificate.

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

BADM is 1/4 or 20% full-time; 80% part-time.
MGMT is 1/3 or 25% full-time; 75% part-time.

| | | | | | | | | | | |
|---------------------------|---|-------------|-----|-------------|-----|---|-------------|-----|-------------|-----|
| | TRADITIONAL | ONLINE | | | | | | | | |
| 2) Course Completion Rate | <table border="0"> <tr> <td>BADM</td> <td style="text-align: center;">.89</td> </tr> <tr> <td>MGMT</td> <td style="text-align: center;">.77</td> </tr> </table> | BADM | .89 | MGMT | .77 | <table border="0"> <tr> <td>BADM</td> <td style="text-align: center;">.89</td> </tr> <tr> <td>MGMT</td> <td style="text-align: center;">.89</td> </tr> </table> | BADM | .89 | MGMT | .89 |
| | BADM | .89 | | | | | | | | |
| MGMT | .77 | | | | | | | | | |
| BADM | .89 | | | | | | | | | |
| MGMT | .89 | | | | | | | | | |

| | | | | | |
|----------------------------------|------------|------|------|------|-----|
| 3) Course Success/Retention Rate | BADM | .56 | BADM | .62 | |
| | MGMT | .46 | MGMT | .62 | |
| 4) WSCH/FTEF Ratio | Full-time: | BADM | 135 | BADM | 540 |
| | | MGMT | 173 | MGMT | 360 |
| | Part-time: | BADM | 420 | BADM | 587 |
| | | MGMT | 165 | MGMT | 495 |
| 5) Fill Rate | BADM | .53 | BADM | .61 | |
| | MGMT | .54 | MGMT | .51 | |

Reflect on the data above:

Faculty Ratio
 As shown by the data above, the majority of the faculty in both programs (**BADM** and **MGMT**) are adjunct and of those instructors only three live in the Barstow area. This fact impacts the programs in two very important ways: 1) the ability to offer a variety of campus classes; and 2) the amount of course load that can be handled by the one full-time instructor who teaches courses in both of these programs.

Course Completion Rate
 The combined completion rates for the online and traditional presentations of the programs are **BADM** 83% and **MGMT** 88%. These rates depict that our students are successfully demonstrating an understanding of the learning outcomes that were assessed.

Course Success/Retention Rate
 The combined success rates for **BADM** is 62% and **MGMT** is 61%. These rates are lower than desired. However, I believe that this may be a symptom of a lower completion rate for the soldiers at Ft. Irwin. The students at Ft. Irwin generally are working on promotions within the organization so they choose these programs for their degree. Military students often have to drop courses due to work commitments. This is based on my observations in the classroom; there is not clear data on military students.

WSCH/FTEF Ratio
 The student contact hours **BADM** and **MGMT** are significantly higher for full and part time online instructors than they are for traditional instructors. There are two possible reasons for this;

- 1) the implementation of Regular Effective Contact Hours Policy by the Distance Education Committee
- 2) The lower retention rates for traditional presentations of both **BADM** and **MGMT**. Lower retention equates to fewer student contact hours.

Fill Rate
 The combined online and traditional fill rate **BADM** is 60% and **MGMT** is 51% are low. There is a definite slowing of enrollment in these course than in previous years. The specific data for each course was not available at this writing of the Program Review; however, this data will be gathered and evaluated for the program update next year.

Conclusion
 The data presented above leads to an evaluation of assessment methods used by adjunct instructors in the **BADM** and **MGMT** programs. Further, to improve the success/retention rate an evaluation of course

offerings will be conducted and curriculum revisions that could better support the needs of the student population. We will also look at improving our fill rate by evaluating areas such as marketing, class scheduling, servicing to Ft. Irwin students, and improving communication.

B. PROGRESS ON PROGRAM LEVEL OUTCOMES (PLOS) AND STUDENT LEARNING OUTCOMES (SLOS)

1) List your Program Level Outcomes (PLOs).

