

Business Program Review 2012-2013

1. Program/Department Description

1A. Description

Study in business leads to a wide range of opportunities in a variety of industries. Upon completion of the associate degree, the student will be prepared for various entry-level positions within organizations as well as promotion from technical and specialty job functions into management positions, and/or for transfer to a baccalaureate program. In addition, student will obtain the rudimentary information and knowledge required to start their own businesses.

Degrees/Certificates

Program's courses are designed to articulate to UC and CSU for transfer students.

1B. 2012-2013 Estimated Costs (Certificate of Achievement ONLY)

Required for Gainful Employment regulations.

	Cost		Cost		Cost		Cost
Enrollment Fees	\$780 - \$1539	Enrollment Fees					
Books/Supplies	\$1500- \$4500	Books/Supplies					
Total	\$2280 - \$6039	Total		Total		Total	

1C. Criteria Used for Admission

No prerequisites required

1D. College Vision

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

1E. College Mission

Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills; programs for students seeking an associate degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. It is a leader in providing instruction and support for students with disabilities. With its commitment

Business Program Review

2012-2013

to workforce development in support of the State and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities

that promote success, develop students to their full potential, create lifelong learners, enhance personal growth and life enrichment and foster positive values for successful living and membership in a multicultural society. The College is committed to continual assessment of learning outcomes in order to maintain high quality courses and programs. Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.

1F. 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.

- Student Success
- Respect
- Integrity
- Quality
- Collegiality
- Access
- Innovation
- Diversity
- Service
- Collaboration
- Sustainability
- Continuous Improvement

1G. Program/Department Significant Events (Strengths and Successes)

Student learning is enhanced by the instructors who are expert in their respective fields. Many of the programs address the needs of the community as evidenced by Advisory Council input. The Business Department has created an SB1440 Transfer Model Curriculum degree in Business Administration. Existing degrees in Accounting and Business Management were revised to update content and relevance in these fields. Currently the Supervision degree is going through revision. As a result of this effort, 11 students have applied for the Business Administration transfer degree.

The Business Information Systems offerings were discontinued as a result of budget, including the loss of BIS faculty not meeting minimum qualifications. The BIS Program Review for 2011-2012 initiatives included the following.

- 1) Change core BIS courses to BUS designations. This was not accomplished due to campus budgetary considerations.
- 2) Change BIS V98 to a BUS designation and increase units to 18. This was accomplished and the course is now designated as BU V 21.
- 3) Change BIS V70 to a BUS designation and increase the units and content. This was not accomplished due to campus budgetary considerations.

However the Business Department successfully converted not only BIS V98 but also BIS V40 courses into BUS 21 and BUS 17, respectively.

Business Program Review

2012-2013

The Business Department met with the Business Advisory Council and received direction on future trends and skills in the local area. Also the department has been successful in the continuation of proficiency for Administrative Assistant, Medical Insurance Billing, and Reception Skills.

Business Program Review

2012-2013

K. Organizational Structure

President: Robin Calote

Executive Vice President: Ramiro Sanchez

Dean: Kathleen Schrader

Department Chair: Jeff Stauffer

Instructors and Staff

Name	James Carriger
Classification	Professor
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	Assistant Professor
Year Hired	2009
Years of Work-Related Experience	
Degrees/Credentials	A.A., B.A., M.B.A.

Name	Jeff Stauffer
Classification	Professor
Year Hired	1974
Years of Work-Related Experience	
Degrees/Credentials	B.A., M.A., M.A.E., Ed.D.

Business Program Review 2012-2013

2. Performance Expectations

2A. Student Learning Outcomes

2A1. **2012-2013** - Institutional Student Learning Outcomes

1. Communication - written, oral and visual
2. Reasoning - scientific and quantitative
3. Critical thinking and problem solving
4. Information literacy
5. Personal/community awareness and academic/career responsibilities

2A2. **2012-2013** - Program Level Student Learning Outcomes

For programs/departments offering degrees and/or certificates

1. Demonstrate the fundamental principles of business
2. Examine Various Approaches to Decision-Making
3. Create, analyze and interpret written and verbal communication in business applications

2A3. **2012-2013** - Course Level Student Learning Outcomes

Attached to program review (See appendices).

