Instructional Program Review Template

What is an Instructional Program?

An Instructional Program or program of study is comprised of selected courses that lead to a degree or certificate. We have several types of instructional programs—the Associate of Arts (AA) degree, the Associate of Science (AS) degree, the Associate of Arts Transfer degree (AA-T), the Associate of Science Transfer degree (AS-T), and the Certificate.

All Instructional Programs are situated within a specific Guided Pathway that consists of a community of related disciplines. For example, the Biology AS-T is part of the STEM Pathway, which includes the disciplines of Science, Technology, Engineering, and Mathematics.

Program Name

Indicate the type of program here: ☐ AA; ☒AS; ☐AA-T; ☐AS-T; ☐Certificate

Program Name: Associate of Science, Business Administration

Academic Year: 2023-2024

Name of Faculty Submitter(s): Denise Pasley

I.   Program Description

The purpose of this section is to provide the reader and/or reviewer with a brief snapshot of the program. This section should be kept short, a few paragraphs at the most, and address the following:

A. What is the program mission and how does it support the institutional mission?
The Associate of Science in Business local degree allows the student to obtain a fundamental background in business principles and techniques. In addition to the core business classes, graduates of this program can focus on one or more academic areas: accounting, management, entrepreneurship, and general business. Program content provides students with rigorous and relevant course content that supports the BCC Institutional Learning Outcomes and their career aspirations.

B. What is the program vision and how does it support the institutional vision?
The vision for this program is to continuously develop content that provides students with relevant, rigorous courses that meet the needs of business industry leaders to obtain skilled employees for the 21st-century workplace.

C. Please provide a short program description:
This degree program consists of four core business courses and four career focuses (tracks). Students choose one of the four tracks in the area of their interest. The Management focus prepares students for practical knowledge of the manager's role as a facilitator of a business's efficient and effective operation. Accounting prepares students to gain entry-level employment in a financial environment. Entrepreneurship introduces the complexity of small business ownership through mindset, design thinking, start-up, and money and finance.

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D. How does your program align to and/or support one or more of the following BCC Strategic Priorities?
The contribution of the Business Administration Associate Degree

- Innovate to Achievable Equitable Student Success
- Ignite a Culture of Learning and Innovation
- Build Community
- Achieve Sustainable Excellence in all Operations

II. Program Effectiveness

The purpose of this section is to evaluate the program holistically by reviewing and analyzing data in the areas of Students, Courses, Program, and Faculty.

For each item below, review the data provided. As you examine the data, be on the lookout for trends and outliers while also considering how the data connects to fostering student success, helping students reach their goals, and furthering the mission of BCC.

Provide a short analysis (2-3 sentences) for each item. If data are not available (i.e., student satisfaction surveys), please indicate that on the form.

Course Data and Analysis

A. **Course Success Rate by**
- Mode of instruction
- Scheduling
- Faculty Status (PT vs FT)

Although the student success rate was the highest in the traditional mode of instruction in the school year 2022-2023 (84.6%); however, this data does not accurately reflect student success in the program. The low enrollment of students in traditional and hybrid classes after the pandemic creates an illusion of higher success. A more accurate representation of success rates is the numbers for the online presentation classes.

The highest success rate for online students was 77% in 2020-2021 and declined an average of 5% in the subsequent years. The success rate for traditional and hybrid courses increased by approximately 26% in the same time period. Therefore, student success has been virtually the same through the pandemic and as students transitioned back to campus classes. Further, this conclusion is evident in the faculty status data for the same period.

Part-time faculty success rates declined 7.7% over the 3-year period, while full-time faculty success only declined by 4.8%. This leads to the conclusion that success rates for full-time faculty were positively impacted by the transition from fully online to hybrid/on-campus.

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    B. Retention Rate by
- Mode of instruction
- Scheduling
- Faculty Status (PT vs FT)

There is virtually no difference in retention rates based on mode of instruction, scheduling, or faculty status over the 3 years. Hybrid or traditional classes were not offered in the year 2020-2021. In the subsequent years, retention rates increased by as much as 50% in all categories with part-time faculty having the highest retention rate. Further, this could indicate that students are completing courses toward the degree.

    C. Section Count by
- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

By far, online was the most popular for all data years. Due to COVID-19 restrictions, there were very few if any courses held in hybrid or traditional formats.

    D. Enrollment Count by
- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

Online learning continues to be the largest enrollment for this program. A major contributing factor was the COVID pandemic which lasted two years. It wasn't until Spring 2022 that traditional and hybrid courses began to return to the college campus. Although enrollment in these classes was significantly lower than online, they increased by 86% at the end of year three.

