Section A - Enrollment and Demographics

Examine the enrollment and demographic data in Section A of the datasheet.

1. Is your program's enrollment increasing, decreasing, or remaining constant?
   Increasing

2. Describe the reason(s) for the trend in your program's enrollment (600 characters max).

   A degree/COA checklist was created to assist students in tracking their progress through these programs. These checklists are passed out in classes each semester and available in the division office as well as on the Business webpage on the VC website. The program also has added new courses to bring in latest needs in business education. Our ADT is extremely popular and we have a new Administrative Assistant degree/COA. We have increased marketing of our programs including a bulletin board, flyers on late start courses, and suggested course flyers.

3. Are the demographics of students in your program similar to those of the College, as a whole?
   Yes

4. If no, please describe why they differ (600 characters max).

   N/A

5. Are you able to increase your program's enrollment and/or enroll more students from underrepresented groups?
   Yes

   If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.

6.   If no, please describe why your program is unable to do this. (600 characters max).

The program needs another full-time faculty position to help with offerings for new degrees, especially the pending degree in Social Media Marketing. Other expansions include a Business Information Worker certificate as well as the Agri-Business degree & Employability course offerings planned by the college. In addition, we are increasing distance education offerings with the hope of enabling students who are unable to commit to regular on-ground classes to complete their degree fully on-line. A full-time position will provide the continuity needed to increase enrollments and success rates.

Section B - Course Success Rate

Examine your program's course success rate data in Section B of the datasheet. To satisfy an accreditation requirement, the College has set a standard of 66.7% for the course success rate that all programs are expected to meet.

1.   Was your program's course success rate in 2014 higher than the college standard of 66.7%?
     Yes
2.   Was your program's course success rate in 2014 higher than the overall college success rate?
     No
3.   Is your program's course success rate increasing, decreasing, or remaining constant?
     Remaining Constant
4.   Are there gaps between demographic groups (ethnicity, gender) in your program's course success rate?
     Yes
5.   Briefly describe the reason(s) for the trend in your program's course success rate, and for any gaps between demographic groups (600 characters max).

The gap between ethnic groups similar to the college gap. The gender gap is closing and success among Blacks and Whites has risen. There is a 3% increase in Hispanic students but the success gap has widened. We cannot explain this but it is possible that language continues to be a barrier. The course with the greatest enrollment in this program is BUS V30, which has been identified as a basic skills barrier course. As enrollment has increased by 305 students, a large portion of those take BUS V30 so this increase in the number of students in a barrier course could widen a success gap.

6.   Are you able to increase your program's course success rate and/or close gaps between demographic groups?
     Yes

     If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.

2

7. If no, why not? (600 characters max)

> The Business Program will try to increase awareness of resources available to students, such as the Tutoring Center, Smarkthing on-line tutoring, and ENGM courses.

Section C - Productivity

Examine your program's productivity data in Section C of the datasheet. The college has set an overall productivity standard of 525.

1. Was your program's productivity in 2014 higher, lower, or equal to the overall college standard of 525?
   Equal to 525
2. Is your program's productivity increasing, decreasing, or remaining constant?
   Increasing
3. Is your program's course fill rate increasing, decreasing, or remaining constant?
   Increasing
4. Briefly describe the reasons for the trends in your program's productivity and course fill rate (600 characters max).

> In 2013, the productivity rate greatly decreased. We had identified the problem that caused it and corrected it. Therefore, productivity has gone up and met the 525 goal. The overall increase in productivity is most likely due to strategic scheduling, a two-year plan of course offerings, and focused strategies for increasing completion. Students are offered a degree check-list that helps them plan what to take each semester and shows the stackability of the business certificates and degrees. Students find that they can take 2-3 more classes and earn another award.

5. Are you able to increase your productivity and/or course fill rate?
   Yes

   If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.

6. If no, why not? (600 characters max)

> Another full-time faculty member would help with continuity of the program and increased enrollments in new program offerings. Having a new full-time faculty who could increase our distance education offerings would help increase productivity numbers since those would be larger classes. Our revamped Administrative Assistant program is also growing and will increase productivity as will the internships we will offer in Spring 2016.

Section D - Degrees and Certificates Awarded

1. Does your program offer a degree or certificate of achievement?
   Yes

   If yes, please examine the degree and certificate data on Section D of the datasheet and answer the questions below. If no, skip to Section E.

   To satisfy an accreditation requirement, the college has set a standard to award a minimum of 1,178 degrees and certificates each year.

2. Briefly describe the trend in the number of degrees and certificates that your program has awarded over the last five years (600 characters max).

> The number of degrees and certificates awarded has greatly increased. In fact, the Business ADT has tripled since its inception in 2012. Our degrees and certificates are strategically designed to be stackable so students are able to easily earn more than one award. Our degree/certificate checklist has made this easy for students to understand and they are catching on to this concept. The Supervision degree/COA will be slightly revamped to increase its marketability.

   Programs that have awarded fewer than 15 degrees and certificates over the past five years may be placed on possible discontinuance.