2B. **2012-2013** Student SUCCESS Outcomes

1. The program will increase the number of certificates and degrees issued from the **program's** previous three-year average number of awards.
2. The program will maintain or increase its student retention rates from the **college's** previous three-year average retention rate.
3. The program will maintain or increase student success rates from the average of the **program's** prior three-year average success rates.

Business Program Review

2012-2013

2C. 2012-2013 Program OPERATING Outcomes

1. The program will aim for WSCH/FTEF at or above the goal set for each course by the district, when possible.
2. The program will convert core BIS courses to BUS designations.
3. Inventory of instructional equipment is functional, current, and otherwise adequate to maintain a quality-learning environment.

2D. Mapping of Student Learning Outcomes - Refer to TracDat

3. Operating Information

3A. Productivity Terminology Table

Sections	A credit or non-credit class. Does not include not-for-credit classes (community education).
Census	Number of students enrolled at census (typically the 4 th week of class for fall and spring).
FTEF	Full Time Equivalent Students A student in the classroom 15 hours/week for 35 weeks (or two semesters) = 525 student contact hours. 525 student contact hours = 1 FTEF. Example: 400 student contact hours = $400/525 = 0.762$ FTEF. The State apportionment process and District allocation model both use FTEF as the primary funding criterion.
FTEF	Full Time Equivalent Faculty A faculty member teaching 15 units for two semesters (30 units for the year) = 1 FTE. Example: a 6 unit assignment = $6/30 = 0.20$ FTEF (annual). The college also computes semester FTEF by changing the denominator to 15 units. However, in the program review data, all FTE is annual. FTEF includes both Full-Time Faculty and Part-Time Faculty. FTEF in this program review includes faculty assigned to teach extra large sections (XL Faculty). This deviates from the prior practice of not including these assignments as part of FTEF. However, it is necessary to account for these assignments to properly represent faculty productivity and associated costs.
Cross Listed FTEF	FTEF is assigned to all faculty teaching cross-listed sections. The FTEF assignment is proportional to the number of students enrolled at census. This deviates from the practice of assigning load only to the primary section. It is necessary to account for these cross-listed assignments to properly represent faculty productivity and associated costs.
XL FTE	Extra Large FTE: This is the calculated assignment for faculty assigned to extra large

Business Program Review 2012-2013

	sections (greater than 60 census enrollments).The current practice is not to assign FTE. Example: if census>60, 50% of the section FTE assignment for each additional group of 25 (additional tiers).
WSCH	Weekly Student Contact Hours The term "WSCH" is used as a total for weekly student contact hours AND as the ratio of the total WSCH divided by assigned FTEF. Example: 20 sections of 40 students at census enrolled for 3 hours per week taught by 4.00 FTEF faculty. $(20 \times 40 \times 3) = 2,400$ WSCH / 4.00 FTEF = 600 WSCH/FTEF.
WSCH to FTES	Using the example above: $2,400$ WSCH x 35 weeks = 84,000 student contact hours = $84,000 / 525 = 160$ FTES (see FTES definition). Simplified Formulas: $FTES = WSCH/15$ or $WSCH = FTES \times 15$
District Goal	Program WSCH ratio goal. WSCH/FTEF The District goal was set in 2006 to recognize the differences in program productivity.

3B: Student Success Terminology

Census	Number of students enrolled at Census (typically the 4 th week of class for fall and spring). Census enrollment is used to compute WSCH and FTES for funding purposes.
Retain	Students completing the class with any grade other than W or DR divided by Census Example: 40 students enrolled, 5 students dropped prior to census,35 students were enrolled at census, 25 students completed the class with a grade other than W or DR: Retention Rate = $25/35 = 71\%$
Success	Students completing the class with grades A, B, C, CR or P divided by Census Excludes students with grades D, F, or NC.

Program specific data was provided in Section 3 for all programs last year. This year, please refer to the data sources available

at http://www.venturacollege.edu/faculty_staff/academic_resources/program_review.shtml

In addition, the 2011-2012 program review documents will provide examples of last year's data and interpretations.

3C: 2012 - 2013 Please provide program interpretation for the following:

3C1: Interpretation of the Program Budget Information

The review of data available shows that the additional hire of two full-time faculty offsets the reduction of part-time faculty that were part of the discontinued Business Information courses. Data shows that supply costs were similar to the previous year.