    E. Class Size Average by
- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

The average class size is by far the online mode of instruction which is very likely due to the COVID-19 restrictions. With this in mind, class size was not impacted by the time of day or faculty status.

    F. Efficiency: WSCH, FTES, FTEF

        The efficiency rates for part-time faculty are higher for all years based on FTEF and FTES. However, part-time faculty appear to have reached the limit of their contact hours which in turn has caused the 1.3 full-time faculty members to accept a significant amount of overload for the latter two years.

Student Equity Course Data

    A. What equitable practices are being performed by most or all courses within the program (ACCJC Standard 2.2, 2.6, 2.7, 2.8, 2.9)? Please review the following equitable practices and check all that apply.

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☒ Multiple options for knowledge acquisition

☒ OER materials

☒ Use of Early Alert

☐ Audio files as video alternatives

☒ Provides students an opportunity for feedback on instruction

☒ Ensures all student races and backgrounds are represented in the classroom and the curriculum

☒ Presentation of resources from campus departments

☒ ADA compliant materials

☐ Use of graphic organizers

☒ Promotes peer community building and support

☒ Seeks multiple perspectives

☒ Correlates learning with real-life experience

☒ Probing and clarifying techniques

☒ Creates space for students to ask for help

☐ Utilizes learning pact

☒ Includes resources in syllabus

☒ Provide reminders to students throughout course about resources available

☐ Collaborative note-taking

☐ Other:
Click or tap here to enter text.

B. Specifically discuss any equity gaps that have surfaced in the data.
In the courses that I teach, I include all of the checked equity opportunities. However, I am not sure what is being done by other professors/instructors, nor am I sure of the procedures for follow-through once I have identified the student concerns to other departments.

C. What innovative plans or projects will help to close these gaps?
Equity gaps could be closed if faculty learn how to teach students to efficiently and effectively use AI – especially those with learning challenges.

Curriculum

A. Have all program courses been peer reviewed within the last 5 years (ACCJC Standard 2.2, 2.3)? If no, please name the course and when it is scheduled for peer review.
☒ Yes   ☐ No

B. Have all courses been taught at least once within a two-year time frame? If no, please list the course(s) that has/have not been taught within the last two academic years and why (ACCJC Standard 2.5).

☒ Yes   ☐ No
Click or tap here to enter text.

C. Have there been any changes to the curriculum (courses or program) since the last full program review? What changes and why?
No

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D. If you feel there are any relevant curriculum details not covered in the above three questions, please list them here (optional).
Click or tap here to enter text.

Program Learning Outcome Assessment Data (Standard 2.9, 4.3)

Use the section and questions below to summarize findings, trends, and future action for the PLO assessment data.

Program Learning Outcomes	Assessment Results – Summary of Data	Please list any future plans based on results
A. Demonstrate a working knowledge of 21st-century skills common to the contemporary business environment.	In the year 22-23, students who did not meet expectations increased by 6%. The lowest performing demographic was Pacific Islander/Hawaiian who assessed below 70%.	Update course materials to reflect newest 21st-century skills for students: https://www.aeseducation.com/blog/what-are-21st-century-skills
B. Speak and write business communications efficiently and effectively.	An average of 88% of students in the program met the program's expectations. The number of students who did not meet expectations increased by 3.2%. The factors that likely attributed to this are 1) no data for Pacific Islander/Hawaiian in Fall 22. Then in the spring, two students were recorded with one meeting and the other not meeting expectations; and 2) the age group 40-49 that did not meet expectations increased by 17.9%	See above
C. Demonstrate a basic understanding of monetary and legal aspects of business.	Overall, the percentage of students that did not meet expectations doubled in F22 – S23. The demographics that had the greatest impact on this increase are ages 40-49, the unknown	See above

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	ethnicity, and the unknown gender.	
D. Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
E. Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

A. Since the previous program review, what changes or actions, if any, have been taken to improve outcomes?
Every semester, discussions (in person and online) are revised to include contemporary topics related to topics in each focus area. These topics are intended to provide students with real-world examples to help them make the connection between business activities and their personal experiences. Other updates to courses in the program include team projects with real-world experiences using gaming software to address SLOs 1 &3 and the inclusion of oral presentations to address SLOs 1 & 2.

B. Please reflect on the PLO data above and discuss any possible strengths the program has based on the data.
The average student success rate in all SLOs by the end of spring 2022 is 86.4%. This indicates that a large majority of students were able to perform tasks related to these learning outcomes. The strength of this program is in the content developed by faculty which includes contemporary concepts students need to succeed in business in today's workforce.

