



Business Program Review

2013-2014

Section I – Accomplishments and Status of 2012 Program Review Report

A. Last Year's Initiatives

- Initiative BUS 1301 was to strengthen Business Advisory Relationships. This initiative did not require funding. We began work on this project in April of 2013, as we added some new members from the local business community to our Advisory Committee. We also surveyed our business students during the Spring 2013 semester to find out where our students work, with the goal of contacting some of those employers to see if they would like to be involved with our committee. One of our faculty members attended a workshop in April of 2013 on Best Practices for Advisory Committees and brought back valuable information. In August, we also met with the president of the Ventura Chamber of Commerce to make additional community contacts. We will continue to work on revision of our Advisory Committee during the current school year.
- Initiative BUS 1302 was to update the Business Department web page. The web page was updated; however, the SLOs and mapping pages are outdated and will need to be updated.
- Initiative BUS 1303 was to develop a Business Department marketing brochure. That has been completed using grant funding. Brochures were distributed to Advisory Committee members, business faculty, the CTE Division office, and the Counseling Department. They are also distributed at all CTE Outreach events. They have been very well received by the community.

B. Updates/accomplishments pertaining to any of the Student Success or Operating Goals from last year's report.

One of the program success goals was to increase the number of certificates and degrees awarded by the Business Department. Since our Accounting COA and AS Degree, Business Management COA and AS Degree, and Supervision COA and AS Degree were updated and streamlined, we anticipate that we will achieve this goal. The Business ADT was also approved by the state and will increase the number of degrees awarded. We have also suggested that all business faculty pass out copies of the degrees and certificates to their students and discuss them to increase awareness.

Section II - Description

A. Description of Program/Department

The Business Program at Ventura College is a comprehensive curriculum that covers the fundamental principles of business, accounting, organizational management, human resource management, business law and communication within organizations. Critical thinking and social responsibility in a dynamic global economy are emphasized.

Business degrees provide the student with an educational foundation in the areas of leadership, ethics, communication, project management, decision-making, and management. Because of the broad scope



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of subject matter, business is an excellent preparation for a wide range of career paths, including accounting, business management, non-profit management, finance, teaching, and entrepreneurship.

Degrees/Certificates

The program's courses are designed to articulate to UC and CSU for transfer students. Degrees include the following:

- ADT in Business Administration
- AS Degree in Accounting
- Certificate of Achievement - Accounting
- AS Degree in Business Management
- Certificate of Achievement - Business Management
- AS Degree in Supervision
- Certificate of Achievement - Supervision
- Certificate of Achievement - Administrative Assistant
- Bookkeeping Proficiency Award
- Reception Skills Proficiency Award

B. Program/Department Significant Events (Strengths and Successes), and Accomplishments

In spring of 2013, full-time faculty member and Department Chair, Dr. Jeffrey Stauffer, retired. Stephanie Branca was hired to fill the open position. Debbie Newcomb became the new Department Chair.

The Business Program needs to stay relevant in today's business environment. Because of this, Business Department curriculum is being reviewed and new courses added. We are in the process of developing a new certificate: Interactive Social Media and Marketing for Today's Marketplace. The department is also evaluating courses that are part of our degree patterns for consideration of adding Distance Education format. Offering more courses in the Distance Education format offers an alternative to students who prefer to complete the majority of their degree on-line.

C. 2013-2014 Estimated Costs/Gainful Employment – for Certificates of Achievement ONLY

	Cost		Cost		Cost		Cost
Enrollment Fees	\$1000 - \$1300	Enrollment Fees					
Books/Supplies	\$1500- \$4500	Books/Supplies					
Total	\$2500 - \$5800	Total		Total		Total	

D. Criteria Used for Admission



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No prerequisites required

E. College Vision

Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

F. College Mission

At Ventura College, we transform students' lives, develop human potential, create an informed citizenry, and serve as the educational and cultural heart of our community. Placing students at the center of the educational experience, we serve a highly diverse student body by providing quality instruction and student support, focusing on associate degree and certificate completion, transfer, workforce preparation, and basic skills. We are committed to the sustainable continuous improvement of our college and its services.

G. College Core Commitments

Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.

- | | |
|--|---|
| <ul style="list-style-type: none"> • Student Success • Respect • Integrity • Quality • Collegiality • Access | <ul style="list-style-type: none"> • Innovation • Diversity • Service • Collaboration • Sustainability • Continuous Improvement |
|--|---|

H. Organizational Structure

President: Greg Gillespie

Executive Vice President: To be determined

Dean: Dr. Kathleen Schrader

Department Chair: Debbie Newcomb

Faculty/Staff:

Name	Stephanie Branca
Classification	Associate Professor
Year Hired	2007
Years of Work-Related Experience	15 years in project management, marketing and operations management
Degrees/Credentials	B.S., M.B.A.