Business Program Review **2012-2013**

3C2: Interpretation of the Program Inventory Information

Review of the data shows the equipment use for business in the new buildings is unchanged. The Business Department moved into the new building (MCW) in August of 2011. The classrooms were equipped with new furniture, projectors, and computers. These items are inventoried through other college departments (IT and Facilities). Very little other equipment (10-key calculators) is owned by the Business Department.

Supplies are available in each of the Main Campus and Santa Paula classrooms, as appropriate for the courses requiring them.

3C3: Interpretation of the Program Productivity Information

The WSCH average for the past three years is 496. Although slightly less than the district goal, it has remained relatively stable over that period of time.

3C4: Interpretation of the Program Course Productivity Information

The WSCH of individual courses within the Business Program vary greatly due to class-size limitations in some courses. The WSCH for many business courses, that are not subject to cap size limitations, exceeds the WSCH goal of 525.

3C5: Interpretation of Program Retention, Student Success, and Grade Distribution

The retention rate for business courses approximates the analysis of the last year's calculation. There was a 2% increase in retention over the previous 3-year average.

Analysis of grade distribution for business courses indicate a slight percentage decrease in A's from FY 2011 but the percentage of A's is the same as the previous 3-year average. There also was an increase in the percentage of B's in business courses over the previous 3-year average. This data indicates that, on average, business students are performing well in their courses.

Business Program Review 2012-2013

The average success rates for the combined Business Program courses is 69%, which exceeds the overall 3-year business average of 63%.

The 3-year average for certificates and degrees in Accounting, Business, Business Management, and Business Marketing was 4 certificates and 19 degrees. In FY12, there were 14 certificates and 25 degrees awarded. That led to a 4-year total of 34 certificates and 83 degrees. This data indicates that many students are successfully completing degrees and certificates.

To continue success and retention, the program intends to meet Perkins Core Indicators as regards to student recruitment, retention, completion and workforce employment, especially for special population and non-traditional students. There will be no cost for this goal.

3C6: Interpretation of the Program Completion Information

The Business Program courses have an average completion rate of 84%, which is an increase of 2% over the previous 3-year average. This indicates that there is a high level of completion for business program students.

3C7: Interpretation of the Program Demographic Information

Overall the Business Program course averages for each of the ethnic backgrounds are less than the overall college average as well as the overall 3-year Business Department average. A significant finding was identified in BUSV94 for Spring 2012, which has 31 Hispanic students compared to 3 White students.

4. Performance Assessment

4A1: 2012-2013 Institutional Level Student Learning Outcomes

Institutional Level Student Learning Outcome 1	Performance Indicators
Communication	75% or more students will achieve a passing score
Operating Information	
This ISLO will be assessed completely in the 2012/13 academic year in the following courses BUSV21, BUS V29, BUSV44/SUPV81, BUSV45, BUSV94 and BUSV97	
Analysis – Assessment	

Business Program Review 2012-2013

This ISLO has not been assessed

Institutional Level Student Learning Outcome 2	Performance Indicators
Reasoning – Scientific and Quantitative	This ISLO will not be assessed by the Business Department
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 3	Performance Indicators
Critical Thinking and problem solving	This ISLO will be assessed by the Business Department in 2013/2014 academic year per ISLO institutional calendar
Operating Information	
To be assessed later in SLO assessment cycle	
Analysis – Assessment	

Institutional Level Student Learning Outcome 4	Performance Indicators
Information Literacy	This ISLO will not be assessed by the Business Department
Operating Information	
Analysis – Assessment	

Institutional Level Student Learning Outcome 5	Performance Indicators
Personal/community	This ISLO will be assessed by the Business Department 2014/15

Business Program Review 2012-2013

awareness and academic / career responsibilities	academic year per institutional ISLO calendar
Operating Information	
To be assessed later in SLO assessment cycle	
Analysis – Assessment	

4A2: 2012-2013 Program Level Student Learning Outcomes - For programs/departments offering degrees and/or certificates

Program-Level Student Learning Outcome 1	Performance Indicators
Explain the fundamental principles of business	This PSLO will be assessed by the Business Department in 2013/14 and 2014/15 academic years.
Operating Information	
To be assessed later in SLO assessment cycle years.	
Analysis – Assessment	

