

Instructional Program Review Template

Program Name

Indicate if AA; AS; AA-T; AS-T; Certificate

Program Name: Associate of Science Degree, Business

Submitter: [Click or tap here to enter text.](#)

I. Program Description

In this section, programs will answer the questions “Who are we? What do we do?” The purpose of this section is to orient the reader/ reviewer to the program and provide context to the program review. This section should be kept short, a few paragraphs at the most, and include the following:

Mission/Vision

The Associate of Science in Business degree focuses on the study of Business and allows the student to obtain a fundamental background in business principles and techniques, or a focus on specific areas or specialties. Students can obtain a degree with a focus in four areas: Management, Accounting, Entrepreneurship, and General Business. Each focus area shares a core of business courses that provide a foundation for a business career with an emphasis on ethics and collaboration.

The vision for this program is to continuously develop and provide students with relevant, rigorous courses that supports the needs of Business industry leaders to obtain skilled employees for the 21st century workplace.

Description – short description only

This degree program consists of 4 core business courses and then focuses students in specific specialty areas. The Management focus prepares students with practical knowledge of the skills utilized by managers to facilitate efficiency and effectiveness in small, medium, or large organizations. An Accounting focus prepares students to gain entry level employment in a financial environment. The Entrepreneurship focus introduces the concept of small business ownership with course options that cover entrepreneurial mindset, design thinking, startup, and money and finance. The General Business focus is designed for the students who want to acquire or enhance their speaking, writing, collaboration, and overall efficiency/effectiveness in the contemporary work environment.

Alignment to/ support of BCC Strategic Goal

The Associate of Science Degree, Business aligns directly with Barstow Community College Strategic Goal #1 - Clarifying the Path. This degree has been designated as part of the Business and Industry Pathway and a roadmap and two-year plan to program completion have been developed and is available to students. In addition, the program is student-centered in that it provides increased opportunities toward college access, affordability and completion through the Barstow College Promise program, Transition College and Dual Enrollment, and transition from Adult Education program.

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II. Program Effectiveness

In this section, programs will answer the question “How is the program doing?” by reviewing and analyzing data. The purpose of this section is to evaluate the program holistically in terms of fostering student success, helping students reach their goals, and furthering the mission of BCC.

Programs will be provided with data on Students, Courses, Program, and Faculty. For each item below, review the data provided. Look for trendlines, outliers, etc., and provide a short analysis (2-3 sentences) for each. If data are not available (i.e., student satisfaction surveys), indicate that on the form. For Program Learning Outcomes Assessment data, review the eLumen Report and summarize findings in the PLO section below.

Course Data and Analysis

Course Success Rate by

- Mode of instruction
- Scheduling
- Faculty Status (PT vs FT)

Overall, the success rates for all student groups stayed the same or increased slightly in the year 2019-2020. However, during 2020-2021 the success rates decreased significantly for Pacific Islander/Hawaiian and Native American/Alaskan Native student groups; this is consistent with institutional data. However, Black/African American students success was below average for all three years, but increased into the above average range in 2020-2021.

Based on mode of instruction, participation in Hybrid/ITV courses dropped significantly in 2019-2020 for the ethnicities White and Two or More. All other group participation increased significantly in that same time period; however, Black/African American and Pacific Islander/Hawaiian were also in the below average range for this mode of instruction. The trend is the same for Online course presentations of the course.

Neither the time of day or faculty status had no impact on student success in the program.

Retention Rate by

- Mode of instruction
- Scheduling
- Faculty Status (PT vs FT)

Retention rates for the years 2018-2019 and 2019-2020 for all modes of instruction decreased. Hybrid/ITV decreased significantly in the latter year. The Traditional mode of instruction was not offered in 2020-2021.

Scheduling had virtually no impact on retention rates in any year.

Overall, part-time faculty retained more students – especially in the Online mode of instruction. However, retention for both faculty groups decreased in 2019-2020, but part-time faculty retention was higher during 2020-2021.

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Section Count by

- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

The largest section count was for the Online mode of instruction. There was no other instructional method or time of day that came even close in sections offered.

In the year 2019-2020, part-time faculty almost 2x more sections than full-time faculty. That number decreased in 2020-2021 when full-time faculty taught 6 more sections than part-time faculty.

Enrollment Count by

- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

Online is by far has the largest enrollment count by mode of instruction and time of day. Hybrid/ITV had a significant amount of enrollment in 2018-2019 and 2019-2020, but was not offered in 2020-2021.

The time of day that had the highest enrollment after Online was Day; Traditional was only offered in 2019-2020.

Enrollment count increased significantly in 2019-2020 for part-time faculty. Full-time faculty had the largest enrollment in 2020-2021.

Class Size Average by

- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

Online had the largest average class size; however, in 2019-2020 the only year Evening was offered the class size average was slightly higher.

Based on the time of day, Online and Evening were higher for the reasons stated above. However, Afternoon and Day also had class averages that were between 17 and 20.

Part-time faculty had higher class averages.

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Student Equity Data

Specifically address any equity gaps. What innovative plans or projects will help to close these gaps?

Based on the data, the success of the Associate of Science Degree, Business should focus on addressing equity gaps with Native American/Alaskan, Pacific Islander/Hawaiian, and Black/African student groups. There are plans to begin incorporating learning strategies into business courses that directly speak to the needs of not just these groups but other ethnic groups. Please view the initial research for student equity on the attached Associate of Science Degree, Business Supporting Links for details.

Efficiency: WSCH, FTES

The average efficiency for all three years is 13.3. Efficiency has increase for full-time faculty each year; however, it remains lower than part-time faculty. Part-time faculty efficiency decreased in the year 2019-2020 and remained there for the subsequent year.

Curriculum – Course Outline of Record

A link to the CORs for this degree is included on the attached Associate of Science Degree, Business Supporting Links document.

Overall Observation of Data on Courses

This section provides an opportunity to tie in all the data about the courses. 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.”