Name	Dr. James Carriger
Classification	Professor



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Year Hired	1982
Years of Work-Related Experience	
Degrees/Credentials	A.A., B.S., M.P.A., Ph.D.

Name	Kenneth Drake
Classification	Assistant Professor
Year Hired	2010
Years of Work-Related Experience	
Degrees/Credentials	B.A., M.A., M.B.A.

Name	Deborah Newcomb
Classification	Associate Professor
Year Hired	2009
Years of Work-Related Experience	25 years in Small Business Management
Degrees/Credentials	A.A., B.A., M.B.A., CMM

Section IIIa – Data and Analysis

A. SLO Data

The Business Department created a 5-year SLO rotational plan that was approved by the faculty. Mapping of courses to PSLOs was updated. Mapping of courses to ISLOs was completed. Courses listed in Trac Dat were reviewed and those no longer being offered were removed from the program and courses units. CSLOs were reviewed and updated as needed. A PSLO rubric was created and approved by the department faculty. Updated CSLOs and PSLOs were entered into Trac Dat, as was the 5-year plan and mapping.

One of the lessons learned from this process is that review and updates of SLOs and mapping will probably be an ongoing process.

The Business Department assessed all SLOs that were scheduled for FY 13 in our 5-year plan. SLOs and their assessments were discussed by faculty. The discussions indicated that review of course SLOs and improvement of rubrics is needed. We also found that faculty were not aware of the availability of Supplemental Instructors, which could be a valuable resource for increasing retention and success.

An initiative not requiring resources will be to hold a department workshop to do collaborative revision of SLOs and rubrics as well as receive additional training in these areas.

Findings from assessments indicated that most achievement goals were met. Despite this, there were excellent suggestions from faculty centering primarily upon adding or improving assignments leading up to assessments, changes in course curriculum, and making expectations



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clearer to students. For some of the more challenging courses, early intervention with tutors was suggested, as was inviting tutors to speak to classes to build awareness of the services available.

An initiative requiring resources would be to incorporate the use of Supplement Instructors into our high-risk courses. Grant funding from the Velocidad Grant might be available to fund this initiative. Our faculty are in need of more information about this service.

It is anticipated that these changes will improve student success as well as retention.

B. Performance Data

1. Retention – Program and Course

For this program review, data was analyzed for business courses after excluding accounting courses and medical assisting courses. This is a change from the previous program reviews. Since data for the entire Business Department was also provided, it was reviewed to identify significant differences in the data. There was only about a 1% difference in retention and success data between the two reports. There does not seem to be a substantial difference in whether this data is aggregated or disaggregated.

The retention rate for the Business Program (85%) is almost the same as the college's overall average retention rate (86%). Comparisons between the Program and the College's retention rates may be appropriate in that the Business Program attracts a wide diversity of students. This diversity includes age, gender, ethnicity, and educational goals. Business students are a mix of students seeking career enhancement, local degrees and transfer degrees.

The Program's retention rates have continually increased over the past three years and exceeded the previous 3-year average of 82%. The FY13 retention rate was 85%.

There does not appear to be a significant gap in success among Hispanic students as compared with White students. Other ethnicities varied in retention rates but overall number of students in these groups was very low, making statistical analysis inappropriate. The retention gap varies in different courses; however, the overall gap is only 1-2% lower for Hispanic students. The retention rates for Hispanic and White students varied by course. Interestingly, in career training courses, the retention rates for Hispanic students were considerably higher than those of White students.

Overall, the rising retention rates are encouraging for the Business Program and demonstrate faculty commitment to retaining students in their courses. No initiatives will be developed at this time.

2. Success – Program and Course



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The overall success rate for the Business Program was 69% for FY13. This is only slightly lower than the college's overall success rate of 71%. Again, this is probably an appropriate comparison as explained in Section IIIaB1.

The previous 3-year average success rate was 66%. There has been a steady increase in success rates for business students, peaking at 69% in FY13. Further, it should be noted that 28% of the success rate is represented by students who complete business courses with an "A".

The data shows that we are able to retain a large percentage of students (84% average) but only an average of 69% succeed with the courses. There is a gap in the success rates for Hispanic students versus White students. The success rate for Hispanic students varied across courses but averaged 67% compared to an average success rate of 75% for White students, leaving an 8% gap in success. This is almost the same as the college's overall gap for these groups. This would seem to indicate that this gap should be explored on a campus-wide basis.

Other ethnicities varied in success rates but overall number of students in these groups was very low, making statistical analysis inappropriate.

The Business Department met and discussed this data. Although the overall success rate for the Business Program is improving, there were seven courses with success rates of less than 65%. We will be reviewing these courses, as well as those with low success rates for Hispanic students, to determine what might be done to try to improve these numbers. An initiative is being created for investigating the use of Supplement Instructors and tutors to assist our students.