C. Please reflect on the PLO data above and identify areas for student-centered growth or improvement.

- Are there specific courses/SLOs that the program would like to focus on for growth and improvement?
The data shows that in the spring of 2023, the group of students that did not assess well were students in the age range of 40+. Although this is only 12% of the students assessed, this demographic made a significantly negative impact on program success in all SLO areas. It will be suggested to faculty that activities be added to all courses that focus on this demographic group.

- What actions can help grow or improve these areas moving forward?
To improve the success of the program, we will include more diversity, equity, and inclusive content to meet the needs of all demographic areas. Student-led projects such as those connected to ethnic celebrations, events, or work-based opportunities could be added to enhance the courses. Because of these changes, assessments will also be revised.

D. Please reflect on assessment data trends based on ethnicity, race, and gender.

- What actions can the program take to support equitable outcomes?
To support equity, assignments, and discussions will be revised to include assignments, lectures, videos, etc. that address the groups impacted. Extra credit points could be added to encourage students to attend equity-related events on campus or in their community.

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- Are there specific student groups the program would like to focus their efforts on?

We will focus on African Americans, Pacific Islander/Hawaiians, and ages 40+, especially in the areas of SLOs 2 &3.

Program Data and Analysis

A. Demographics

	20-21	21-22	22-23
Female	15	11	13
Male	7	3	4
Asian/Filipino	NA	NA	1
Black/AA	1	2	2
Hispanic	9	4	7
Two or More	2	NA	1
White	10	8	6

B. Award Count

	20-21	21-22	22-23
All Students	15	14	17

C. Student Equity Program Data

- Specifically discuss any equity gaps that have surfaced in the data.

As indicated in the overall school data, Black African Americans earned the fewest awards in the program. The data for the group Two-or-More is lower; but, is insignificant because few students are identifying themselves in this category. Since there is no data for Asian/Filipino students in the years prior to 22-23, it is not definitive that there is an inequity there. Overall, the equity gaps appear to be with Black/African American and male students despite the slight upward trend for these demographic groups.

- What innovative plans or projects will help to close these gaps?

To support equity, assignments, and discussions will be revised to include assignments, lectures, videos, etc. that address the groups impacted. Extra credit points could be added to encourage students to attend equity-related events on campus or in their community.

D. Student or Program Satisfaction Survey Results

I do not have these results.

E. **CTE-specific data**
- CTE Advisory Boards
- Labor Market data
- Program Viability

CTE Advisory Board Meeting Summary

Participants in the Spring 2023 Business Administration Advisory Board indicated a need for soft skills such as conflict management, and verbal and nonverbal communication should be added to business classes. The faculty indicated that there are several courses already in place that address these concepts such as Business Communications, Entrepreneurial Mindset, and Introduction to Business. Further, there currently exists noncredit classes in customer service/essential skills, and a plan to start a student-run business on the campus approved by the BCC Board of Directors that will provide students with real-world experience in soft skills.

Labor Market Data

As of March 2023, the Inland Empire/Desert Centers of Excellence (COE) projects that over the next five years (2021-2026) community college-level business management employment will increase by 15% with annual job openings of 3,116 and hourly earnings between $23.52 to $23.82.

Program Viability

The COE recommends business management programs expansion to meet the needs of the workers in this region. This is due to the high hourly earnings and strong demand for workers in the area.

Although this is a local degree that does not transfer, the students can choose to focus in one of four areas: business (general), accounting, entrepreneurship, or management. They can earn a degree or certificate. With this option, students are better prepared to go to work in their desired career because they will obtain skills specific to employer needs.

Refer to the attached COE data.

F. **Comparative data (compared to BCC and/or compared to other programs)**
For the years 2019-2022, BCC is one of the top 6 colleges in the region to confer AS Business degrees. This comparison is impressive considering BCC is one of the smaller colleges in the region with a smaller area to market to new students.

G. **Institution-Set Standards and the Big Picture**
This section provides an opportunity to tie in all the data about the program to tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes.

1. How is your program doing overall based on observation of program data?
   Click or tap here to enter text.

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2. Provide an analysis of the "big picture" by reflecting on how your program data compares to the Institution-set Standards below.
As of 2022-2023, the Overall Course Completion Rate is 71.1%; the Business Administration Degree is 53%; and the Certificate of Achievements (COA) is 58%. Based on the data,

	Institution Set (Floor)	Stretch Goal (Aspirational)	Program Data
Course Completion Rates	**74%**	**76%**	
Certificates	**81**	**97**	
Degrees	**437**	**524**	
Transfers	**213**	**287**	
*Licensure Exam Pass Rates	**70%**	**79%**	
*Employment Rates	**60%**	**73%**	

degrees in this program are slightly lower than the institutional standard; the number of degrees conferred was 12% of the institutional standard. This program is local and does not transfer nor does it require any licensure exams to pass. By 2026, employment in the region is projected to increase by 15%.   Overall, I believe that the decreased enrollment due to COVID-19 had a direct impact on the decrease in degrees conferred. It is anticipated that as some students who prefer some live interaction with instructors return to campus, the Business Administration degrees and certificates will continue an upswing. The data for 2022-2023 already demonstrates a positive change. Please refer to the attached Inland Empire Center of Excellence (IECOE) LMR report.