Program-Level Student Learning Outcome 2	Performance Indicators
Examine various approaches to decision-making	This PLSO will be assessed by Business Department in 2013/14 and 2014/15 academic years.
Operating Information	
To be assessed later in the SLO	
Analysis – Assessment	

Program-Level Student Learning Outcome 3	Performance Indicators

Business Program Review 2012-2013

Create, analyze, and interpret written and verbal communication in business applications.	This PSLO will be assessed in the Fall 2012 semester
Operating Information	
This PSLO will be assessed completely in the 2012/13 academic year in the following courses BUSV44/SUPV81 and BUS V45.	
Analysis – Assessment	
This PSLO has not been assessed	

4A3: 2012-2013 Course Level Student Learning Outcomes - Refer to TracDat

CSLO assessments were completed in courses offered in the past academic year. There was excellent participation by faculty for courses that were offered in that period of time. The overall results showed a high percentage of student success at meeting SLO targets.

4B: 2012-2013 Student Success Outcomes

Student Success Outcome 1	Performance Indicators
The program will increase the number of certificates and degrees issued from the program's previous three-year average number of awards.	The program will increase the number of certificates and degrees issued from the program's previous three-year average number of awards.
Operating Information	
The 3-year average for FY09 through FY11 was 7 certificates and 36 degrees.	
For FY12, there were 13 certificates and 34 degrees awarded. The program increased the number of certificates and awarded almost the same number of degrees.	
Analysis – Assessment	
During the 2011-2012 academic year, the business department revised the Accounting and Business Certificates of Achievement and AS degrees. We also created an SB1440 AS for Transfer Degree in Business. All three degrees were approved by the State Chancellor's office and are listed in the 2012-2013 VC Catalog. Because the degrees were revised to be more relevant, we believe that there will be an increase in degrees and certificates awarded this year. There is already data indicating that 11 VC students have applied for the new AS for Transfer Degree in Business for Spring 2013.	

Business Program Review 2012-2013

Student Success Outcome 2	Performance Indicators
The program will maintain or increase its student retention rates from the college's previous three-year average retention rate.	The program will maintain or increase its student retention rates from the college's previous three-year average retention rate.
Operating Information	
The completion rate increased from a 3-year average of 82% to 84% in FY12.	
Analysis – Assessment	
The data indicates that the retention rate was increased in FY 12.	

Student Success Outcome 3	Performance Indicators
The program will maintain or increase student success rates from the average of the program's prior three-year average success rates.	The program will maintain or increase student success rates from the average of the program's prior three-year average success rates.
Operating Information	
The student success rate for FY12 was 69%.	
Analysis – Assessment	
The student success rate increased 6% in FY12 compared to the previous 3-year average of 63%.	

4C. 2012-2013 Program Operating Outcomes

Program Operating Outcome 1	Performance Indicators
The program will aim for WSCH/FTEF at or above the goal set for each course by the district, when possible.	The program will aim for WSCH/FTEF at or above the goal set for each course by the district, when possible.
Operating Information	
The WSCH average for the past three years is 496.	

Business Program Review 2012-2013

Analysis – Assessment
Although slightly less than the district goal, it has remained relatively stable over that period of time.

Program Operating Outcome 2	Performance Indicators
The program will convert core BIS courses to BUS designations.	The program will convert core BIS courses to BUS designations.
Operating Information	
The Business Department was able to convert two BIS courses – BIS V40 and BIS V98 to BUS designations. Other courses were not converted due to campus budgetary restrictions.	
Analysis – Assessment	
The conversion of BIS V40 (Computer Applications) to BUS V17 and BIS V98 (Administrative Assistant) to BUS V21 were significant accomplishments. BUS V17 is part of the TMC degree as well as part of the newly revised Business Management and Accounting degrees. BUS V21 is an important course, as well, as it prepares students for immediate employment and is a very popular course that is well-supported by the business community.	
It is unfortunate that some of the other BUS courses were not able to be converted at this time as their relevance in today’s business world is significant.	

Program Operating Outcome 3	Performance Indicators
Inventory of instructional equipment is functional, current, and otherwise adequate to maintain a quality-learning environment.	Inventory of instructional equipment is functional, current, and otherwise adequate to maintain a quality-learning environment.
Operating Information	
The Business Department moved into the new building (MCW) in August of 2011. The classrooms were equipped with new furniture, projectors, and computers. These items are inventoried through other college departments.	
Analysis – Assessment	
Inventory is currently adequate for the needs of the Business Department.	