3. Program Completion – for "Programs" with Degrees/Certificates Only

The Business Department has awarded 154 degrees and certificates over the past four years, as well as 282 proficiency awards. There were 54 Certificates of Achievement awarded: 21 for Business (Business-General, Business Management, and Business Marketing) and 24 for Supervision. There were 109 AS Degrees awarded: 21 Business Administration ADTs, 84 Business (Business-General, Business Management, and Business Marketing) and 4 Supervision. There were 282 proficiency awards given for Administrative Assistant and Reception Skills.

The Business-General COA and AS Degree were discontinued as of fall 2012. As would be expected, the number of students completing those has reduced significantly. The degree was replaced with the Business Administration ADT, which was effective in fall 2012. In the first year, 21 students were awarded this new degree, which demonstrates the strength of this offering. There were 7 AS Degrees in Business Marketing awarded. This degree was discontinued several years ago so it would be reasonable to expect the number of awards to decrease significantly. The Business Management AS Degree and COA were revised, effective fall 2012. There has been an



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increase in the number of these awards since the revision. The Supervision COA and AS Degree were revised in fall of 2012. Numbers of these awards have decreased but the revision as well as increased publicity about them will hopefully lead to an increase in these awards.

Examination of disaggregated data shows that far more females (93) than males (59) earn the Business Department degrees and certificates. Additionally, more Hispanic students (79) earned degrees and certificates than White students (55). The other 20 awards were spread among other ethnic groups and were fairly proportionate to the number of those students in the Business Program. There does not seem to a success gap in this area.

Discussion was held regarding ways to help more males complete the business degrees and certificates. The department is making changes to scheduling that hopefully will help with this gap as well as with success and retention rates. This will be included in an initiative to increase Distance Education offerings.

The degree and certificate completion goal for the Business Department will be to increase the number of degrees and certificates by 10%. This would seem to be a reasonable goal based upon the fact that the degrees and certificates were revised over the past year and are more attainable for students.

It is likely that the degrees and COAs of the Business Department, particularly the Supervision awards, are not well known by the students. An initiative will be created to increase student awareness of all degrees and certificates, especially the Supervision awards.

C. Operating Data

1. Demographics - Program and Course

The data indicates that there has been a slow but steady increase in the percentage of Hispanic students (now over 50%) in the Business Program. This is followed by White students at 33%. Only approximately 16% of students are of other ethnicities. Although there are a larger percentage of female students in the program, the number of male students has been steadily increasing. The average age of the students has slightly decreased over the past three years to 26 years of age.

The demographic data very closely mirrors that of the college as a whole.

As the department adds more courses in the distance education format, it is hoped that more students will be attracted to the program, especially those special population students who may be less likely to take courses on campus or who may have scheduling conflicts. A goal of increasing distance education offerings has been included with an initiative for evaluation of scheduling of courses.



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2. Budget

- X Program members have reviewed the budget data.
- X No comments or requests to make about the budget

3. Productivity – Program and Course

The overall WSCH for the Business Program is 479 for FY13. That is 88% of the college's goal of 545 but is 91% of the college's actual WSCH for FY13. The majority of the courses is close to the goal or exceeds the goal. Some of the courses that are far below the goal are skills-based and require a smaller class size. In addition, some of the career pathway courses have been impacted by changes in financial aid requirements, causing low enrollments. BUS V21 (Administrative Assistant) is one that has been severely impacted. As a result, a Certificate of Achievement was created and was recently approved by the State Chancellor's office. This should lead to an improvement in enrollment and productivity.

The college goal of 545 would appear to be a realistic goal overall. However, it will be difficult for the Business Program to consistently reach that goal given the nature of some of the courses. Although the Business Program is relatively satisfied with its overall WSCH, we would recommend a WSCH of 500 for the Business Program.

Review of course data shows that some of the courses with a low WSCH have seen a recent decrease in enrollment. Some of these courses are also only offered once a year, so the data element was very small and would be better analyzed over a longer period of time. It will be prudent to increase awareness of these courses. In addition, the Business Program is reviewing how courses are scheduled, particularly those with lower enrollments. Some of the options being considered are the following.

- Alternating semesters for courses with low enrollment.
- Alternating location of career pathway courses to the Santa Paula campus every other semester.
- Adding Distance Education alternatives.

Initiatives discussed in Section IIIa B2 and B3 will address retention, program completion and productivity. No additional initiative will be developed at this time.

D. Resources

1. Faculty

The FTEF for the entire Business Department for FY13 is 29%. Disaggregated data that excludes accounting and medical assisting was not available. This is much lower than the



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college's FTEF, which was 42.4% for FY13. Part-time FTE was for 71%. This is much higher than the college's PT FTE of 55.3%.