*Applicable to CTE

Guided Pathways and Response
A. Name of the Guided Pathway that your program is a part of
Business and Industry
B. List the other programs (clusters) that are part of your Guided Pathway
Cosmetology, Welding, IMMT, Automotive, Accounting, Computer Business Information Systems
C. Provide a summary of how your program collaborates with other programs (clusters) in your Pathway.
Examples of collaboration: meetings, projects, conferences, other cross-disciplinary professional development, etc.
Faculty in this program have collaborated with several CTE programs to infuse an entrepreneurial mindset into their curriculum. There are also discussions with faculty in disciplines such as Communications to develop a cross-curriculum project. The Business Administration faculty will continue to pursue opportunities to collaborate with disciplines as they arise.

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Faculty/ Program Staff Data and Analysis

A. Faculty Load (FTEF)

	2020-2021	2021-2022	2022-2023
Full-time	5.2	4.27	5.47
Part-time	4.0	3.87	4.27

B. FT/PT/OL Faculty Ratio

	2020-2021	2021-2022	2022-2023
Full-time	56.6%	45.1% (Overload 7.38%)	41.8% (Overload 14.4%)
Part-time	43.5%	47.5%	43.8%

C. Faculty Professional Development

1. Please list any professional development that faculty members have participated in (Standard 3.2)
   Faculty have participated in workshops and webinars in business management, cosmetology, cyber security, human resource management, and entrepreneurship. This includes the Academic Senate Plenary and the National Association of Community College Entrepreneurship (NACCE) Conference.

2. Please list any professional development that faculty members would benefit from (Standard 3.2)
   Faculty would benefit from understanding Artificial Intelligence and its legitimate use for business.

3. Does the program have sufficient staffing and support? Please discuss. (Standard 2.7)
   Based on the FT/PT/OL Faculty Ratio above, there is an efficiency strain on full-time business instructors. As mentioned in section II of Program Effectiveness letter F, the Business Administration program has only 1.3 full-time faculty to support 4 programs. Part-time faculty support has been excellent; however, these instructors are contractually limited to the number of courses they can teach in a semester. Therefore, to meet the enrollment needs, full-time faculty must accept overload assignments which puts additional stress on their available time to complete contractual obligations other than teaching.

D. Overall Observation of Data on Faculty

This section provides an opportunity to tie in all the data about faculty to tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes.

Provide an analysis of the "big picture."

The Business Administration discipline consists of an Associate Degree for Transfer, an Associate Degree (local), and five certificate programs: Customer Service, Management, Business, Accounting, and Entrepreneurship. Annually, full-time faculty must maintain and review each program. To complete these

tasks, there are only two full-time faculty members in the discipline. In fact, there is only one full-time faculty member dedicated to managing all but one of the degree and certificate programs. This faculty member also teaches the bulk of the courses since the second full-time faculty member also teaches and manages programs in history and economics.

Ten years ago, in 2014, was when the first fully dedicated Business Administration faculty member was hired. Since then, the existing programs have been revised, and new programs created. Recently, added innovative programs included noncredit courses created for Career Technical Education (CTE) such as Customer Service designed to meet the growing needs of employers in the region.

The current, dedicated full-time faculty member has been responsible for:

1) Creating and submitting new programs through the curriculum process.
2) Acting as the voice of the Business Administration on all BCC committees.
3) Representing BCC at regional events for Career Technical Education.
4) Reviewing and updating all programs through the Program Review process.
5) Developing student leadership activities through ASG.
6) Teaching all classes in the Business Administration program as contracted including additional overload classes.

The projected BNSF Barstow International Gateway will also require BCC to create more innovative programs in Business. Hence, if this program is to grow, it is inherent that the number of full-time faculty must grow. Not only will an additional full-time faculty member assist in the duties above, but they will also bring new energy, creativity, and innovation to collaborate on programs that will catapult BCC students to the head of the line in the workforce.