Business Administration AS-T

PLO 1: Demonstrate an introductory knowledge of the entry level skills common to the contemporary business environment.

PLO 2: Speak and write business communications efficiently and effectively.

PLO 3: Demonstrate a basic understanding of monetary and legal aspects of the 21st century business environment.

Management AS

PLO 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.

PLO 2: Students will incorporate management theory and practice into understanding of broader business curriculum.

PLO 3: Students will demonstrate an ability to think as an entrepreneur and recognize how resource costs effect pricing and managerial operations.

2) Summarize the progress you have made on Program Level Outcomes.

Last year was an observation year which lead to contemplation of curriculum evaluation and possible changes based on the information presented in 3A (1) above. Any changes would occur, if necessary, through revisions of course SLOs and/or PLOs to reflect contemporary concepts.

3) Summarize the progress made on course-level outcomes and assessments; use specific data, if possible.

The success of the program is based on the success rate in each course as submitted in SLO reports from instructors in the year 2016-2017.

Business Administration and Business

On average, the success rates for students for all SLOs in **BADM 1** Business Law I (**75%**) and II (**81%**) online is higher than that of the students in the traditional venue (**46%**). The traditional rate was calculated based on an objective exam that was open book, open notes while in the online course students were allowed to use their book and notes. Although it would appear that allowing students to use their books and notes positively impacted student success, this is not necessarily true since there was no time limit imposed on students who took proctored exams in the testing lab or remotely. On average, student success for all Spring 2017 SLOs in both **BADM 5** Introduction to Business (**56%**) and **BADM 6** Business Communications (**70%**), which have only been offered online, requires further review. Student success is appears to be higher in the online courses than in the traditional presentation.

Management

The management program is a program that generally has good enrollment. However, the current data from the spring 2017 semester indicates a slight drop in enrollment last year both online and in the traditional presentation, which was the enrollment trend in all areas across the state. On average the **MGMT 1** course **73%** of the students who completed were successful at demonstrating their understanding of the SLOs. The same is true for the following: **MGMT 3 (72%)**, **MGMT 5 (65%)**, **MGMT 6 (71%)**, and **MGMT**

7 (86%). As mentioned above, student success is typically higher in the online courses than in the traditional presentation

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

During the past year, instructors in BADM and MGMT have revised course lectures, incorporated current textbooks, and updated assessment methods. Some of these changes are too new to assess their impact; we will continue to assess them in the coming year.

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

Overall, I believe both programs need improvement in the areas of assessment consistency among instructors. The SLOs for each course in both programs will be reviewed to ensure the course assessments align with the PLOs. Last, the scheduling of course offerings will be addressed as they relate to students' needs for program completion and retention.

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 Degree and Declared Majors report indicates that for the past 5 years enrollment has decreased an average of 14%; however, there has been no significant change in the number of degrees/certificates awarded. Nevertheless, these reports have been helpful in gauging the program's effectiveness and directly impact items that will be added to the action plan to improve student headcount and success.

1a) If this is a CTE program ending with a certificate or degree, include data on employment opportunities, compliance with advisory recommendations, and fiscal viability of program. (Include labor market and demand information using resources in CTE and the PR Handbook.)

Employment of business and financial operations occupations is projected to grow 8 percent from 2014 to 2024, about as fast as the average for all occupations, adding about 632,400 new jobs. A stronger regulatory environment is driving the demand for more accountants and auditors who prepare and examine financial documents. This median annual wage for business and financial occupations was \$66,530 in May 2016, which was higher than the median annual wage for all occupations of \$37,040. Business and Financial Occupations: <https://www.bls.gov/ooh/business-and-financial/home.htm>

Employment of management occupations is projected to grow 6 percent from 2014 to 2024, about as fast as the average for all occupations, which will result in about 505,400 new jobs. Employment growth will be driven by the formation of new organizations and expansion of existing ones, which will require more workers to manage these operations. The median annual wage for management occupations was \$100,790 in May 2016, which was the highest wage of all the major occupational groups. Management Occupations: <https://www.bls.gov/ooh/management/>

2) Summarize the results of the measures listed in #1 above:

Based on the reports listed above, despite the decline in enrollment there is still a need for trained business and management graduates. The industry projections indicate that there will be a need for students in clerical and management positions through the year 2024. Hence, it is vital that the BADM and MGMT programs continue to include contemporary issues and incorporate the 21st century skills necessary to graduate students who will be competitive in today's marketplace.