A comparison of the number of FTEF over the past four years shows that we are down nearly 20%. This number is reflective of what occurred in FY10. During that year, three new full-time faculty were hired to fill the large number of openings left by retirements. At the end of FY10, one of the newly hired full-time faculty left and the opening was not filled. At the end of FY11, another full-time faculty member retired and the opening was not filled. There are currently only four full-time faculty in the department.

In the past three years, the PT FTE has increased; however, the number of part-time faculty in the Business Program has decreased. This decrease in part-time faculty was the result of the discontinuance of the BIS Program. Many of the part-time faculty were unable to teach under the Business Department minimum qualifications. Some new part-time faculty were hired to fill the gaps. Discontinuance of BIS has left the department without some of the computer courses that would be beneficial to our students.

This data supports an initiative to fund another full-time contract position.

There is no difficulty in finding new hourly faculty for this program and no special accreditations are required.

2. Classified Staff

The CTE Division was previously split into two areas, each with a dean and an administrative assistant. Three years ago, the division was reorganized into one division with one dean, supported by two administrative assistants. During the past two years, one of our administrative assistants retired. The position was not filled. This has left the Business Program without support staff, leaving the faculty to fill the gap. One administrative assistant is shared by the entire CTE Division, leaving that person with an enormous workload.

As we expand our distance education offerings, it is important for our faculty and students to have appropriate support from classified staff in the DE area. We support the hiring of additional DE support staff.

The CTE Division needs more classified staff and students workers in order to more efficiently and effectively support the faculty and dean. An initiative for this has been created.

3. Inventory

The current inventory is adequate for the Business Program.

4. Facilities or other Resource Requests



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The facilities are adequate for the Business Program. No new facilities or other resources are being requested at this time.

5. Combined Initiatives

The Business Program has no combined initiatives.

E. Other Program/Department Data

A meeting of the Business Advisory Committee was held in May of 2013. A copy of the minutes is attached to this report. The committee strongly suggested that there is a significant need for students to strengthen their “soft skills”. Soft skills specifically mentioned were being able to work within teams, interpersonal skills, writing skills, being able to network within organizations, and being aware of personal appearance. This is a common complaint in all types of businesses and for all levels of employees. Investigation into the best methods of working this into the business curriculum is needed.

Additionally, the advisory committee discussed the lack of prior work experience in students. Externships, experiential learning, service learning, and work experience enable students to gain insight into their career, strengthen their skills/knowledge, and improve their soft skills. The committee strongly recommended bringing back unpaid externships. An initiative for this will be developed.

After a recent peer evaluation visit, it was noted that students who sit in the back row of the third floor classrooms in the MCE building cannot see the bottom one-third of the projector screen. Our faculty worked with the IT Department and were unable to resolve the issue. The current seating arrangements in the rooms are long rows of tables placed side-by-side. The space between the seated students and the next row of tables is small and students tend to place their backpacks in that space. This not only prevents faculty from being able to get to the students to assist them but creates a trip-and-fall hazard. There is no ability to rearrange the seating to improve this nor to allow for group work. Additionally, there is a safety problem in the four classrooms that have computer desks. Computer and power cords protrude in the walkway causing a serious trip-and-fall hazard.

Section IIIb – Other Program Goals and Initiatives

A. Other Program Goals

The Business Department has no other program goals.

Section IV – Program Vitality (Academic Senate Approved Self-Evaluation)



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The vitality rubric score was 27, which indicates that the program is strong and vital. The Business Program has awarded over 154 degrees and certificates as well as 282 proficiency awards. Our retention and success rates very close to college's rates. Revision of our degrees and certificates will lead to an even further increase in awards. The Business Program is a vital and successful part of the CTE Division at Ventura College.

Section V - Initiatives

Ranking:

The ranking provided below indicated the program/department's ranking. The initiatives will be ranked again later at the division level before going to the appropriate committees (i.e. technology) for additional ranking.

R = Required – mandated or unavoidable needs (litigation, contracts, unsafe to operate conditions, etc.)

H = High – Approximately 1/3 of the total program/department/division's initiatives by resource category

M = Medium – Approximately 1/3 of the total program/department/division's initiative by resource category

L = Low – Approximately 1/3 of the total program/department/division's initiatives by resource category

A. Initiative: Fund a new contract position

Initiative ID: BUS 1401

Link to Data: This initiative is linked to faculty resources data. FTEF for the Business Department is down 20%. The number of part-time faculty positions has decreased in the past few years.

Expected Benefits: An additional full-time faculty position would increase the FTEF for the Business Department. The percentage would still be lower than the college FTEF of 42.4% but would bring it closer to the college average.

Goal: One new contract position.