It is exponentially more difficult to capture this energy with part-time employees. Most of them are employees who have full-time jobs or are retired, and teaching is supplemental. In addition, the majority of our part-time faculty do not live in the area, and it could appear to the students and employers as if they are not invested in the community.
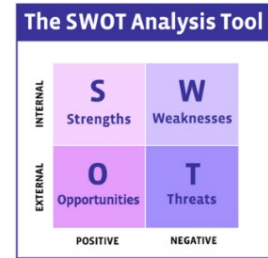
In conclusion, there has been a need for an additional full-time, tenure-track Business Administration faculty member for at least 5 years. In the question below, you are references to sections in the Program Review that support this need with numerical data. As previously mentioned, this program consists of two degrees and five certificates that can only be reviewed by one existing full-time faculty member. If this issue is not resolved, the capacity for program growth will become stagnant. A lackluster Business Administration program would be detrimental to the future of Barstow Community College as it competes with local community colleges in the area. It would be fiscally impractical to have the BA program depend upon eliciting part-time faculty to complete full-time faculty duties. Doing so would require paying additional funds to part-time employees, many of whom are disconnected from the college community. These funds would be better utilized by hiring a full-time, tenure-track Business Administration faculty member who is available to influence students in the local community and directly support and grow the program by bringing creativity and innovation to the students and the BCC campus at large.

Instructional Program Review Template

SWOT Analysis

Conducting a SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) is another tool that can help areas evaluate themselves. The SWOT Analysis not only looks internally, but externally as well.

The SWOT Analysis provides a way for areas to highlight their accomplishments and also identify possible gaps or issues that need to be addressed.

	Positive/ Helpful	Negative/ Harmful
Internal	STRENGTHS - Strong part-time faculty support program. - Strong support from CTE Dean and staff. - Successful online courses. - Dual enrollment.	WEAKNESSES - Too few full-time faculty members dedicated to the discipline that has a local and transfer degree. - Little time or no time for collaboration or innovation within the discipline or across the curriculum. - Marketing of business courses in the program is ambiguous. - Students enter the program with limited basic skills to help them navigate within the school environment. - Student voices lacking.
External	OPPORTUNITIES - Collaboration with other disciplines to create learning communities to support student equity. - Develop student-led opportunities such as clubs, participation in community activities, and/or work-based learning.	THREATS - Little or no community relationships in the area of business could cause potential students to look elsewhere. - Local community do not know the programs available at BCC. - Victor Valley College business program expansion.

Instructional Program Review Template

III. Program Goals, Objectives, and Outcomes

The purpose of this section is to use data to develop goals and objectives for the next three years. Reflect on the responses to all the previous questions and the SWOT analysis in Section Two.

As you develop goals and objectives,

- *Formulate **two to three** Program Goals to maintain or enhance program strengths, or to address identified weaknesses (cite evidence from assessment data and/or other student achievement data, course, faculty, etc).*
- *indicate the **status** of the Program Goal (ex: is the goal new, a carry-over from the previous program review cycle, etc.)*
- *Indicate how each Goal is **aligned** with the College's Strategic Priorities.*
- *Indicate how each goal is **aligned** with the Pillars of Guided Pathways.*
- *List at least one **objective** for reaching each goal.*
- *Develop an **outcome** statement for each objective.*
- *Explain how you will **measure** the outcome.*
- *List any **resources** that will be needed to achieve the goal.*

GOAL #1

Close equity gaps for students in the Business (local) program by providing for low-cost or zero cost OER support all core courses in the degree.

A. This Goal is

☐　　New

☒　　Continued

☐　　Modified

If modified please list how and why.

This goal was continued because the program was updated through the curriculum process to include four tracks (focuses) which now includes searching for OER for all focuses of the degree/certificate. Because of this program update, there will be more courses to evaluate to ensure equity and inclusion gaps are being addressed.

B. Alignment to BCC Strategic Priority *(Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)*
Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Choose an item.

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Choose an item.

C. Relationship to Guided Pathways

☐   Clarify the Path

☐   Entering the Path

☒   Staying on the Path

☒   Support Learning

D. Please list objective(s) for achieving this goal.

1) Review all courses to create a list of those that do not have OER.
2) Connect with OER Liaison to create a list of textbooks for the various courses.
3) Collaborate with faculty to discuss OER textbook options.
4) Send agreed-upon OER textbook titles to the Curriculum Committee for revision.

E. Please list outcome statements for each objective.

1) A list of courses that do not have OER will be created.
2) Request a list of OER textbooks for the courses on the list from the OER liaison.
3) Meet with all faculty that teach in the discipline to discuss OER textbook options.
4) Send updates to courses for agreed-upon OER textbooks to the Curriculum.

F. Briefly explain how you will measure the outcome.

This outcome will be measured by the completion of all objectives in E above.