3. Has your program awarded fewer than 15 total degrees and certificates over the past five years?
   No

4. If yes, please describe the reason(s) why your program has awarded fewer than 15 total degrees and certificates (600 characters max). Also please create an initiative in Section H that describes how your program will increase the number of degrees/certificates awarded, and what resources, if any, are necessary to achieve it.

N/A

5. Are there gaps between demographic groups (ethnicity, gender) in your program's awarding of degrees and certificates?
Yes

6. If yes, please describe the reasons for any gaps between demographic groups (600 characters max).

There was a large gap between genders but it has closed significantly. This is not easily explained since the enrollment in both genders has been very close for several years but it is now more in proportion as to how they are represented in the program. We will continue to observe this positive trend. The ethnicity gaps are fairly proportionate to their representation in enrollment. Although the gap getween Hispanics and Whites is closing, there was a decrease in awards to Hispanic students and we will continue to observe for possible explanations and solutions.

7. Are you able to increase the number of degrees/certificates that your program awards each year and/or close any gaps between demographic groups?
Yes

If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.

8. If no, why not? (600 characters max)

> N/A

Section E - Student Learning Outcomes

1. Are there any courses your program offers that have never been assessed?
   Yes
2. If yes, why haven't they been assessed? (600 characters max)

> BUS V47 is a brand new course that is being offered for the first time during the Fall 2015 semester. It will assess CSLO-1 this semester. All other courses have been assessed.97

3. What percentage of your program's courses have assessed at least half of their SLO's?
   97%
4. Have you made any changes to courses based on the results of SLO assessment?
   Yes
5. If yes, briefly describe the changes were made and the impact they had on student learning. (600 characters max).

> Based on suggestions and initiatives from assessments, faculty have refined their course SLOs to more meaningful outcomes, recommended tutors and SIs11, and purchased videos to assist students with note-taking, test taking, and other course success strategies. In addition, faculty in many courses have made assignment and/or curricular changes or created supplemental activities that assist students in better understanding of materials. Faculty have also increased their awareness of the need to ensure that instructions and expectations are clearly communicated to students.

6. How many courses have assessed SLO's, implemented a change, and then re-assessed the SLO's (i.e. "closed the loop")?
   11 Courses

7. How closely have you adhered to your SLO rotational plan?
   Completely

8. Did anything impede your ability to adhere to your SLO rotational plan? (600 characters max)

   No. The Business Department has been actively and cooperatively involved in the SLO process.

9. How does your program facilitate the achievement of the college's institutional learning outcomes? (600 characters max)

   The ISLO outcomes are definitely strengthened by Business Department courses as most of the skills are included in several of our courses. We have courses focused on ISLO-1 Communication (Business Comm and Business English), ISLO-2 Quantitative Analysis (BUS V07A), ISLO-3 Critical Thinking and Problem Solving, which is part of almost all classes, and ISLO-5 Career Readiness, which is part of most courses since they are CTE courses. The Business Program consistenly strengthens student skills in these areas.

10. How many department/program meetings have you held in the previous year in which SLO's have been discussed?
    5

11. Are you able to improve the student learning outcomes for your program (i.e. number of SLO's assessed, adherence to rotational plan, student SLO attainment, etc.)?
    No

    If yes, please create an initiative in Section H that describes how your program will do this, and what resources, if any, are necessary to achieve it.

12. If no, why not? (600 characters max)

> The Business Department has been actively and cooperatively involved in the SLO process. We are on track with all aspects of assessments, closing the loop, and sticking to our 5-year rotational plan.

Section F - Budget

1. Have there been any significant changes in your program's budget over the past 3 years?
   Yes
2. How have these changes impacted student learning? (600 characters max)

> The Business Program has been positively impacted by grant funding from the VC Innovates Grant. Although this is temporary funding, it is allowing the department to meet needs for improvements in supplies, equipment, and professional development. At the same time, there has been a decrease in funding from our Perkins Grant. When the Innovates Grant is completed, there may be a lack of funding available for improvements in the program.
>
> The general Business Department budget has not significantly changed.

Section G - Previous Year Initiatives

Program	Funding Category	Initiative ID	Initiative Title	Initiative Description	Cost	Grants/ Categorical	College Funds	Program Priority	Division Priority	Committee Priority	College Priority	Funded	Status	Outcome
Accounting	General Fund	ACCT1501	Supplemental Instructor for BUS V03	Incorporation of supplemental instruction to increase retention, success, and completion rates.	2,000		2,000	M	L	L	L	Yes	Ongoing	An SI needs to be identified.
Business	Faculty	BUS1401	New - One (1) FT Faculty position	To more closely align the FT/PT Faculty ratio (29%/71%) of the Business program to the College-wide FT/PT ratio (42%/55%) and allow for increased course sections and FTES.	120,000		120,000	L	L	L	L	No	Ongoing	There is significant need for a full-time faculty position.
Business	General Fund	BUS1404	Internship course for Business	Advisory committee overwhelmingly recommends	4,200		4,200	H	M	M	M	Yes	Ongoing	Internship will be added for Spring 2016

				student internships											
Business	Other funds	BUS1402	Supplemental Instructor for BUS V30	Incorporation of supplemental instruction to increase retention, success, and completion rates.	2,000	2,000	-		M	L			Yes	Ongoing	Need to identify SIs for this course
Business	None	BUS1408	Raise projector screens in classroom	Students in back row are unable to see bottom 1/3 of projector screen. Tables are positioned so that faculty are unable to get to students to assist them and there is a tripping hazard.			-		H	M			No	Discontinued	