Performance Indicator: Funding of one new contract position.

Timeline: 2014-2015

Funding Resource Category: Staffing Funds

Description: One new full-time contract position

Estimated Cost: \$125,000

Ranking: H

B. Initiative: Increase student retention and success rates.

Initiative ID: BUS1402

Link to Data: This initiative is linked to SLO, retention, success, and completion data. It is also linked to the district-wide goal to "Increase student success", objective #4, found in the Ventura College Planning Parameter document.

Expected Benefits: Incorporation of supplemental instruction and increased referrals for support services for students as well as application of alternative pedagogy, would increase retention, success, and completion rates. Use of supplemental instructors in BUS V03 and BUS V30, which have been identified as basic skills barrier courses, would be central to this initiative. Evaluation of courses with lower success and retention rates, especially those with lower Hispanic success rates, would be an important part of this initiative, as well. The only funding required for this initiative would be for supplemental instructors, which might be provided as part of the Velocidad Grant. Early intervention with tutoring services and



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referral to other existing student services would not require additional funding. Professional development in alternative instructional methods would not require additional funding.

Goal: Increase student retention and success rates.

Performance Indicator: Increase student retention and success rates by 3%.

Timeline: 2014-2015

Funding Resource Category: Grant Funds

Description: Evaluation of support services, supplemental instruction, and alternative pedagogy funded by Velocidad Grant. Use of Supplement Instructors for BUS V03 and BUS V30, which have been identified as basic skills barrier courses.

Estimated Cost: \$1000 per semester

Ranking: H

C. Initiative: Evaluation of the scheduling of business courses.

Initiative ID: BUS1403

Link to Data: This initiative is linked to retention, success, and completion data as well as to productivity data. It is also linked to two of the district-wide goals, found in the Ventura College Planning Parameter document. One goal is to "Increase the timely student completion of degrees . . .", objective #1. The other goal is to "Remain competitive in the online market", objective #1.

Expected Benefits: Evaluation of scheduling alternatives could lead to increased opportunities for students to enroll and succeed in courses, especially special population students who may need alternative class times and formats. Alternative scheduling options would include increased distance education options, offering of key courses during the day, evening and on-line, and alternating courses with lower productivity every other semester. Offering key courses and career pathway courses at the Santa Paula campus would also increase access, retention, success and productivity. Serious evaluation of course scheduling and rotation of required courses may also increase degree and certificate completion.

Goal: Offer more courses in the distance education format. Offer key courses during the day, evening and on-line. Alternate courses with lower productivity every other semester. Offer key courses and career pathway courses at the Santa Paula campus.

Performance Indicator: Increase of 2% in distance education options. Increase of 3% in success and retention rates.

Timeline: 2014-2015

Funding Resource Category: No new resources needed

Description: Offer more courses in the distance education format. Offer key courses during the day, evening and on-line. Alternate courses with lower productivity every other semester. Offer key courses and career pathway courses at the Santa Paula campus.

Estimated Cost: None

Ranking: H

D. Initiative: Addition of a service learning/externship business course to the schedule

Initiative ID: BUS 1404

Link to Data: This initiative is linked to the other program/department data. There was an overwhelming consensus of the Business Advisory Committee to bring back student externships or experiential learning. Discussion into alternative ways of moving forward



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with this concept is taking place. This initiative is also linked to the district-wide goal to “Partner more effectively to meet community needs”, objectives #2, 4 and 8, found in the Ventura College Planning Parameter document.

Expected Benefits: Not only would students gain work experience but also student learning in the workplace strengthens business concept applications and soft skills development. Participating students will have better access to jobs, develop contacts in the business community, and ideally receive job recommendations and/or job offers. This course would also be considered as the capstone course for two new certificates that are currently being developed.

Goal: Create a new experiential business course to be added to the schedule.

Performance Indicator: A new course would be offered in FY15.

Timeline: 2015-2016

Funding Resource Category: Hourly Instruction Funds

Description: Addition of a service learning/externship business course to the schedule.

Estimated Cost: \$4200 per semester

Ranking: H

- E. **Initiative:** Provide site for display of marketing materials for various Business programs.

Initiative ID: BUS 1405

Link to Data: This initiative is linked to completion data. It is also linked to one of the district-wide goals, found in the Ventura College Planning Parameter document. The goal is to “Increase the timely student completion of degrees . . .”, objective #1.

Expected Benefits: Increased awareness of the various degrees and certificates offered by the Business Department would lead to increased completion rates. Many students are not aware of the options available to them and a number of students have already met the requirements for degrees and certificates and are not aware of this.