G. Please list resources (if any) that will be needed to achieve the goal.

The Business Administration degree and certificate programs will need an additional full-time, tenure-track faculty to collaborate and expand programs that will meet the needs of projected regional employment opportunities. Based on the data, this program is in dire need of an additional full-time faculty member for the following reasons:

1) full-time faculty are more than expected based on the enrollment needs of this program;

2) part-time faculty are limited in the number of units they can teach, which forces full-time overload; and

3) since the faculty in this program are already virtually at their limit, the most efficient way to ensure this program remains creative and innovative is to relieve the stress of a small full-time faculty team to meet the obviously growing needs of students in the Business Administration programs.

Instructional Program Review Template

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GOAL #2

Align foundational skills and coursework in Business with contextual instruction to modify content for improved student success.

B.   This Goal is

☐   New

☒   Continued

☐   Modified

If modified please list how and why.

Click or tap here to enter text.

C.   Alignment to BCC Strategic Priority *(Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)*
Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Choose an item.

Choose an item.

D.   Relationship to Guided Pathways

☐   Clarify the Path

☐   Entering the Path

☒   Staying on the Path

☒   Support Learning

H.   Please list objective(s) for achieving this goal.

1)   Compile a list of all courses in the program by success rate.
2)   Compile SLO data for all core courses.
3)   Collaborate with Institutional Effectiveness to develop student feedback survey data for core courses.
4)   Compare information for each core course based on success rate, learning outcomes data, and student survey data.
5)   Research foundational skills activities.

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I. Please list outcome statements for each objective.

      1) A list of core courses with their success rates will be generated.
      2) A compilation of SLO assessment data for all core courses will be generated.
      3) Collaborate with Institutional Effectiveness to generate data from a student feedback survey for all core courses.
      4) Analyze data collected to determine the areas within core courses that could be revised/updated.
      5) Develop a list of activities to share amongst faculty with foundational skills activities.

J. Briefly explain how you will measure the outcome.

After completing the outcomes above, a list of activities that will help students build foundational skills will be available to faculty; this will be a continuous goal.

K. Please list resources (if any) that will be needed to achieve the goal.

The Business Administration degree and certificate programs will need an additional full-time, tenure-track faculty to collaborate and expand programs that will meet the needs of projected regional employment opportunities. Based on the data, this program is in dire need of an additional full-time faculty member for the following reasons:

1) full-time faculty are more than expected based on the enrollment needs of this program;

2) part-time faculty are limited in the number of units they can teach, which forces full-time overload; and

3) since the faculty in this program are already virtually at their limit, the most efficient way to ensure this program remains creative and innovative is to relieve the stress of a small full-time faculty team to meet the obviously growing needs of students in the Business Administration programs.

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GOAL #3

Increase opportunities to gather student voices by growing CEO club membership that supports community activities on and off the BCC campus.

C. This Goal is

☐   New

☒   Continued

☐   Modified

Instructional Program Review Template

If modified please list how and why.

> Click or tap here to enter text.

D. Alignment to BCC Strategic Priority *(Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)*
Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 3: Build Community

Choose an item.

E. Relationship to Guided Pathways

☐ Clarify the Path

☐ Entering the Path

☒ Staying on the Path

☒ Support Learning

L. Please list objective(s) for achieving this goal.

1) Grow reactivated CEO club membership across the campus.
2) Promote relationship building for club members in the Barstow community.
3) Encourage students to attend events on campus such as the ASG Leadership Academy.

M. Please list outcome statements for each objective.

1) Work with BCC PIO to promote the club through campus PIO.
2) Build marketing strategies with student members to grow the membership.
3) Encourage members to attend at least one Barstow community event each semester.
4) Encourage members will attend at least two campus activities each semester.

N. Briefly explain how you will measure the outcome.

1) BCC PIO will promote the club through various media each month.
2) Student members will implement membership growth strategies.
3) Student members will attend at least one Barstow community event each semester.
4) Student members will attend at least two campus activities each semester.

O. Please list resources (if any) that will be needed to achieve the goal.

Instructional Program Review Template

None

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Previous Goals/Outcomes

Were any outcomes discontinued or completed? Please speak to outcomes you are not carrying forward from the previous program review cycle and discuss why.

No outcomes were completed because of the human resources in the Business Administration discipline.

Instructional Program Review Template

IV.   Resource Requests:

What resources are needed for the program to meet its goals and objectives? Resource requests should be evidence-based and tied to goals and objectives stated above.

Resources may be requested from the following categories:

- *Personnel/Staffing*
- *Technology Resource*
- *Facilities Resource*
- *Professional Development*
- *Other*

For all resource requests programs should utilize the <u>Budget Allocation Proposal form</u> and submit with their program review. If needed, the Out-of-Cycle BAP form may be submitted for resource requests when completing an Annual Update in Years 2 and 3.