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.)

I learn that the PLOs must address the needs of the current employment marketplace and that the courses must be evaluated consistently to ensure our students are prepared to achieve personal and professional growth. This will be accomplished by utilizing resources on and off campus.

D. TWO YEAR SCHEDULING PLAN

1) What is the program’s Two-Year Scheduling Plan?

| | |
|---|--|
| <u>Business Administration (2-Year Plan)</u> | |
| <p><u>Fall – Even Years</u> *</p> <p>BADM 1 BADM 2 BADM 19 BADM 51 ECON 2</p> | <p><u>Spring – Odd Years</u>*</p> <p>BADM 1 BADM 2 BADM 19 BADM 51</p> |
| <p><u>Fall – Odd Years</u>*</p> <p>BADM 1 BADM 19 BADM 51</p> | <p><u>Spring – Even Years</u>*</p> <p>BADM 1 BADM 19</p> |
| <p><u>Summer (Online)</u></p> <p>BADM 5</p> | |
| | |
| <u>Management (2-Year Plan)</u> | |
| <p><u>Fall – Even Years</u>*</p> <p>MGMT 1 MGMT 3 MGMT 5</p> | <p><u>Spring – Odd Years</u>*</p> <p>MGMT 1 MGMT 3 MGMT 5</p> |
| <p><u>Fall – Odd Years</u>*</p> <p>MGMT 1 MGMT 3 MGMT 5</p> | <p><u>Spring – Even Years</u>*</p> <p>MGMT 1 MGMT 3 MGMT 5</p> |
| <p><u>Summer (Online)</u></p> <p>MGMT 1</p> | |
| <p>*The courses may be offered live and/or online each semester.</p> | |

2) What changes, if any, have been made since the last Program Review?

Since the last Program Review, two major adjustments to both programs have been made:

- 1) Course were offered at the State Street facility to service students who cannot attend classes on main campus.
- 2) Traditional offerings of course that were previously only offered online were added to the schedule in spring 2017.

However, we are keeping an eye on how those changes are impacting completion and success/retention rates and will continue to make revisions as they become necessary.

3) How effective has the Two-Year Scheduling Plan been in meeting student needs and educational goals? If this is a degree or certificate pathway, can students complete in two years?

The plan was problematic because many of the courses were not offered on campus. Now that more live courses are being offered we will be able to service a wider range of students.

4) Reflecting on the responses above, what are the goals for the next program review cycle?

I believe that the two-year scheduling plan has not been as effective in helping students complete on time because there are too many offerings in a school year. Offering courses too frequently seems to promote early student drops and/or instructor drops because students can wait until the next semester to take the courses. Furthermore, the saturation of course offerings adversely affects the completion rate and the success/retention rate for these programs. All of the aforementioned factors negatively impacts the fill rate and contact hours for BADM and MGMT; especially for the traditional mode of course delivery.

The goal for the next program review cycle is to review and revise the scheduling process.

4. Curriculum

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

BADM 3 – Entrepreneurship, added to the **BADM** program, was developed in the fall 2016. It was approved by the BCC curriculum committee and has been sent to the Chancellor’s Office for approval. This is an important course to implement into the curriculum based on the industry needs outlined in the Chancellor’s Strong Workforce program.

B. Verify currency of curriculum: Other than above, what changes have been made in the curriculum since the last full program review? (*Updates, delivery mode changes, archives, deletions, revisions, etc.*)

C-ID descriptors were reviewed for the BADM AS-T degree and are aligned with the requirements for the state.