Goal: Increase publicity of degrees and certificates in all business courses as well as increase marketing efforts. Use of a display case on the third floor of the MCE building with information about the various degrees and certificates would be very beneficial to the students. The display cases were previously purchased by the CTE Division but they need to be installed. The program will create and distribute a one-page marketing/informational worksheet that students can use to track their progress towards achieving degrees, certificates and proficiency awards in the Business Program. An awareness campaign to distribute this worksheet in each business class will take place.

Performance Indicator: Increase of 10% in degree and certificate completion.

Timeline: 2014-2015

Funding Resource Category: No new resources needed

Description: Install display case – Use of a display case (currently in storage) on the third floor of the MCE building with information about the various degrees and certificates to increase publicity of Business degrees and certificates. The program will also create and distribute a one-page marketing/informational worksheet that students can use to track their progress towards achieving degrees, certificates and proficiency awards in the Business Program. An awareness campaign to distribute this worksheet in each business class will take place.

Estimated Cost: None

Ranking: M



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F. Initiative: Improve SLO processes

Initiative ID: BUS 1406

Link to Data: This initiative is linked to the SLO data. Business faculty are interested in additional SLO training to help with revision of CSLOs and creation of rubrics.

Expected Benefits: Workshops would lead to an increase in authentic SLO assessments and better understanding of faculty of the processes of assessment and rubric design.

Goal: Hold SLO workshops

Performance Indicator: At least two workshops will be held during FY14.

Timeline: 2013-2014

Funding Resource Category: No new resources needed

Description: Hold SLO workshops to further enhance faculty's use and understanding of the course/program SLOs.

Estimated Cost: None

Ranking: L

G. Initiative: One FT CTE Division Administrative Assistant

Initiative ID: BUS 1407 - Linked to CTE1301

Link to Data: This initiative is linked to Resources – Classified Staff. The CTE Division needs an additional administrative assistant and student workers.

Expected Benefits: An additional administrative assistant and more students workers would help the CTE Division to work more efficiently and effectively to support the faculty and dean.

Goal: One additional classified staff position.

Performance Indicator: One additional classified staff position

Timeline: 2014-2015

Funding Resource Category: Staffing Funds

Description: Hire additional support staff for the CTE Division office to provide more effective and efficient support for instructors.

Estimated Cost: \$55,000

Ranking: H

H. Initiative: Improve student classroom seating for safety and visibility issues

Initiative ID: BUS 1408

Link to Data: This initiative is linked to Other Program/Department data. Currently, students who sit in the back row of the classrooms on the third floor of the MCE building cannot see the bottom one-third of the projector screen. The IT Department was unable to resolve the issue. The current seating arrangements prevent faculty from being able to get to the students to assist them and create a trip-and-fall hazard due to student backpacks and supplies in the narrow walkway between the rows of tables. There is no ability to rearrange the seating to improve this nor to allow for group work.

Expected Benefits: Benefits would include: improved safety in the classroom as well as improved student visibility of course visual content, faculty-to-student interaction and student group interaction.



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Goal: New desks that can be arranged to remove safety hazards in the classroom, as well as improvement in student visibility of course visual content, faculty-to-student interaction and student group interaction.

Performance Indicator: New desks will be provided for MCE third floor classrooms.

Timeline: 2014-2015

Funding Resource Category: Facilities Funds

Description: Replace desks and reconfigure classroom arrangement to be more conducive to classroom instruction and safety for 35 students. (Safety)

Estimated Cost:

Ranking: R

I. **Initiative:** Increase classroom safety in computer labs

Initiative ID: BUS 1409

Link to Data: This initiative is linked to Other Program/Department data. Currently, there are electrical cords protruding out from under the computer desks in MCE 340, 341, 342 and 343. Students and faculty walking in the narrow walkways are at high risk of tripping over the cords and falling.

Expected Benefits: Improved classroom safety from trip and fall hazards.

Goal: Improved safety in computer classrooms. Cords will be affixed to the inside of the computer desks, eliminating the trip and fall hazards.

Performance Indicator: Cords will no longer protrude from the computer desks and the walkways will be clear of hazards.

Timeline: 2014-2015

Funding Resource Category: No new resources needed

Description: Exposed and unrestrained computer cords in rooms MCE 340, 341, 342 and 343 present a significant trip and fall hazard. (Safety)

Estimated Cost: None

Ranking: R

Section VI – Process Assessment

Instructions: Please answer the following questions:

A. How have the changes in the program review process this year worked for your area?

We felt that the process was much better and the form greatly improved. However, a great deal of time is still required to analyze the data and complete the review process.

On a positive note, we were able to see benefits from this program review. Our program has a new department chair and new faculty. Therefore, prior to the data analysis, we were not aware of the low success rate in some of our classes. Doing program review has prompted us to make plans to look into these courses and find ways to raise student success rates.