Section H – 2015-2016 Initiatives

Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
Business	BUS1601	F-T Faculty Position#2	New - A second F-T faculty position is needed for program expansion as well as better alignment of FT/PT Faculty Ratio. Current ratio is 16% FT to 84% PT with new part-time hires needed. Will increase course sections, serve new programs (Social Media, AgriBusiness, Business Information Worker, and Employability) and increase FTES.	120,000	College Funds	Faculty	☒Goal 1 ☒Goal 2 ☐Goal 3 ☐Goal 4 ☐Goal 5	☒Enrollment ☒# Under-represented students ☒Course Success Rate ☒Productivity/ Fill Rate ☒Degrees/ Certificates ☒Close equity gaps	☐Req ☒High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low

Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
Business	BUS1602	Degree Checklists	Increase marketing of program with professionally printed degree/COA checklists and share with students, counseling department and CTE Outreach Specialist	3000	College Funds	General Fun	☒Goal 1 ☐Goal 2 ☐Goal 3 ☐Goal 4 ☐Goal 5	☒Enrollment ☒# Under-represented students ☒Course Success Rate ☒Productivity/ Fill Rate ☒Degrees/ Certificates ☒Close equity gaps	☐Req ☒High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low
Business	BUS1603	Tutoring	Increase referrals for tutoring and have tutors speak to classes about options available to assist them with course success and completion.	0	None	Other	☒Goal 1 ☒Goal 2 ☐Goal 3 ☐Goal 4 ☐Goal 5	☐Enrollment ☐# Under-represented students ☒Course Success Rate ☐Productivity/ Fill Rate ☐Degrees/ Certificates ☒Close equity gaps	☐Req ☐High ☒Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low	☐Req ☐High ☐Med ☐Low

Program	Initiative ID	Initiative Title	Initiative Description	Cost	Funding Source	Initiative Category	Educational Master Plan Goal	Expected Improvement	Program Priority	Division Priority	Committee Priority	College Priority
					- Select -	- Select -	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4 ☐ Goal 5	☐ Enrollment ☐ # Under-represented students ☐ Course Success Rate ☐ Productivity/ Fill Rate ☐ Degrees/ Certificates ☐ Close equity gaps	☐ Req ☐ High ☐ Med ☐ Low	☐ Req ☐ High ☐ Med ☐ Low	☐ Req ☐ High ☐ Med ☐ Low	☐ Req ☐ High ☐ Med ☐ Low
					- Select -	- Select -	☐ Goal 1 ☐ Goal 2 ☐ Goal 3 ☐ Goal 4 ☐ Goal 5	☐ Enrollment ☐ # Under-represented students ☐ Course Success Rate ☐ Productivity/ Fill Rate ☐ Degrees/ Certificates ☐ Close equity gaps	☐ Req ☐ High ☐ Med ☐ Low	☐ Req ☐ High ☐ Med ☐ Low	☐ Req ☐ High ☐ Med ☐ Low	☐ Req ☐ High ☐ Med ☐ Low

Educational Master Plan Goals

Goal 1: Continuously improve educational programs and services to meet student, community, and workforce development needs.

Goal 2: Provide students with information and access to diverse and comprehensive support services that lead to their success.

Goal 3: Partner with local and regional organizations to achieve mutual goals and strengthen the College, the community and the area's economic vitality.

Goal 4: Continuously enhance institutional operations and effectiveness.

Goal 5: Implement the Ventura College East Campus Educational Plan.

Section I – Program Review Process Assessment and Submission Verification

1. Program Name Business and Accounting

2. Please assess the changes made to this year's program review process. (600 characters max)

   This form is MUCH easier to complete. The data files are a tremendous improvement to data review. However, 600 characters is not quite enough to explain some of the sections.

3. How would you improve the program review process? (600 characters max)

   Increase text boxes to 1000 characters. Change form so that question 6 in each section states that you can explain yes or no answers. Sometimes, we would like to explain in more detail what we will be requesting in the initative sections.

Submission Verification

1. Preparer: Debbie Newcomb

2. Dates met (include email discussions): 10-12-15, 10-26-15

3. List of Faculty who participated in the program Review Process:

   Stephanie Branca
   Ken Drake
   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. *The dean may also provide comments (optional):* (600 characters max)

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 (available on VC Program Review 2015-2016 website) that explains and supports your position.

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