In the year 2019-2020, the Associate of Science Degree, Business awarded more than 2x the number a degrees than the previous year and remained steady in the subsequent year. Below are some items observed from based on the data for the program:

- Student success was not impacted by scheduling or faculty status.
- Retention rates fell significantly for the Hybrid/ITV mode of instruction. From my experience teaching in that mode, there were frequent equipment issues that cause a problem for instruction. If this mode is to be used in the future for our Ft. Irwin students, there needs to be a review of the technology or other options suggested.
- Scheduling had no impact on retention rates.
- Part-time faculty had the highest section count, class size average, enrollment, and efficiency rates for all years except 2020-2021. These areas will always be higher because there is only 1 dedicated full-time Business instructor and 1 full-time instructor who teaches multiple disciplines part-time in Business. All other full-time faculty are teaching in other disciplines that do not focus on the specific needs of students in the Business degree.
- Full-time faculty was lower in virtually all areas except in 2020-2021 when all classes moved to fully online.
- Enrollment count increased significantly in 2019-2020 for part-time faculty. Full-time faculty had the largest enrollment in 2020-2021.
- This degree should focus on addressing equity gaps with Native American/Alaskan, Pacific Islander/Hawaiian, and Black/African student groups.
- Efficiency should be addressed since it was below the target rates, although they were higher than efficiency for all programs at the college.

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Program Learning Outcomes	Assessment Results – Summary of Data	Use of Results
1. Demonstrate a working knowledge of the 21st century skills common to the contemporary business environment.	No data was received for this area to date.	Click or tap here to enter text.
2. Speak and write business communications efficiently and effectively.	No data was received for this area to date.	Click or tap here to enter text.
3. Demonstrate a basic understanding of monetary and legal aspects business.	No data was received for this area to date.	Click or tap here to enter text.
4. Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
5. Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Program Data and Analysis

Demographics

Success Rates by demographics

ETHNICITY

Unknown = 0% for all years

Asian/Filipino = 83.3% (2018-2019); 78.8% (2019-2020); 97.2% (2020-2021)

Black/African American = 58.2% (2018-2019); 56.3% (2019-2020); 61.1% (2020-2021)

Hispanic = 74.4% (2018-2019); 75.8% (2019-2020); 80.5% (2020-2021)

Native American/Alaskan Native = 0% (2018-2019); 100% (2019-2020); 0% (2020-2021)

Pacific Islander/Hawaiian = 22.2% (2018-2019); 63.3% (2019-2020); 55.6% (2020-2021)

Two or More = 77.7% (2018-2019); 66.8% (2019-2020); 77.3% (2020-2021)

White = 77.7% (2018-2019); 66.8% (2019-2020); 77.3% (2020-2021)

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GENDER

Unreported = 0% for all years

Male = 71.7% (2018-2019); 75.3% (2019-2020); 78.1% (2020-2021)

Female = 72.6% (2018-2019); 70.1% (2019-2020); 77.3% (2020-2021)

Unknown = 66.7% (2018-2019); 100% (2019-2020); 35.7% (2020-2021)

Award Count

The award count was 10 for 2018-2019 and increased to 22 for the following years.

Student Equity Data

Specifically address any equity gaps. What innovative plans or projects will help to close these gaps?

Based on the data, the success of the Associate Degree, Business should focus on addressing equity gaps with Native American/Alaskan, Pacific Islander/Hawaiian, and Black/African student groups. There are plans to begin incorporating learning strategies into business courses that directly speak to the needs of not just these groups but other ethnic groups. The links below are from research already started. They have also been included on the the Associate of Science Degree, Business Supporting Links document.

Student or Program Satisfaction Survey Results

This information was not available at the time of submission.

CTE-specific data

- [CTE Advisory Boards](#)
- [Labor Market data](#)
- [Program Viability](#)

At the CTE Advisory Board meeting on March 3, 2020 local industry leaders suggested that the Business Administration program consider course development in opportunities for students to develop work-based skills. The discussion was focused around non-credit courses available to the community-at-large in the areas of customer service, Microsoft Office, telephone etiquette, Customer Relationship Management, and other office related functions. However, there was a suggestion whether we could offer virtual or live job shadowing opportunities for students. As far as the AS for Transfer Degree, there were not suggestions for improvement. However, it is the intent of this author to find ways to incorporate the advisory board's essential skills suggestions into the courses for the degree.

The Labor Market data for Business is attached to this document. In summary, the data reflects the following:

- The knowledge, skills, and abilities provided by the community college business management programs lead to three distinct occupations, collectively referred to as the business management occupational group.
- Employment for the business management occupational group is expected to increase by 10% between 2019 and 2024. A total of 2,564 annual job openings will be available each year over the five-year timeframe.

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- The entry-level, 25th percentile, hourly wages for the occupations in this group are between \$32.07 and \$34.86 per hour, exceeding the \$19.94 per hour self-sustainable hourly wage estimate for a single adult with one child in the region.
- There were 162 awards issued from regional community college business management programs over the last three academic years. There were 1,738 awards issued annually from private educational institutions in the region that offer related training programs in the previous three academic years.
- The Centers of Excellence does not recommend expanding business management programs that do not lead to 4-year degrees. See the recommendation section for further details.

Comparative data (compared to BCC and/or compared to other programs)

The success rates for BCC are: (2018-2019) 75.5%; (2019-2020) 72.1%; and (2020-2021) 74.6%. The success rates for the AS Degree, Business were lower in the first school year reported, but increased during the subsequent years. It was higher at 77.1% than the overall success for the college in 2020-2021. This indicates that the program has continually improved student success.

Overall Observation of Data on Program

This section provides an opportunity to tie in all the data about the program. 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 Associate of Science Degree, Business is a degree continues to provide quality education to BCC business students. Notwithstanding, there are some areas for improvement that should be addressed to ensure that the program stays rigorous, relevant, and supports student success.

- Student success for Native American/Alaskan Native, Pacific Islander/Hawaiian, and Black/African American group are lower than other student groups. Attention must be placed on incorporating curriculum relevant to their needs in Business curriculum.
- Retention rates dropped in the years 2018-2019 and 2019-2020 for all gender types. Faculty status had not impact on this drop.
- More low-cost, no-cost, or OER materials should be incorporated that could help all students including the lower performing groups which could help support student retention.
- Faculty in this program is very heavily part-time. There is only full-time dedicated business faculty member and one full-time faculty member that teaches some of the courses but also teaches in several other disciplines. For innovation to grow in Business programs, there should be collaboration which is a challenge with a part-time faculty.
- This program has been offered primarily online. Although this does not seem to have much of an impact on the success as compared to the college, it could negatively impact the program’s ability to grow or improve its success if there are not Day, Afternoon, or Ft. Irwin course offerings.
- Efficiency should be addressed since it was significantly below the target rates; though they were higher than efficiency for all programs at the college. This data implies that the the current faculty status may become less efficient if the program grows.

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- The need for graduates in this field will grow through the year 2024 based on CTE Advisory Meetings, data from the Inland Empire Center of Excellence (IECOE), and the Employment Development Department.
- The IECOE does not recommend expanding this program since it does not transfer to a 4-year institution.