B. How would you improve the program review process based on this experience?



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Data could be provided in a simple, relevant and consistent manner. Interviews with the department chairs might allow more focused data to be presented to them, making the data analysis process easier.

The vitality rubric should be revised. The category criteria in some of the rubric components seem overly punitive. For example, in the Course Completion Rate component, having a completion rate just 1% lower than the college's rate results in a one point deduction.

C. Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives (i.e. initiatives that should have been ranked high but were not, initiatives that were ranked high but should not have been), the division's decision to support/not support program discontinuance, or the process (either within the department/program or the division) itself.

If you choose to appeal, please complete the Appeals form (Appendix E) that explains and supports your position. Forms are located at the Program Review VC website.

The appeal will be handled at the next higher level of the program review process.

VII – Submission Verification

Program/Department: Business Program

Preparer: Debbie Newcomb

Dates met (include email discussions): 09-09-13, 09-16-13, and 09-25-13

List of Faculty who participated in the program Review Process: Stephanie Branca, Jim Carriger, Ken Drake and Debbie Newcomb.

Preparer Verification: I verify that this program document was completed in accordance with the program review process.

Dean Verification: I verify that I have reviewed this program review document and find it complete. Dean may also provide comments (optional):



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Rubric for Instructional Program Vitality-CTE

The purpose of this rubric is to aid a program in thoughtful, meaningful and reflective self-evaluation. This rubric is also a defensible and objective way at looking at program viability and efficacy. This rubric should not be used as the mechanism to justify funding requests or for resource allocation. Lastly, a low score on this rubric does not preclude a program from requesting documented and necessary resource requests in other parts of this program review document.

CTE programs:

Point Value	Element	Score
Up to 6	Enrollment demand / Fill rate ¹	
	A "6" would be the ability to fill 100% of sections prior to the start of the semester.	
	A "5" would be the ability to fill 95% or greater of class sections prior to the start of the semester for the past two terms.	5
	A "4" would be the ability to fill 90% or greater of class sections prior to the start of a semester for the past two terms.	
	A "3" would be the ability to fill 85% or greater of class sections prior to the start of a semester for the past two terms.	
	A "2" would be the ability to fill 80% or greater of class sections prior to the start of a semester for the past two terms.	
	A "1" would be the ability to fill 75% or greater of class sections prior to the start of a semester for the past two terms.	
	A "0" would be the ability to fill less than 75% of class sections prior to the start of a semester for the past two terms.	
	Sufficient capital / human resources to maintain the program, as defined by:	
Up to 3	Ability to find qualified instructors	
	A "3" would indicate that no classes have been canceled due to the inability to find qualified instructors.	3
	A "2" would indicate that rarely but occasionally have classes been canceled due to the inability to find qualified instructors.	
	A "1" would indicate that a significant number of sections in the past year have been canceled due to the inability to find qualified instructors.	
	A "0" would indicate that classes are not even scheduled due to the inability to find qualified instructors.	
Up to 3	Financial resources, equipment, space	
	A "3" would indicate that the program is fully supported with regards to dedicated class / lab space, supplies and equipment.	3
	A "2" would indicate that the program is partially supported with regards to dedicated class / lab space, supplies and equipment	
	A "1" would indicate that the program is minimally supported with regards to dedicate class / lab space, supplies and equipment.	
	A "0" would indicate that there is no college support with regards to class / lab space, supplies and equipment.	
Up to 4	Agreed-upon productivity rate ²	
	A "4" would indicate that a program has met or exceeded its productivity rate.	
	A "3" would indicate that a program is at 90% or greater of its productivity rate.	3
	A "2" would indicate that a program is at 80% or greater of its productivity rate.	
	A "1" would indicate that a program is at 70% or greater of its productivity rate.	

¹ Enrollment demand is determined by the ability to fill classes.

² Productivity rate is defined as **WSCH/FTEF** as determined by the program faculty at the college.



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A "0" would indicate that a program is at less than 70% of its productivity rate.	
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Up to 3	Program Completion	
	A "3" would indicate that the program has granted 25 or greater combined degrees, certificates and proficiency awards over the past four academic years.	3
	A "2" would indicate that the program has granted 20-24 combined degrees, certificates and proficiency awards over the past four academic years.	
	A "1" would indicate that the program has granted 15-19 combined degrees, certificates and proficiency awards over the past four academic years.	
	A "0" would indicate that the program has granted fewer than 14 combined degrees, certificates and proficiency awards over the past four academic years.	

Up to 3	Employment Outlook for Students/Job Market Relevance	
	A "3" would indicate that the employment outlook for students in the program is greater than the projected county-wide employment average for the next three years <i>and/or</i> "leavers" of the program make more money in their jobs based on taking courses at the college (with or without having completed a degree) than had they not taken courses at the college.	3
	A "2" would indicate the employment outlook for students in the program is about average with the projected county-wide employment average for the next three years.	
	A "1" would indicate that the employment outlook for students in the program is less than the projected county-wide employment average for the next three years.	
	A "0" would indicate that the employment outlook for students in the program is significantly less than the projected county-wide employment average for the next three years.	