1) **CURRICULUM CURRENCY: Verify that all Transfer Level Courses are current and aligned for transfer.** (May require reviewing ASSIST or meeting with Articulation Officer.)

BUSINESS ADMINISTRATION

The following information was taken directly from the current catalog and is confirmed from the ASSIST system at http://web2.assist.org/web-assist/report.do?agreement=tca&reportPath=REPORT_2&reportScript=Rep2.pl&event=23&ia=BARSTOW&ay=16-17&arc=N&dora=BADM

This report verifies that the Business Administration program is current and aligned for transfer.

| REQUIRED MAJOR CORE COURSES | UNITS |
|---|-------|
| ACCT 1A | 3 |
| ACCT 1B | 3 |
| BADM 1 | 3 |
| ECON 1 | 3 |
| ECON 2 | 3 |
| LIST A: SELECT ANY 1 COURSES FROM THE FOLLOWING | |
| MATH 2 | 4 |
| LIST B: SELECT ANY 2 COURSES FROM THE FOLLOWING | |

| | |
|---------------------------------|--------------|
| CSIS 1 | 4 |
| BADM 5 | 3 |
| BADM 6 | 3 |
| MINIMUM UNITS REQUIRED IN MAJOR | 25-26 |
| GENERAL EDUCATION COURSEWORK | <u>40</u> |
| TOTAL UNITS REQUIRED (MINIMUM) | <u>65-66</u> |
| MANAGEMENT | |
| This degree does not transfer. | |

2) **CURRICULUM DEVELOPMENT:** *Verify that all textbooks on Course Outlines of Record (COR) are up to date. Normally, textbook editions should be within five years for articulation. (Contact Articulation Officer for additional information.)*

All textbooks were updated for all courses in **BADM** and **MGMT** this fall and updated in CurricuNet.

C. List any courses not in full compliance with appropriate guidelines, including ASSIST, C-ID, Curriculum Committee, prerequisite validation, etc. (NOTE: Any courses that have not been updated in the past six years may not be in compliance. See Curriculum Manual or Articulation Officer for additional information, if necessary.)

All courses are in full compliance with the appropriate guidelines.

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

As part of the Program Review or Update, all textbooks, lectures, and other updates will be reviewed based on the SLOs submitted by each instructor at the end of each school year.

5. Internal Factors (see Handbook for additional information)

A. **Strengths:** *Current aspects of the program or department that serve it and its future well. These aspects include what it does well, what it's known for, what it takes pride in, and so forth. Strengths represent competencies or characteristics that the department or program may wish to enhance or preserve actively, even aggressively.*

- One of our strengths is in our pool of Instructors for both BADM and MGMT who care about our students' success. We have enough highly qualified instructors to provide a variety of course offerings and are willing to reach out to remote students – especially our military students at Ft. Irwin.
- Our curriculum is up-to-date; virtually all textbooks have been changed which include changes to lectures, assessments, and the utilization of additional resources on and off campus.
- Several of our instructors have developed partnerships with community organizations and have invited these industry leaders to participate in the development and presentation of program concepts.

6. External Factors (see Handbook for additional information)

A. **Opportunities:** *Current trends and events occurring outside the department that, if taken advantage of, are likely to have a positive effect on its long-term success. Examples may include: realistic training opportunities; industry trends; revenue-generation opportunities; development of new tools or technology to help manage workload.*

- Through the Strong Workforce Program, there is funding and opportunities for professional growth in entrepreneurship. Current research has proven that small businesses and the ability to utilize innovation and risk-taking is the key to personal and professional growth.

<http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/2017-EWD-Report-r2-ADA-Reduced.pdf>

- The local area chambers and rotary clubs provide professional networking opportunities for our students as well as earn scholarships and contribute to their surroundings.
- The BCC campus has several opportunities for students to become leaders through participation in clubs such as ASG, BSU, and CTE.