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	In No, indicate funding source
1	3 & 4	Full-time Tenure Track Business Administration Faculty	$75,000	Yes	BCC Faculty Hiring for CTE
2	1-5	Full-time Tenure Track Business Administration Faculty	$75,000	Yes	BCC Faculty Hiring for CTE
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

BUDGET ALLOCATION PROPOSAL

Date: October 4, 2023		**Originator:** Denise Pasley	
Program or Department Name:		Associate of Science Degree, Business	
Dean/Vice President/Supervisor:		James Lee/ Dr. Crystal Nasio	

What are you requesting? *(Brief)*	Full-Time Tenure-Track Business Faculty
Amount Requested: $75,000	☐ One-time Funding ☒ Ongoing Funding
Funding Source (if known):	

REQUEST TYPE:

☒ **Personnel/Staffing**	☐ **Technology Resource**	☐ **Facilities Resource**	☐ **Professional Development**
Complete *Personnel/Staffing* section below	Complete *Technology* section below	Complete *Facilities* section below	Complete *Professional Development* section below
☐ **OTHER**			

PERSONNEL/STAFFING REQUEST

Is the position request for:	☒ Faculty ☐ Classified ☐ Management/Confidential
Is the position requested:	☐ A new classification (Attach *proposed* job description or *detailed* list of proposed duties)
	☒ An existing classification *Official Job Title:* Associate Professor
Is the position requested:	☒ Full Time ☐ Part Time: ___10___ Months/Year _____ Hours/Week

TECHNOLOGY RESOURCE REQUEST

Indicate the category of the request:
☐ Hardware   ☐ Software   ☐ Printer/Copier   ☐ Network   ☐ Audio-Visual   ☐ License/Maintenance

Indicate the intended users: ☐ Students   ☐ Faculty   ☐ Staff   ☐ Other

Is training required?   ☐ No   ☐ Yes   Explain: _____

How will it be secured? ☐ Alarm   ☐ Secure Room   ☐ Secure Cabinet ☐ Cable/Lock   ☐ Password

Have you completed and attached the Technology Assessment Form?

FACILITIES RESOURCE REQUEST

Indicate the intended users: ☐ Students   ☐ Faculty   ☐ Staff   ☐ Other

Is maintenance required? ☐ No   ☐ Yes   Explain: _____

PROFESSIONAL DEVELOPMENT REQUEST			
Indicate the intended users: ☐ Students	☐ Faculty	☐ Staff	☐ Other

Do other internal areas/departments need to be involved?
☐ No   ☐ Yes   Explain: _____

Is technology needed?   ☐ No   ☐ Yes   Explain: _____

1. Why is the request being made?

The Business Administration discipline consists of an Associate Degree for Transfer, an Associate Degree (local), and five certificate programs: Customer Service, Management, Business, Accounting, and Entrepreneurship. Annually, full-time faculty must maintain and review each program. To complete these tasks, there are only two full-time faculty members in the discipline. In fact, there is only one full-time faculty member dedicated to managing all but one of the degree and certificate programs. This faculty member also teaches the bulk of the courses since the second full-time faculty member also teaches and manages programs in history and economics.

Ten years ago, in 2014, was when the first fully dedicated Business Administration faculty member was hired. Since then, the existing programs have been revised, and new programs created. Recently, added innovative programs included noncredit courses created for Career Technical Education (CTE) such as Customer Service designed to meet the growing needs of employers in the region.

The current, dedicated full-time faculty member has been responsible for:

1) Creating and submitting new programs through the curriculum process.
2) Acting as the voice of the Business Administration on all BCC committees.
3) Representing BCC at regional events for Career Technical Education.
4) Reviewing and updating all programs through the Program Review process.
5) Developing student leadership activities through ASG.
6) Teaching all classes in the Business Administration program as contracted including additional overload classes.

The projected BNSF Barstow International Gateway will also require BCC to create more innovative programs in Business. Hence, if this program is to grow, it is inherent that the number of full-time faculty must grow. Not only will an additional full-time faculty member assist in the duties above, but they will also bring new energy, creativity, and innovation to collaborate on programs that will catapult BCC students to the head of the line in the workforce.

It is exponentially more difficult to capture this energy with part-time employees. Most of them are employees who have full-time jobs or are retired, and teaching is supplemental. In addition, the majority of our part-time faculty do not live in the area, and it could appear to the students and employers as if they are not invested in the community.