Up to 3	Success rate ³	
	A "3" would indicate that the sum of the program's course success rates for the past academic year is greater than the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "2" would indicate that the sum of the program's success rates for the past academic year is within 4 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	2
	A "1" would indicate that the sum of the program's success rates for the past academic year is within 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that the sum of the program's success rates for the past academic year is lesser than 8 percentage points of the most recent college-wide course success rate metric found in the annual "VC Institutional Effectiveness Report."	

Up to 4	Course completion rate ⁴	
	A "4" would indicate that the program's course completion rate is greater than 5 percentage points or greater than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "3" would indicate the program's course completion rate is equal to or greater than the most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "2" would indicate that a program's course completion rate is up to 2 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	2
	A "1" would indicate that a program's course completion rate is up to 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	
	A "0" would indicate that a program's course completion rate is greater than 5 percentage points less than most recent college-wide course completion rate metric found in the annual "VC Institutional Effectiveness Report."	

³ As defined by the RP Group, the success rate is "the percentage of students who receive a passing/satisfactory grade" notation of A, B, C, P, IB, or IC.

⁴ As defined by the RP Group, the course completion rate is the "percentage of students who do not withdraw from class and who receive a valid grade."



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Up to 3	Ongoing and active participation in SLO assessment process	
	A "3" would indicate that all required courses, programs and institutional level SLOs as indicated by the programs SLO mapping document found in TracDat have been assessed on a regular and robust manner within the past academic year.	3
	A "2" would indicate that 95% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	
	A "1" would indicate that 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	
	A "0" would indicate than less than 90% of all required courses, programs and institutional level SLOs as indicated by the program's SLO mapping document have been assessed on a regular and robust manner within the past academic year.	

In no more than two to three sentences, supply a narrative explanation, rationale or justification for the score you provided, especially for programs with a score of less than 22:

The Business Program is strong and has awarded over 154 degrees and certificates as well as 282 proficiency awards. Our retention and success rates very close to college's rates. Revision of our degrees and certificates will lead to an even further increase in awards. The Business Program is a vital and successful part of the CTE Division at Ventura College.

Score interpretation, academic programs:

- 27-32** Program is current and vibrant with no further action recommended
- 22-26** Recommendation to attempt to strengthen program
- Below 22** Recommendation to consider discontinuation of the program



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BUSINESS ADVISORY COMMITTEE

MINUTES

05-03-13

Attendees: Stephanie Becerra, Will Berg, Sean Bhardwaj, Lesa Caputo, Karen De La Pena, Ken Drake, Sharon Dwyer, Franceen Fallett, Kay Faulconer-Boger, Sandy Kinghorn, Debbie Newcomb, Celine Park, Mike Pettit, Kathleen Schrader, Jeff Stauffer, Alan Walker, Kay Wigton, and Laura Woyach,

1. Meeting was called to order at 12:25.
2. Welcome was given by Debbie Newcomb. She explained that today both the Medical Assisting and Business Advisory Committees were brought together for general information and lunch then they would break out for individual committee meetings.
3. Kathy Schrader, new Dean of CTE was introduced. Dean Schrader told about her role at VC and her background. She then explained the role and purpose of advisory committees.
4. Jeff Stauffer's retirement was announced and Jeff gave a few remarks.
5. Newcomb explained the role of advisory committees in regards to degrees and certificates. She explained that copies of the degrees were being passed out to the respective committees and that we also have an Accounting Degree/COA and a Bookkeeping Proficiency Award. She then explained the difference between AS degrees and COAs (Certificates of Achievement).

BREAKOUT SESSION

1. A handout containing the current Business Management, Business Administration for Transfer, and Supervision Degrees was passed out. It was noted that we also have an Accounting Degree that was not on the handout. There was explanation and discussion of the various degree patterns, including explanation of the business transfer model.
2. A handout containing the new COA for Administrative Assistant was passed out. There was discussion of the need for this certificate. Ballots were passed out and the vote was affirmative for the COA.
3. There was discussion of the training needs for students in the workplace, such as being able to work within teams, interpersonal skills, writing skills, being able to network within organizations, and being aware of personal appearance.
4. Discussion of the lack of prior work experience led to an overwhelming consensus on the need for bringing back paid and unpaid internship programs for all disciplines. Also, there was a suggestion for providing credit for students already employed. In the past, we had a very viable program where students would learn to create work-related objectives with their supervisor and a VC coordinator would oversee the process to ensure the awarding of credit.

The meeting was adjourned.