The points shared above shows the areas that will be addressed prior to the next PR reporting period. However, the complete story cannot be fully told without the student voice or an understanding of how students are assessing with the learning outcomes. I will complete the story once the Student Survey and Program Outcomes data are received.

Guided Pathways and Response

List the other programs that are part of your Guided Pathway

Automotive Technology, Accounting, Management, Entrepreneurship, Computer Business Information Systems, Cosmetology, IMMI, Photography, Warehouse and Logistics, Welding Technology, Pre-Allied Health

Provide a summary of the collaboration with other programs in the pathway.

Examples: meetings, projects, etc.

During 2020-2021, the Business Administration program worked with the Technical Trades to put together a 6-week Trade Technician program that incorporated business essential skills to prepare students for work. This collaboration included faculty from all areas except Photography and Pre-Allied Health.

Collaboration is ongoing with the Accounting, Management, and Entrepreneurship programs. These programs have been enhanced with faculty developing new courses in Customer Service and Essential Skills.

The Customer Service and Essential Skills courses were created in collaboration with the Mountain Desert Economic Partnership - Team 4. Educators and industry leaders came together and developed a set of skills that were considered necessary to support entry-level workplace success. This curriculum is currently being used in high schools, community organizations, and Adult Education.

Faculty/ Program Staff Data and Analysis

Faculty Load (FTEF)

2018-2019 = 6.77; 2019-2020 = 9.80; 2020-2021 = 9.20

FT/PT Faculty Ratio

3/8

2 of 4 full-time faculty teach in disciplines outside of business management

Faculty Professional Development

I am not sure if this section is referring to professional development needed or already taken; so I will speak to the needs of the program. Based on the data provided, there are three student groups that are less successful in this program. Therefore, I believe business instructors should seek to modify courses in

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the areas of equity course development and innovative teaching techniques. This will help us reach the outlier students in the program.

Program Staffing and Support

The CTE staff are very supportive of this program. However, these people are not the ones who develop, review, teach, and revise business courses.

This program needs more full-time faculty within the discipline. Based on the numbers shown, there are only 2 full-time faculty members with business degrees. All other full-time faculty are in other disciplines such as math. I do not know to what discipline some of the part-time faculty were employed to teach.

Overall Observation of Data on Faculty

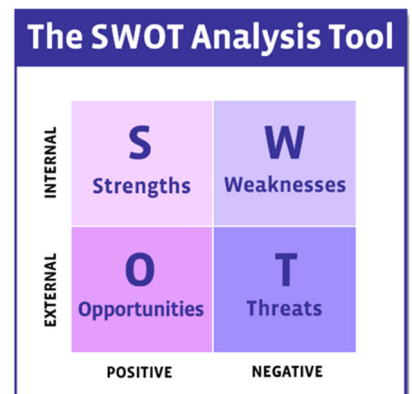
This section provides an opportunity to tie in all the data about the faculty. Tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes. Provide an analysis of the “big picture.”

This program is primarily taught by part-time faculty. Full-time faculty who teach courses in this program teach in multiple subject areas that are related, but not focused on the concepts in management. In order for a program to be innovative, there must be collaboration. With the current status, collaboration is highly unlikely. Hence, updating courses with contemporary concepts in management is may be slow or even stifled.

For the BCC, a business management focused full-time instructor would bring energy and new ideas to the program. This will allow BCC to expand not only Management, but also the Business Administration and Entrepreneurship programs in ways that have not been possible to achieve with the current faculty staff

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 <ul style="list-style-type: none"> • Strong part-time faculty supporting program. • Strong support from CTE Dean and staff. • Math and English faculty. 	WEAKNESSES <ul style="list-style-type: none"> • 1 full-time faculty dedicated to discipline. • Few face-to-face classes to support learning for all students. • Lack of full-time business instructors

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	<ul style="list-style-type: none"> • Online courses are successful. • Dual enrollment 	<p>does not present collaboration opportunities for innovating business courses.</p> <ul style="list-style-type: none"> • Based on IECOE, this program is not a transfer degree and should not be expanded to meet future employment needs.
External	<p>OPPORTUNITIES</p> <ul style="list-style-type: none"> • Work with other disciplines to create learning communities to support student equity. • Improve courses via student input through surveys or club activities. • Equity and innovative curriculum training 	<p>THREATS</p> <ul style="list-style-type: none"> • Lack of faculty diversity to enhance course offerings. • Community may become less involved if the current faculty pool cannot incorporate innovative business concepts into curriculum. • Based on IECOE, this course is not a transfer degree and should not be expanded to meet future employment needs.

III. Program Goals

In this section, programs will answer the question “How can we improve? What do we need to meet our goals?” 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 **three to five 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.

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- Indicate how each Goal is **Aligned** with the College's [Strategic Priorities](#).
- Identify explicit **Objectives** for reaching each goal.
- Develop **Outcome** statements and appropriate measures for each objective.

GOAL #1

Increase WSCH/FTEF and FTES/FTEF for Business degree program.

Objective 1

Discuss with CTE Dean the policies and procedures for improving these program measures.

Actions, Tasks

Set up a meeting with CTE Dean before the beginning of 2022.

Set up meeting with IE Dean or PR rep for points of discussion.

Outcomes, Measures, Assessment

Meeting will be set with CTE Dean.

Notes will be compiled with necessary actions to take based on information from Institution Effectiveness Dean or PR rep.

Objective 2

Prepare notes for points to discussion with CTE Dean.

Actions, Tasks

Set up meeting with IE Dean or PR rep to help develop discussion points with CTE Dean.

Compile notes from Institutional Effectiveness or PR rep to share with CTE Dean.

Outcomes, Measures, Assessment

Meeting will be held with Dean of Institutional Effectiveness or PR representative target goals clarification before CTE Dean meeting.

Notes will be compiled.

Objective 3

Develop a plan to increase efficiency for the core courses in the program.

Actions, Tasks

Review notes from IE or PR rep meeting.

Review all reports for core courses in Tableau for the program.

Outcomes, Measures, Assessment

Plan for increasing efficiency of core courses in program is developed.

Plan will be shared with CTE Dean.

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

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Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 3: Build Community

Choose an item.

GOAL #2

Align foundational skills and coursework in Business while building contextualized instruction to meet the student success needs.

Objective 1

Research contextualized materials to enhance student success.

Actions, Tasks

Compile a list of all core courses in the program by success rate.

Compile student learning outcome data for all courses.

Review student survey data for core courses.