In conclusion, there has been a need for an additional full-time, tenure-track Business Administration faculty member for at least 5 years. In the question below, you are references to sections in the Program Review that support this need with numerical data. As previously mentioned, this program consists of two degrees and four certificates that can only be reviewed

by one existing full-time faculty member. In this issue is not resolved, the capacity for program growth will become stagnant. A lackluster Business Administration program would be detrimental to the future of Barstow Community College as it competes with local community colleges in the area. It would be fiscally impractical to have the BA program depend upon eliciting part-time faculty to complete full-time faculty duties. Doing so would require paying additional funds to part-time employees, many of whom are disconnected from the college community. These funds would be better utilized by hiring a full-time, tenure-track Business Administration faculty member who is available to influence students in the local community and directly support and grow the program by bringing creativity and innovation to the students and the BCC campus at large.

2. a) Where in the Program Review/Annual Update is the request supported? Include the text from the Program Review AND cite the applicable section number(s).

SWOT Analysis under Threats; Program Data Analysis for Growth letter E; Guided Pathways and Response – Faculty and Staff Analysis; Goal #1. G; and Goal #2. K.

b) Explain how the request is supported with information gathered from the assessment of outcomes (Student Learning Outcomes, Program Level Outcomes, Service Area Outcomes, or Administrative Unit Outcomes).

The data shows that the number of students who do not meet expectations for Student Learning Outcomes has increased in all demographic categories for the school year 2022-2023. Further, the efficiency rate for full-time faculty has also decreased over the same period with an increase in courses being taught as overload. With these factors in mind, the steady decline in program course success rates is negatively impacted by the full-time/part-time faculty ratio.

c) How was this included in the Area Goals section of your Program Review? Please cite section/item number and include the text.

This was included in Goal #1 and Goal #2.

3. If this item is approved, what departments or resources are needed, or would be affected, when implementing or developing it, on both a short-term and a long-term basis? Have they been notified? Example: Technology Assessment Form
(This question is not required for Personnel/Staffing requests.)

4. a) How will this resource improve student success or institutional services?

New full-time faculty brings new perspectives, energy, and connected relationships to a college campus. Further, this faculty member will enhance student success by being an active part of the BCC local community by supporting and improving existing institutional services.

b) What data will you gather and analyze to demonstrate that your proposal is meeting this goal(s)?

Data will be used that is gathered from the BCC Institutional Effectiveness department related to student learning outcomes. Data for various courses will be analyzed and updated annually. Additionally, data received from the Inland Empire Center of Excellence (IECOE) related to the regional workforce will be used to determine program needs that support regional employer needs.

5) Describe how your request is aligned with as many of the college's strategic planning documents as applicable. (If the request does not align with a document, indicate N/A.)

Please be specific and provide detail, ensuring a clear correlation between content of referenced document and the request. Cite the section and page numbers where the correlation can be found.

(Follow the links to access each document)

1. Mission Statement

As stated in the Program Description section of the Program Review, the mission of the Associate of Science, Business degree programs is to allow students to obtain a fundamental background in business principles and techniques. This mission is interwoven into the BCC mission to provide students with educational tools in leadership development, workforce career opportunities, and success in a global society.

2. Strategic Priorities / Strategic Goals

As stated in the Overall Observation of the Guided Pathways and Response section of the Program Review, faculty are a direct line of contact with students and therefore, can help BCC meet the strategic goals of keeping students on the path and ensuring learning opportunities. However, without additional faculty support, students in this program could stray from the path or miss opportunities to learn new and creative skills that would be the result of faculty collaboration.

3. Educational Master Plan

4. Others: Such as Technology Plan , Facilities Master Plan, HR Staffing Plan, Professional Development Plan

To justify an additional faculty member for this program, the Faculty Staffing Process in the HR Staffing Plan was reviewed. Unfortunately, this plan only goes as far as the year 2015, so there is no way of knowing how this request would fit the institutional HR goals. However, in 2015, the plan suggested a 2.9% increase in faculty. If this trend were to continue for the next 8 years to the present (2023-2024) there would be a significant need for full-time faculty beyond the current year (refer to the IECOE report). It is not clear how many would need to be currently; however, the number of full-time faculty in this degree has not increased since 2014. Yet, enrollment counts have increased significantly.

ADMINISTRATIVE USE

Administrator: _____   Title: _____

Comments/Recommendations:

[blank box]

Signature: _____   Date: _____

Administrator: _____   Title: _____

Comments/Recommendations:

[blank box]

Unit Priority Ranking: _____ of _____

BUDGET INFORMATION
(This section MUST be completed)

Budget Program Number: _____   ☐ Restricted   ☐ Unrestricted

Comments regarding Budget Information: _____

Signature: _____   Date: _____