Business Program Review 2012-2013

4D. Program Review Rubrics for Instructional Programs

Academic Programs

Point Value	Element	Score
Up to 6	Enrollment demand	
Up to 6	Sufficient resources to support the program (ability to find qualified instructors; financial resources; equipment; space)	
Up to 4	Agreed-upon productivity rate	
Up to 4	Retention rate	
Up to 3	Success rate (passing with C or higher)	
Up to 3	Ongoing and active participation in SLO assessment process	
Total Points	Interpretation	
22 – 26	Program is current and vibrant with no further action recommendation	
18 – 21	Recommendation to attempt to strengthen the program	
Below 18	Recommendation to consider discontinuation of the program	

TOTAL

CTE Programs

Point Value	Element	Score
Up to 6	Enrollment demand	6
Up to 6	Sufficient resources to support the program (ability to find qualified instructors; financial resources; equipment; space)	5
Up to 6	Program success (degree / certificate / proficiency award completion over 4 year period)	5
Up to 4	Agreed-upon productivity rate	4
Up to 4	Retention rate	4
Up to 4	Employment outlook for graduates / job market relevance	3
Up to 3	Success rate (passing with C or higher)	3
Up to 3	Ongoing and active participation in SLO assessment process	3
Total Points	Interpretation	
31 - 36	Program is current and vibrant with no further action recommendation	
25 - 30	Recommendation to attempt to strengthen the program	
Below 25	Recommendation to consider discontinuation of the program	

TOTAL 33

Business Program Review

2012-2013

5. Findings

2012-2013 - FINDINGS

Finding 1: The Business Program continues to be strong and leads to both career readiness and transfer pathways. The Business Program should continue relationship-building with the Business Community.

Finding 2: A review of the department's webpage indicates that enhancements would strengthen program. It is outdated and does not reflect the new TMC degree and the other degree revisions.

Finding 3: Development of brochures for business department marketing would be beneficial for marketing the Business Program. There is currently no brochure available to inform students of the Business Program offerings.

Business Program Review 2012-2013

6. Initiatives

6A: 2011-2012 - Initiatives

Initiative Develop new TMC in Business for transfer to the California State Universities.

Initiative ID BUS 1201

Links to Finding 2

Delete existing business degrees and replace with TMC and appropriate, short-term certificates.

Benefits More students will be able to complete their transfer degree requirements more quickly.

Request for Resources

None

Funding Sources

Please check one or more of the following funding sources.

No new resources are required (use existing resources)	x
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Initiative: Hire a full-time business instructor with expertise in office technology to develop higher-level, industry-recognized certificate programs.

Initiative ID BUS 1202

Links to Findings 1 and 3

Our advisory committees continue to ask us for individuals with higher-level computing skills, which should be developed by a full time instructor with expertise in this area.

Benefits Students with industry-recognized certificates will be able to find employment more readily than individuals who lack this expertise.

Request for Resources Personnel

Funding Sources General fund

No new resources are required (use existing resources)	
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	x
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Business Program Review

2012-2013

Initiative

Develop new, low-unit Proficiency Awards or low-unit certificates of achievement in industry-recognized areas of technology, i.e., Microsoft Certifications.

Initiative ID BUS 1203

Links to Finding 1 in serving the needs of the business community.

Benefits: Meeting students' needs for economic self-sufficiency; Workforce development for the local labor market

Request for Resources

Funding Sources

No new resources are required (use existing resources)	x
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Business Program Review 2012-2013

2011 - 2012 FINAL Program Initiative Priority Ratings

Line Number	Program	Category	Program Priority (0, 1, 2, 3...)	Division Priority (R, H, M, L)	Committee Priority (R, H, M, L)	College Priority (R, H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost	Adjusted Cost	Accumulated Costs	Full Time or Part Time
1	Business	None	0				BUS1201	TMC in Business	Develop new TMC in Business			-	
2	Business	None	0				BUS1203	Certificates	Industry-recognized certificates			-	
3	Business	Faculty	1	H			BUS1202	New Full Time Faculty	Hire New Full Time Faculty	108,000	108,000	108,000	FT