Compare information for each core course based on success rate, learning outcomes data, and student survey data.

Outcomes, Measures, Assessment

A table of data based on success rate, learning outcomes data, and student survey data will be generated.

Table will be analyzed to understand how students are assessing with foundational skills in the program.

A list of suggestions will be created.

Objective 2

Gather contextualized materials to enhance student success.

Actions, Tasks

Attend conferences, webinars, etc. on building business concepts with rigor and relevance.

Gather materials from faculty conferences, etc. attended to create a list of materials that could enhance courses.

Outcomes, Measures, Assessment

A list of materials to share with instructors in the discipline.

Objective 3

Incorporate contextual materials into core courses in the degree program.

Actions, Tasks

Review each core course.

Incorporate relevant course enhancements.

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Outcomes, Measures, Assessment

Core courses in the program will be reviewed before the next Program Review reporting period and contextual materials will be incorporated.

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.

GOAL #3

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

Objective 1

Research OER and other low- or no- cost materials for all core BADM courses.

Actions, Tasks

Go to Openstax or other educational sources fto compile a list of materials.

Reach out to Librarian for materials already available at the college.

Reach out to the Dean for the procedure for sharing information with instructors who teach core business courses.

Outcomes, Measures, Assessment

A list of OER, low-cost, or no-cost materials of all business courses will be generated.

Objective 2

Contact CTE Dean for the procedure for sharing in the list with instructors who teach core degree/certificate/elective courses in business.

Actions, Tasks

Email CTE Dean.

Send list of OER materials for instructors to review.

Outcomes, Measures, Assessment

Instructors will receive a list of materials to consider for Business courses.

Objective 3

Incorporate OER, low-cost, no-cost materials in to business related course in the degree by the next PR reporting period.

Actions, Tasks

Review each business course.

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Update course with materials acquired through research.

Outcomes, Measures, Assessment

Business courses will be updated to include OER, low-cost, no-cost materials by the next PR reporting period.

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.

GOAL #4

Pursue opportunities for gathering student voices through club activities.

Objective 1

Reactivate CEO club to get new members by December 2021.

Actions, Tasks

Reach out to ASG on status of CEO club.

Outcomes, Measures, Assessment

Meet with ASG Director by the middle of October to discuss details for getting the club started.

Objective 2

Promote CEO Club.

Actions, Tasks

Share promotional material with instructors teach Business, Management, and Entrepreneurship courses.

Connect with PIO or ASG Director on procedure for sharing club promotional material campus-wide.

Outcomes, Measures, Assessment

Club promotion will be sent out to business students.

Club promotion will be shared campus-wide.

Objective 3

CEO Club will be active with members and officers.

Actions, Tasks

Plan a meeting with interested students to explain the club purpose and describe officer and membership roles.

Outcomes, Measures, Assessment

Students will attend initial meeting.

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There will be required amount of student interested in being members.

Students will volunteer for elected positions.

Elections will be held and officers elected.

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.

GOAL #5

Create a student equity survey for all Business students.

Objective 1

Research equity survey generation.

Actions, Tasks

Attend webinars, conferences, etc. on equity.

Outcomes, Measures, Assessment

Student equity survey will be incorporated into business courses.

Share equity survey for instructors who teach courses in this program.

Objective 2

Develop content for student equity survey.

Actions, Tasks

Write student equity survey.

Share with Eartha Johnson for her input.

Outcomes, Measures, Assessment

Student equity survey for business student will be developed.

Objective 3

Provide opportunity for students to complete equity survey in business courses.

Actions, Tasks

Post into classes I teach.

Share with instructors who teach in this program.

Outcomes, Measures, Assessment

Equity survey will be incorporated into the business classes.

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Equity survey will be shared with other instructors.

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.

IV. Resource Requests:

What does the program need to meet its goals and objectives?

Programs can submit their requests for resources by utilizing the Resource Request Form. Requests should be evidence-based and tied to goals and objectives stated above.

This form may also be updated and submitted in Years Two and Three if needed.

Business Management

Inland Empire/Desert Region (Riverside and San Bernardino counties combined)

This workforce demand report uses state and federal job projection data that was developed before the economic impact of COVID-19. The COE is monitoring the situation and will provide more information as it becomes available. Please consult with local employers to understand their current employment needs.

Summary

- The knowledge, skills, and abilities provided by the community college *business management* programs lead to three distinct occupations, collectively referred to as the *business management occupational group*.
- Employment for the *business management occupational group* is expected to **increase by 10% between 2019 and 2024**. A total of **2,564 annual job openings** will be available each year over the five-year timeframe.
- The **entry-level, 25th percentile, hourly wages** for the occupations in this group are between **\$32.07 and \$34.86 per hour, exceeding the \$19.94 per hour self-sustainable hourly wage** estimate for a single adult with one child in the region.
- There were **162 awards issued** from regional community college *business management* programs over the last three academic years. There were 1,738 awards issued annually from private educational institutions in the region that offer related training programs in the previous three academic years.
- The Centers of Excellence **recommends** expanding business management programs. See the [recommendation](#) section for further details.

Introduction

This report provides data on programs and occupations related to *business management*. The California Community College *business management* program prepares students for employment through the instruction of the planning, organizing, directing, and controlling business operations. These programs include various theories, tools, and practical applications used to maintain business sustainability through the management of capital, financial, and human resources (Taxonomy of Programs, 2012). The knowledge, skills, and abilities trained by business management programs leads to the following occupations. These three occupations are collectively referred to as the *business management occupational group* in this report:

- General and Operations Managers (SOC 11-1021)

- Administrative Services and Facilities Managers (11-3011)
- Industrial Production Managers (11-3051)

While the occupations included in the *business management occupational group* typically require a Bachelor's degree, nationwide data indicates that between 30% to 37% of these workers reported a community college-level education as their highest level of educational achievement; some college, a postsecondary nondegree award, or an associate degree.