B. Threats: *Current trends and events occurring **outside** the department or program that could jeopardize its success represent potential threats. Examples may include: state, regional, or institutional economic/budget climate; loss of support services; seasonal fluctuations in workload.*

As with all of the programs offered in CTE, the continued success depends on funding at the state level. Lack of funding based on enrollment and

7. Continuing Education/Professional Development

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

BADM and **MGMT** instructors have attended conferences for Academic Senate, Curriculum Committee, and the Strong Workforce Program initiated by the Chancellor's office in addition to pursuing advanced degrees in for their own personal growth. They also are members of professional organizations in business and management.

B. How did this benefit your department and the College?

Both programs and the College will benefit because our students will graduate with an understanding of contemporary concepts and 21 century skills in business and management that will translate into the workforce. Additionally, these students will become leaders on the BCC campus and in the Barstow community.

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

Instructors will continue to attend discipline related conferences. They will also be encouraged to participate on BCC committees and in community organizations that will improve the understanding and opportunities for students in these programs.

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.)*
- If the program does not have prior goals and objectives, please explain.

Since the last update of **BADM** and **MGMT**, the instructor team shared their SLOs and comments related to improving them. The only changes made to the courses were textbook changes which required revisions to the lectures presented to the students. As a team, we discussed our ideas on developing a marketing plan to obtain more students; these plans were shared with the College administration that used them as part of an overall marketing plan.

9. Goals/Objectives/Actions (ACTION PLAN)

- GOALS:** Formulate Program Goals to maintain or enhance program strengths, or to address identified weaknesses.
- ALIGNMENT:** Indicate how each Goal is aligned with the College's Strategic Priorities.
- OBJECTIVES:** Define Objectives for reaching each Goal.
- 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 | OBJECTIVE | ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE | OUTCOMES, MEASURES, and ASSESSMENT |
| #1 | Revise MGMT certificate and degree to by submitting changes to curriculum for approval spring 2018. | <i>List all that apply:</i> <ul style="list-style-type: none"> ➤ Foster an innovative learning environment that respects diversity. ➤ Provide students a successful college learning experience. ➤ Promote and support student engagement. | #1 Evaluate certificate and degree information for MGMT . | Gather certificate and degree information for MGMT . | Necessary revisions will be obtained by the second week of November 2017. |
| | | | #2 Obtain curriculum packet. | Complete curriculum packet. | The completed packet will be submitted by the last week of November 2017. |
| | | | #3 Present curriculum changes to Curriculum Committee. | Submit curriculum changes to Curriculum Committee. | The changes will be on the agenda for the first curriculum meeting in Spring of 2017. |
| | <i>Additional Information:</i> | The logical progression of a program is that the certificate should lead into the degree. In that way, students can complete the MGMT program in an orderly manner. Student success cannot be attained in this discipline without these changes. | | | |
| #2 | Evaluation and revise SLOs for BADM and MGMT to ensure they align with their respective PLOs. | <i>List all that apply:</i> <ul style="list-style-type: none"> ➤ Foster an innovative learning environment that respects diversity. ➤ Provide students a successful college learning experience. ➤ Promote and support student engagement. | #1 Evaluate SLOs for all courses in BADM . | Gather SLO reports from all instructors at the end of each semester for BADM . | Complete revision of BADM program by early December 2017. |
| | | | #2 Evaluate SLOs for all courses in MGMT . | Gather SLO reports from all instructors at the end of each semester for MGMT . | Complete revision of MGMT program by early January 2018. |
| | | | #3 Present any changes necessary to the curriculum Committee for BADM and MGMT SLOs and/or PLOs. | Complete curriculum packet forms as necessary. | The changes will be on the agenda for the second curriculum meeting in Spring of 2017. |
| | <i>Additional Information:</i> | There has not been a review of the SLOs and PLOs for these programs in more than three years. Some of these goals may need to be revised to support more contemporary concepts in business and management. | | | |
| #3 | Assess and revise 2-year plan course offerings for BADM and MGMT programs. | <i>List all that apply:</i> <ul style="list-style-type: none"> Foster an innovative learning environment that respects diversity. Provide students a successful college learning experience. Promote and support student engagement. | #1 Gather information for BADM course offerings for the last two semesters. | Review course schedules for BADM and compile suggestions. | A list of course offerings for the last year will be generated and used for evaluation for future scheduling. |
| | | | #2 Gather information for MGMT course offerings for the last two semesters. | Review course schedules for MGMT and compile suggestions. | A list of course offerings for the last year will be generated and used for evaluation for future scheduling. |
| | | | #3 Set an appointment with Dean of Workforce Development to discuss scheduling for fall of 2018. | Set a meeting with the Dean of Workforce Development to plan course scheduling for 2018-2019 school year. | A schedule will be devised to support student needs for the 2018-2019 school year. |
| | <i>Additional Information:</i> | Careful consideration of course scheduling must be conducted based on the data presented in section 3 of this PR. | | | |