Business Program Review 2012-2013

6B: 2012-2013 INITIATIVES

Initiative 1

Strengthen Business Advisory Relationships

Initiative ID BUS 1301

Links to Finding 1

Benefits – Relationship-building strengthens the program and provides opportunities for students

Request for Resources

Funding Sources

No new resources are required (use existing resources)	x
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative 2:

Update Business Department Webpage

Initiative ID BUS 1302

Links to Finding 2

Benefits – Improved communications for students and the business community

Request for Resources

Funding Sources

No new resources are required (use existing resources)	x
Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Initiative 3:

Initiative ID BUS 1303

Update Business Marketing Brochure

Links to Finding 3

Benefits – Enhance our contacts with students and the business community and provide updated degree information

Request for Resources

Funding Sources

No new resources are required (use existing resources)	x
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Business Program Review
2012-2013

Requires additional general funds for personnel, supplies or services (includes maintenance contracts)	
Requires computer equipment funds (hardware and software)	
Requires college equipment funds (other than computer related)	
Requires college facilities funds	
Requires other resources (grants, etc.)	

Business Program Review 2012-2013

6C: 2012-2013 Program Initiative Priority Ratings

Program	Finding Number	Category	Program Priority (R, H, M, L)	Division Priority (R,H,M,L)	Committee Priority (R, H, M, L)	College Priority (H, M, L)	Initiative ID	Initiative Title	Resource Description	Estimated Cost
BUS	1	none	L				BUS 1301	Business Advisory Committee	None Needed	None
BUS	2	none	L				BUS 1302	Business Department Webpage	None Needed	None
BUS	3	none	L				BUS 1303	Business Marketing Brochure	Grant Funding	

Business Program Review **2012-2013**

6D: PRIORITIZATIONS OF INITIATIVES WILL TAKE PLACE AT THE PROGRAM, DIVISION, COMMITTEE, AND COLLEGE LEVELS:

Program/Department Level Initiative Prioritization

All initiatives will first be prioritized by the program/department staff. Prioritize the initiatives using the **RHML** priority levels defined below.

Division Level Initiative Prioritization

The program initiatives within a division will be consolidated into division spreadsheets. The dean may include additional division-wide initiatives. All initiatives will then be prioritized using the **RHML** priority levels defined below.

Committee Level Initiative Prioritization

The division's spreadsheets will be prioritized by the appropriate college-wide committees (staffing, technology, equipment, facilities) using the **RHML** priority levels defined below.

College Level Initiative Prioritization

Dean's will present the consolidated prioritized initiatives to the College Planning Council. The College Planning Council will then prioritize the initiatives using the **RHML** priority levels defined below.

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 (personnel, equipment, etc.)

M: Medium – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)

L: Low – approximately 1/3 of the total program/department/division's initiatives by resource category (personnel, equipment, etc.)

Business Program Review

2012-2013

7. Process Assessment and Appeal

7A. Purpose of Process Assessment

The purpose of program review assessment is to evaluate the process for continual improvement. The process is required for accreditation and your input is very important to us as we strive to improve.

7B. **2012 - 2013** ASSESSMENT QUESTIONS

1. Did you complete the program review process last year, and if so, did you identify program initiatives? **Yes**

2a. Were the identified initiatives implemented? **One initiative was fully implemented and one was partially implemented.**

- **Initiative BUS 1201 was complete. The new AS for Transfer Degree in Business was approved by the State Chancellor's office and, so far there have already been 11 students applying for this transfer degree for Spring 2013.**
- **Initiative BUS 1202 was not completed as requested (hire a full-time faculty member with expertise in office technology, however, part-time faculty were hired to fill the positions needed in office technology courses.**

2b. Did the initiatives make a difference? **Yes. As stated above, students are already applying for the new transfer degree and our office technology courses have qualified part-time faculty members.**

3. If you appealed or presented a minority opinion for the program review process last year, what was the result? **N/A**

4. How have the changes in the program review process worked for your area?
Our full-time faculty worked together to revise degrees with shared research and discussion and this process led to additional quality staff and opportunities for students with the transfer degree.

5. How would you improve the program review process based on this experience?
Continue to simplify the process

Business Program Review

2012-2013

7C. Appeals

After the program review process is complete, your program has the right to appeal the ranking of initiatives.

If you choose to appeal, please complete the appropriate form 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.