Job Opportunities

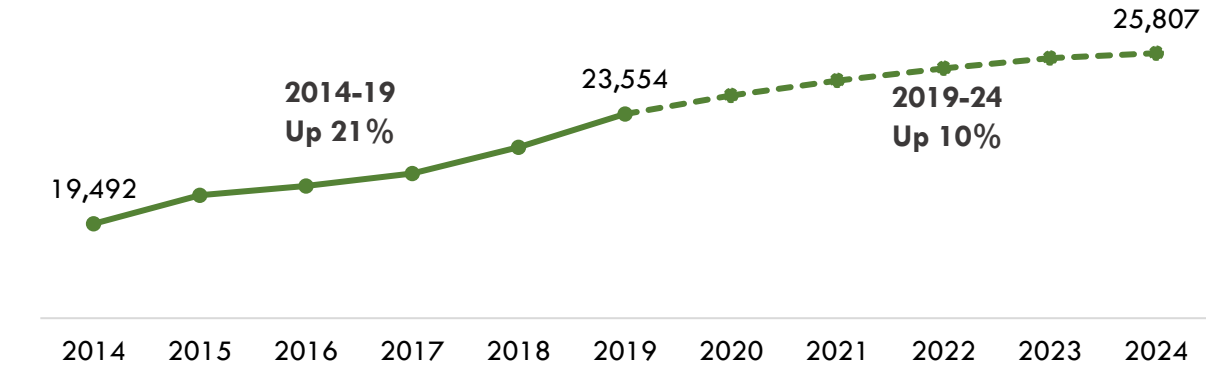
In 2019, there were 23,554 jobs in the *business management occupational group* in the Inland Empire/Desert region (IEDR). This occupational group is projected to increase employment by 10% through 2024. Employers are expected to have 12,821 job openings over the next five years to fill new jobs and backfill jobs that workers are permanently vacating (includes occupational transfers and retirements). Exhibit 1 displays five-year projected job growth, and Exhibit 2 displays historical (2014 to 2019) and projected (2019-2024) jobs for the *business management occupational group*.

Exhibit 1: Five-year projections for each occupation in the business management occupational group

Occupation	2019 Jobs	2024 Jobs	5-Yr % Change (New Jobs)	5-Yr Openings (New + Replacement Jobs)	Annual Openings (New + Replacement Jobs)	% of workers age 55+
General and Operations Managers	19,198	21,160	10%	10,742	2,148	24%
Administrative Services and Facilities Managers	2,687	2,921	9%	1,397	279	33%
Industrial Production Managers	1,669	1,726	3%	682	136	30%
Total	23,554	25,807	10%	12,821	2,564	25%

Source: EMSI 2020.3

Exhibit 2: Historical and projected jobs for the business management occupational group, 2014 – 2024



Source: EMSI 2020.3

Job Postings

Exhibit 3 displays the number of job ads posted during the last 12 months, along with the regional and statewide average time to fill for the *business management occupational group*. On average, local employers fill online job postings for the *business management occupational group* within 36 days. This regional average is three days shorter than the statewide average of 39 days, indicating that local employers may face fewer challenges filling open positions than other employers in California as a whole.

Exhibit 3: Job ads and time to fill, Sep 2019 – Aug 2020

Occupation	Job Ads	Regional Average Time to Fill (Days)	California Average Time to Fill (Days)
General and Operations Managers	3,199	37	40
Industrial Production Managers	888	39	43
Administrative Services and Facilities Managers	618	25	28
Total	4,705	36	39

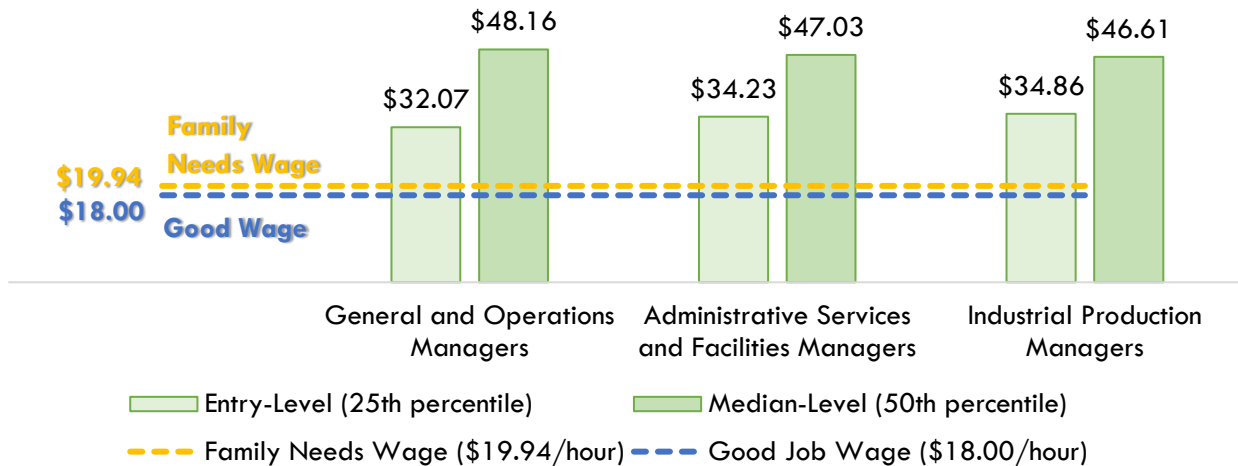
Source: Burning Glass – Labor Insights

Earnings and Benefits

Community colleges should ensure their training programs lead to employment opportunities that provide a self-sustainable level of income. The Brookings Institute, *Advancing Opportunity in California's Inland Empire* report found that a "good job" wage in the region is above the \$18.00 per hour, or \$37,440 per year (Shearer, Shah & Gootman, p. 25). The Family Needs Calculator estimates that a self-sustainable wage for a single adult with one school-age child is \$19.94 per hour (Pearce & Manzer, 2018).

The business management occupational group's entry-level wages exceed the Family Needs Calculator self-sustainability rate and the Brookings Institute's "good job" wage. Exhibit 4 displays the hourly earnings for each occupation in the IEDR.

Exhibit 4: Hourly earnings for the business management occupational group



Source: EMSI 2020.3

According to occupational guides developed by the California Labor Market Information Division, the business management occupational group's benefits typically include medical, dental, and vacation benefits (Detailed Occupational Guides, 2020).

Employers, Skills, Education, and Work Experience

Exhibit 5 displays the employers posting the most job ads for the *business management occupational group* during the last 12 months in the IEDR.

Exhibit 5: Employers posting the most job ads for business management occupations, Sep 2019 – Aug 2020

Occupation	Employers
General and Operations Managers (n=2,818)	<ul style="list-style-type: none"> XPO Logistics Amazon FedEx DHL Express CVS Health
Industrial Production Managers (n=686)	<ul style="list-style-type: none"> Niagara Bottling, LLC MasTec, Inc. Dover Corporation Clark Pacific
Administrative Services and Facilities Managers (n=527)	<ul style="list-style-type: none"> University of California, Riverside LeBeau and Associates, Inc. California State University, San Bernardino Riverside County Starbucks Coffee Company

Source: Burning Glass – Labor Insights

Exhibit 6 displays a sample of specialized and employability skills that employers seek when looking for workers to fill positions in the *business management occupational group*. Specialized skills are occupation-specific skills that employers are requesting for industry or job competency. Employability skills are foundational skills that transcend industries and occupations; this category is often referred to as "soft skills." The skills requested in job postings may be utilized as a helpful guide for curriculum development.