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.3)

IMPORTANT: A BUDGET ALLOCATION PROPOSAL must be completed and submitted for **EACH** new resource requested.

| Goal # | Objective # | Resource Required | Estimated Cost | BAP Required? Yes or No | If No, indicate funding source |
|--------|-------------|-------------------|----------------|-------------------------|--------------------------------|
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| Annual Update #1 | Academic Year: <input style="width: 90%;" type="text"/> |
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**1. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs)
(from #3B of full PR)**

A) List your Program Level Outcomes:

B) Summarize the progress you have made on Program Level Outcomes (PLOs):

C) Summarize the progress you have made on course level outcomes and assessments (SLOs):

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

E) Reflecting on the responses for B) and C) above, what will you implement for the next assessment cycle?

2. GOALS AND OBJECTIVES (Taken From #9--Action Plan--of FULL Program Review)

| GOAL | OBJECTIVE | ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE | OUTCOMES, MEASURES, and ASSESSMENT |
|------|-----------|---|------------------------------------|
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Goal #3 Annual Update: (Assess progress made toward goal attainment)

3. Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, 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.3)

IMPORTANT: A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

PROGRAM REVIEW: Business Administration and Management

| Goal # | Objective # | Resource Required | Estimated Cost | BAP Required? Yes or No | If No, indicate funding source |
|--------|-------------|-------------------|----------------|-------------------------|--------------------------------|
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| Annual Update #2 | Academic Year: <input style="width: 90%;" type="text"/> |
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**1. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs)
(from #3B of full PR)**

A) List your Program Level Outcomes:

B) Summarize the progress you have made on Program Level Outcomes (PLOs):

C) Summarize the progress you have made on course level outcomes and assessments (SLOs):

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

E) Reflecting on the responses for B) and C) above, what will you implement for the next assessment cycle?

2. GOALS AND OBJECTIVES (Taken From #9--Action Plan--of FULL Program Review)

| GOAL | OBJECTIVE | ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE | OUTCOMES, MEASURES, and ASSESSMENT |
|------|-----------|---|------------------------------------|
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Goal #1 Annual Update: (Assess progress made toward goal attainment)

| GOAL | | OBJECTIVE | | ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE | OUTCOMES, MEASURES, and ASSESSMENT |
|------|--|-----------|--|---|------------------------------------|
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Goal #2 Annual Update: (Assess progress made toward goal attainment)

| GOAL | | OBJECTIVE | | ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE | OUTCOMES, MEASURES, and ASSESSMENT |
|------|--|-----------|--|---|------------------------------------|
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Goal #3 Annual Update: (Assess progress made toward goal attainment)

3. Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, 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.3)

IMPORTANT: A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

| Goal # | Objective # | Resource Required | Estimated Cost | BAP Required? Yes or No | If No, indicate funding source |
|--------|-------------|-------------------|----------------|-------------------------|--------------------------------|
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