Exhibit 6: Sample of in-demand skills from employer job ads, Sep 2019 – Aug 2020

Occupation	Specialized Skills	Employability Skills
General and Operations Managers (n=2,975)	<ul style="list-style-type: none"> Budgeting Scheduling Staff Management Supervisory Skills 	<ul style="list-style-type: none"> Communication Skills Planning Problem Solving Microsoft Office
Industrial Production Managers (n=851)	<ul style="list-style-type: none"> Quality Management Production Management Budgeting Scheduling 	<ul style="list-style-type: none"> Communication Skills Problem Solving Planning Microsoft Office
Administrative Services and Facilities Managers (n=583)	<ul style="list-style-type: none"> Budgeting Scheduling Staff Management Accounting 	<ul style="list-style-type: none"> Communication Skills Planning Organizational Skills Problem Solving

Source: Burning Glass – Labor Insights

Exhibit 7 displays the entry-level education typically required to enter each occupation according to the Bureau of Labor Statistics (BLS), educational attainment for incumbent workers with "some college, no degree" and an "associate degree" according to the U.S. Census (2016-17) and the real-time minimum advertised education requirement from employer job ads. Job posting data indicates that some employers are willing to hire *business management* workers with less than a Bachelor's degree.

Exhibit 7: Typical entry-level education, educational attainment, and minimum advertised education requirements for the business management occupational group, Sep 2019 – Aug 2020

Occupation	Typical Entry-Level Education Requirement	CC-Level Educational Attainment*	Real-Time Minimum Advertised Education Requirement			
			Number of Job Ads	High school diploma or vocational training	Associate degree	Bachelor's degree or higher
General and Operations Managers	Bachelor's degree	35%	2,321	34%	5%	61%
Industrial Production Managers	Bachelor's degree	30%	676	15%	6%	79%

Occupation	Typical Entry-Level Education Requirement	CC-Level Educational Attainment*	Real-Time Minimum Advertised Education Requirement			
			Number of Job Ads	High school diploma or vocational training	Associate degree	Bachelor's degree or higher
Administrative Services and Facilities Managers	Bachelor's degree	37%	437	38%	7%	55%

Source: EMSI 2020.3, Burning Glass – Labor Insights

*Percentage of incumbent workers with a Community College Award or Some Postsecondary Coursework

Exhibit 8 displays the work experience typically required to enter each occupation and the real-time work experience requirements from employer job ads.

Exhibit 8: Work experience required and real-time work experience requirements, Sep 2019 – Aug 2020

Occupation	Work Experience Typically Required	Real-Time Work Experience			
		Number of Job Ads	0 – 2 years	3 – 5 years	6+ years
General and Operations Managers	5 years or more	2,335	30%	50%	20%
Industrial Production Managers	5 years or more	661	16%	57%	27%
Administrative Services and Facilities Managers	Less than 5 years	453	28%	49%	23%

Source: EMSI 2020.3, Burning Glass – Labor Insights

Student Completions and Program Outcomes

Exhibit 9 displays annual average completion data for the California Community College *business management* program, based on the most recent three academic years.

Exhibit 9: 2016-19, Annual average community college awards for the business management programs in the IEDR

0506.00 – Business Management	Associate degree	Certificate requiring 30< 60-semester units	Certificate requiring 18< 30-semester units	Certificate requiring 6< 18-semester units	CCC Annual Average Awards, Academic Years 2016-19
Barstow	15	-	1	-	16
Chaffey	15	-	16	-	31
Crafton Hills	5	1	-	-	6
Moreno Valley	6	5	-	-	11
Mt. San Jacinto	7	6	-	-	13

0506.00 – Business Management	Associate degree	Certificate requiring 30< 60-semester units	Certificate requiring 18< 30-semester units	Certificate requiring 6< 18-semester units	CCC Annual Average Awards, Academic Years 2016-19
Norco	5	6	-	-	11
Palo Verde	3	1	-	13	17
Riverside	23	30	-	-	53
Victor Valley	-	4	-	-	4
Total	79	53	17	13	162

Source: MIS Data Mart

California program outcome data may provide a useful insight into the likelihood of success for the proposed program. Community college student outcome information based on the selected TOP codes and region is provided in Exhibit 10. The outcome methodology is available in the appendix section of this report.

Exhibit 10: 0506.00 – Business management strong workforce program outcomes

Strong Workforce Program Metrics: 0506.00 – Business management Academic Year 2017-18, unless noted otherwise	Inland Empire/Desert Region	California
Unduplicated count of enrolled students (2018-19)	3,731	38,289
Completed 9+ career education units in one year (2018-19)	32%	35%
Perkins Economically disadvantaged students (2018-19)	88%	77%
Students who attained a noncredit workforce milestone in a year (2018-19)	-	28%
Students who earned a degree, certificate, or attained apprenticeship (2018-19)	120	1,426
Transferred to a four-year institution (transfers)	228	3,261
Job closely related to the field of study (2016-17)	78%	75%
Median annual earnings (all exiters)	\$28,442	\$34,828
Median change in earnings (all exiters)	29%	27%
Attained a living wage (completers and skills-builders)	58%	56%

Sources: LaunchBoard Community College Pipeline and Strong Workforce Program Metrics

Awards granted from private educational institutions are displayed in Exhibit 11 along with the relevant CIP code. Please note, ITT Technical Institute-San Bernardino closed on September 6, 2016, and is no longer contributing to the region's supply.

Exhibit 11: Annual average private educational institution awards from business administration and

management, general programs in the Inland Empire/Desert region

52.0201 – Business Administration and Management, General	Bachelor's degree	Associate Degree	Award < 1 year	Private Educational Institutions Annual Average Certificates or Other Credit Awards (2014-17)
California State University-San Bernardino	861	-	-	861
ITT Technical Institute-San Bernardino (CLOSED in 2016)	1	-	-	1
La Sierra University	27	-	-	27
Platt College-Ontario	-	4	-	4
Platt College-Riverside	-	6	-	6
Summit College	-	-	13	13
University of California-Riverside	611	-	-	611
University of Redlands	214	-	-	214
Total annual average other awards	1,714	10	13	1,738

Source: IPEDS

Recommendation

The knowledge, skills, and abilities provided by the community college *business management* program lead to three distinct occupations, collectively referred to as the *business management occupational group*. These combined occupations are expected to have 2,564 annual job openings over the next five years. *General managers* will have the most annual job openings, 2,148, and *industrial production managers* will have the fewest, 136 annual job openings. The 25th percentile hourly wages for each occupation in this group exceeds the \$19.94 self-sustainable wage needed for a single adult with one child in the region. The occupations in this group typically require a Bachelor's degree to enter employment. While at least 30% of incumbent workers hold a community college-level of education, most employer job ads are requesting a candidate with a Bachelor's degree or higher.

Nine regional community colleges offer *business management* programs, conferring an annual average of 162 awards over the last three academic years; 79 associate degrees and 83 certificates. Private educational institutions issued 1,738 annual average awards during the previous three years; 1,714 were Bachelor's degrees, ten (10) associate degrees, and 13 awards of less than one year.

The Centers of Excellence **recommends** expanding *business management* programs, but only if they are designed for students to continue their education at a four-year institution to achieve a Bachelor's degree. Substantial employment demand exists for the *business management occupational group*, but most employers are seeking workers with an educational attainment of a Bachelor's degree or higher. Colleges should identify and partner with relevant employers to understand the skills, knowledge, and abilities needed to secure gainful employment in this field.

Contact

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September 2020

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Appendix: Occupation definitions, sample job titles, five-year projections for business management occupations

General and Operations Managers (11-1021)

Plan, direct, or coordinate the operations of public or private sector organizations. Duties and responsibilities include formulating policies, managing daily operations, and planning the use of materials and human resources, but are too diverse and general in nature to be classified in any one functional area of management or administration, such as personnel, purchasing, or administrative services.

Sample job titles: Business Manager, Facility Manager, General Manager (GM), Operations Director, Operations Manager, Plant Superintendent, Store Manager

Entry-Level Educational Requirement: Bachelor's degree

Training Requirement: None

Incumbent workers with a Community College Award or Some Postsecondary Coursework: 35%

Administrative Services and Facilities Managers (11-3011)

Plan, direct, or coordinate one or more administrative services of an organization, such as records and information management, mail distribution, facilities planning and maintenance, custodial operations, and other office support services.

Sample job titles: Administrative Coordinator, Administrative Director, Administrative Manager, Administrative Officer, Administrative Specialist, Administrator, Business Administrator, Business Manager, Facilities Manager, Office Manager

Entry-Level Educational Requirement: Bachelor's degree

Training Requirement: None

Incumbent workers with a Community College Award or Some Postsecondary Coursework: 37%

Industrial Production Managers (11-3051)

Plan, direct, or coordinate the work activities and resources necessary for manufacturing products in accordance with cost, quality, and quantity specifications.

Sample job titles: Area Plant Manager, General Production Manager, Manufacturing Coordinator, Manufacturing Manager, Plant Manager, Plant Senior Manager, Product Line Manager, Production Control Manager, Production Manager, Sub Plant Manager

Entry-Level Educational Requirement: Bachelor's degree

Training Requirement: None

Incumbent workers with a Community College Award or Some Postsecondary Coursework: 30%

Appendix: Program Completion and Outcome Methodology

Exhibit 9 displays the average annual California Community College (CCC) awards conferred during the three academic years between 2016 and 2019, from the California Community Colleges Chancellor's Office Management Information Systems (MIS) Data Mart. Awards are the combined total of associate degrees and certificates issued during the timeframe, divided by three in this case to calculate an annual average. This is done to minimize the effect of atypical variation that might be present in a single year.

Community college student outcome information is from LaunchBoard and based on the selected TOP code and region. These metrics are based on records submitted to the California Community Colleges Chancellor's Office Management Information Systems (MIS) by community colleges, which come from self-reported student information from CCC Apply and the National Student Clearinghouse. Employment and earnings metrics are sourced from records provided by California's Employment Development Department's Unemployment Insurance database. When available, outcomes for completers are reported to demonstrate the impact that earning a degree or certificate can have on employment and earnings. For more information on the types of students included for each metric, please see the web link for LaunchBoard's Strong Workforce Program Metrics Data Element Dictionary in the References section (LaunchBoard, 2020a). Finally, employment in a job closely related to the field of study comes from self-reported student responses on the CTE Employment Outcomes Survey (CTEOS), administered by Santa Rosa Junior College (LaunchBoard, 2020a).

Job postings data is limited to the information provided by employers and the ability of artificial intelligence search engines to identify this information. Additionally, preliminary calculations by



Georgetown Center on Education and the Workforce found that "just 30 to 40 percent of openings for candidates with some college or an associate degree, and only 40 to 60 percent of openings for high school diploma holders appear online" (Carnevale et al., 2014). Online job postings often do not reveal the hiring intentions of employers; it is unknown if employers plan to hire one or multiple workers from a single online job posting, or if they are collecting resumes for future hiring needs. A closed job posting may not be the result of a hired worker.

Table 1: 2019 to 2024 job growth, wages, education, training, and work experience required for the business management occupational group, IEDR

Occupation (SOC)	2019 Jobs	5-Yr Change	5-Yr % Change	Annual Openings (New + Replacement Jobs)	Entry-Experienced Hourly Wage Range (25 th to 75 th percentile)	Median Hourly Wage (50 th percentile)	Average Annual Earnings	Typical Entry-Level Education & On-The-Job Training Required	Work Experience Required
General and Operations Managers (11-1021)	19,198	1,962	10%	2,148	\$32.07 to \$69.10	\$48.16	\$117,100	Bachelor's degree & None	5 years or more
Administrative Services and Facilities Managers (11-3011)	2,687	234	9%	279	\$34.23 to \$62.30	\$47.03	\$103,800	Bachelor's degree & None	Less than 5 years
Industrial Production Managers (11-3051)	1,669	57	3%	136	\$34.86 to \$60.20	\$46.61	\$106,700	Bachelor's degree & None	5 years or more
Total	23,554	2,253	10%	2,564	-	-	-	-	-

Source: EMSI 2020.3

**Business Administration Programs
Advisory Meeting
March 3, 2020 3:00- 5:00 pm
Barstow Community College
2700 Barstow Rd. Barstow, CA 92311
LRC Solarium**



MEETING MINUTES

*Faculty Chair/Meeting Facilitators:
Denise Pasley, BADM
Ramon Vasconcellos, ACCT*

Call to Order

The meeting was called to order at 3:07 pm

Introductions/Welcome

In Attendance:

Elena Rivera, Barstow Area Consortium for Adult Education
Paul Wilkey, State Farm
Jaqueline Diaz, FKCE
Bill Chaves, Yeqhoiau Grading & Paving
Mike Johnson, DCB
Eugene Butticci, Barstow Area Chamber of Commerce
Robert Clemmer, Clemmer Services
Eduardo Vasquez, BCC
Ramon Vasconcellos, BCC
Denise Pasley, BCC
Deanna Dibble, BUSD
Amanda Hernandez, City of Barstow
Nance Nunes-Gill, BCC
Amanda Lucero, BCC Business Admin. Student
Crystal Nasio, BCC
Carrie O'Neal, BUSD
James Lee- BCC (Scribe)

Denise Pasley welcomed everyone and introduced herself and Ramon who would be co-chairing the meeting. Everyone in attendance introduced themselves and what organization they are employed at. Denise went briefly over the handouts that were provided and the Perkins requirement for holding the advisory meeting but also the importance and value that this type of collaboration with industry and other stakeholders has on program improvement and ensuring our programs are aligned with current and future industry trends. Ramon supplemented this with some more context on the value of advisory and the importance of an entrepreneurial spirit in today's markets.

Committee Discussion

Denise asked the committee to review and provide any feedback on the previous advisory meeting minutes from the October 16, 2018 meeting. She said these could be reviewed after the meeting and any feedback sent over to her.

One handout that was provided was an overview of the newly approved local Business Administration, Associate of Science degree. She provided some details on this describing the changes which included 12 units of required core coursework and then students can select a track/concentration. There are 4 tracks currently available:

1. Management
2. Accounting
3. Business
4. Entrepreneurship

These tracks require two classes (6 units) in the area of concentration along with the general education requirement for the Associates Degree. The committee agreed that this content is valuable in industry and the structure of the degrees seemed like it would benefit students in transitioning into the workplace or advancing in their current roles.

There were some suggestions from committee members on the need for the need for customer service, answering phones/interacting with customers, Microsoft office and other routine office work. Ramon had suggested possibly offering seminars for topics that may be beneficial to the community but not have the ability to take for-credit classes. He mentioned this had been done in the past and something we could consider offering if there is a need. Denise suggested this could be better with industry buy-in to co-host the workshops/seminars as coming direct from the employer would help reinforce the need for these skills.

A committee member asked about job shadowing and if this was something similar to ROP programs and if it was being done. Job shadowing would need to be set up with industry partners willing to allow students to job shadow their employees and is not currently set-up. There was a suggestion about virtual job shadowing as an option; we do have a VR headset and computer that could possibly be used for this while we work on partnerships with industry for physical on-the-job job shadowing.

Another committee member mentioned the need for people with computer networking experience for contractors out at Fort Irwin such as Raytheon. He also mentioned that even some of the skills obtained in programs such as industrial maintenance could be used since they possess basic electrical, knowledge of tools/ladders/etc. They do not necessarily need a degree or cert but more so the work ethic and ability to learn on the job.

Ramon asked the DCB rep what are the types of skills they are looking for in employees at the bank and Mike mentioned in banking new employees typically start at the bottom and work their way up, but customer service skills was a plus. There was a discussion about [salesforce](#) Customer Relationship Management (CRM) technology which helps to manage a company's relationships and interactions with customers and potential customers. This technology sounded like it was being used in a couple of the committee members companies and even if not the concepts from it can be applied across the industry.

Possibly look at developing a stand-alone course for interpersonal communications, customer service, and other workforce readiness skills. When asked if this should be embedded in current courses or stand alone, there was a consensus that it should be a stand-alone course to ensure the focus is clear on its importance to industry. Look at either non-credit or possible soft skills/essential skills and sales certificates.

There was some discussion on changing trends such as developing apps, social media management, websites, etc. and how this is important to businesses. Some of this is touched on in some of the current class offering such as ENTR 3- Starting a Business With Limited Resources, but maybe we could look at making it clearer in the title to be able to draw attention to the course. It was mentioned that these classes were developed for regional alignment but something that we could look into.

There was some discussion on how we can identify the needs and wants of the community. There was a suggestion to survey the community for feedback. Gene at the chamber discussed his list serves and said he could send the surveys out there.

There was some discussion on other local needs such as hospitality/retail/restaurant management and how we could possibly look at developing some non-credit classes for any gaps in our offerings and look at the labor market data for need and then could build out a credit program if it is justified. Elena mentioned that Adult Ed. has developed a hospitality adult ed program for Baker since that is the primary industry there.

There was some discussion about the need for a youthful/student perspective as there may be a disconnect from some of us on the committee. Possibly forming a student advisory for input.

The industry at the table discussed some of the challenges they were facing with increases to minimum wage that is requiring any employee needing to have skills for the pay they are receiving and that training a new employee how to have work ethic, communicate effectively etc. is not practical. Also the discussion of PT versus FT and the costs of benefits for hiring full-time employees so many are only hiring part time.

There was some discussion about SDEV 5 (PSYC 5) Career and Life Planning as a possible course that may cover some of the soft skills and career readiness that many of the employers are seeking.

Contact Education was also mentioned as a possible solution for employers where if they have a group of employees we could provide customized training solutions for a cost.

There was some discussion about collaborating with the Workforce Development Department (WDD) [Employment Development Department \(EDD\)](#) and other employment type programs and the resources they provide. The EDD having a rep at the Harvey House one day a week was mentioned that could assist with job leads, resume prep, etc.

One committee member mentioned that offering a [Commercial Class A Drivers License](#) program would probably be viable for the community as there is always a demand for them.

Possibly using student success stories to highlight success of students to motivate other students when working through the program. Also could help build enrollment by showing what students are doing once completed. Possibly adding success stories to new website.

A committee member asked if we were offering or planning to offer a project management track or concentration and it was said not currently. There was some discussion as this

being needed at the military bases (Fort Irwin/MCLB) that and logistics. This would need to work through the Regional curriculum process, but it sounds like it could be a good program to develop.

Adjourn

The meeting was adjourned at 4:30 pm.

ASSOCIATE OF SCIENCE DEGREE, BUSINESS

Supporting Links

1. Equity Research Links:
 - a. [Respectful Strategies for Classroom Conversations](#)
 - b. [Report and Recommendations for Improving Black and African American Student Outcomes](#)
 - c. [Challenges Faced by Native Hawaiian and Pacific Islander Students in Higher Education](#)
2. Link to [Final CORs for BADM courses](#)