**1. College: BCC**

 **Discipline: Business**

March 12, 2010

Members of Instructional Program Review Team: Neil Dunlop and Jayne Matthews

**2. Narrative/ Description of the Discipline**

The mission of the program that includes Business, Cooperative Education,Economics, Health Education, Health Occupation, and International Trade (hereafter, Program) is to educate students so that they can compete and perform successfully in today’s ever-changing global business environment. This requires not only job specific technical skills but also more general skills. The Program fully supports the general institutional student learning outcomes of Ethics and Personal Responsibility, Information Competency, Communication, Critical Thinking, Computational Skills, Global Awareness and Valuing Diversity, Self-awareness and Interpersonal Skills. In this Program students acquire the knowledge and skills needed for initial employment, skill upgrades, career advancement, and career changes as well as the undergraduate courses needed to move into four-year business degree programs that have similar goals.

**3. Curriculum**

* *Is the curriculum current and effective?  Have course outlines been updated within the last three years? If not, what plans are in place to remedy this?* The curriculum was reviewed and updated prior to publication of the 2009 catalog. A large number of the course outlines were updated June 2008 as part of the SLO project. The remainder of the course outlines will be reviewed Spring 2010.
* *Has your department conducted a curriculum review of course outlines? If not, what are the plans to remedy this?* A large number of the course outlines were updated June 2008 as part of the SLO project. The remainder of the course outlines will be reviewed Spring 2010.
* *What are the department’s plans for curriculum improvement (i.e., courses to be developed, updated, enhanced, or deactivated)? Have prerequisites, co-requisites, and advisories been validated? Is the date of validation on the course outline?* Experimental courses are being developed in areas where technology and practices are changing. For instance during the spring 2010 semester we are offering a short-term course in using social media for job search—a very contemporary topic. Courses that may no longer be relevant will be reviewed and appropriate recommendations made. Prerequisites, co-requisites, and advisories were validated as part of a district wide process in 2007. As outlines are reviewed this Spring, validation dates will be confirmed and included if not already on file.
* *What steps has the department taken to incorporate student learning outcomes in the curriculum? Are outcomes set for each course? If not, which courses do not have outcomes*? Most courses have SLOs. Those that do not will be edited as part of the Spring 2010 outline review.
* Describe the efforts to develop outcomes at the program level. In which ways do these outcomes align with the institutional outcomes? All programs have SLOs. They are mapped to the institutional outcomes.

We have very high productivity. Virtually all class sections fill, limited only by the capacity of the classroom. In a rational world, we would be adding class sections. However, because of the current budget crisis we have not been allowed to add sections. In fact some of our elective class sections were canceled even though we know that they would have been fully enrolled.

Student Learning Outcomes have been developed for all courses in the department and only BUS 10 has been assessed.. All SLO and assessment information is on TaskStream. In addition departmental SLO’s have been developed. The program SLO’s and how they relate to institutional outcomes are posted on TaskStream.

**Recommendations and Priorities.**

1. As the budget situation improves, we need to be able to offer additional class sections to meet student demand.

**4. Instruction**

* *Describe effective and innovative strategies used by faculty to involve students in the learning process. How has new technology been used by the department to improve student learning?*
* *How does the department maintain the integrity and consistency of academic standards within the discipline?*
* *Discuss the enrollment trends of your department.  What is the student demand for specific courses?  How do you know? What do you think are the salient trends affecting enrollments?*
* *Are courses scheduled in a manner that meets student needs and demand? How do you know?*

We strive to incorporate current technology into the instruction of all our classes. All classrooms at the 2050 Center site have full Internet access and projection equipment which is used extensively by instructors. Our Word Processing/Keyboarding classes are taught in computer labs. Some of our off site classes such as those taught at the UC campus do not have Internet access.

The assessment process is being used to insure the integrity and consistency of academic standards within the department In Spring 2009, three sections of BUS 10 were assessed. The three instructors provided the same case study assignment to all students. Using a rubric developed by the team approximately 30% of the case studies were evaluated. Areas of weakness in the students’ work were clearly identified and a plan for improvement was developed. Jayne Matthews and Sharon Garrett assigned the same case study in Fall 2009 and Spring 2010. Improvement was noted by both instructors.

The enrollment trends have been increasing. We strive to offer a full sequence of degree requirements in the morning and evenings with some online sections. Whenever, we add a section, it fills up. We often receive requests from students for additional sections, but are unable to offer them because of budget constraints. Our online Economics sections have been especially successful. We are currently offering an online ECON section for students in Korea

**Recommendations:**

1. Seek to offer more sections as the budget situation improves

2. Seek to have Internet access in our classes taught off site.

**5. Student Success**

* *Describe student retention and program completion (degrees, certificates, persistence*

*rates) trends in the department. What initiatives can the department take to improve retention and completion rates?*

* *What are the key needs of students that affect their learning?  What services are needed for these students to improve their learning?  Describe the department’s efforts to access these services. What are your department’s instructional support needs?*

* *Describe the department’s effort to assess student learning at the course level. Describe the efforts to assess student learning at the program level. In which ways has the department used student learning assessment results for improvement?*

The success rates (60-70%) are listed in the data elements and are comparable to the rest of the college. There are many reasons for students not succeeding including lack of English language proficiency. The college has been attracting more International students for whom English is a second language. Our ESL department needs more resources to offer contextualized ESL classes for Business students. We also need student tutors to provide additional assistance.

**Recommendations:**

!. As Budget constraints allow, work with the ESL department to develop contextualized ESL classes for business students.

2. Seek more student aids and tutors

**6. Human and Physical Resources (including equipment and facilities)**

* *Describe your current level of staff, including full-time and part-time faculty, classified*

 *staff, and other categories of employment.*

* *Describe your current utilization of facilities and equipment.*
* *Are the human and physical resources, including equipment and location, adequate for all the courses offered by your department (or program)? What are your key staffing and Facilities needs for the next three years? Why?*

We have only one contract Business instructor. Most instruction is done by part-time instructors. We have no contract faculty with FSA’s in Accounting or Economics—two of our most high demand areas. In fall 2009 a request was made for a contract instructor in Accounting/Business. That request is still in limbo.

The college is outgrowing its new facility at 2050 Center Street after only 4 years of occupancy. The 4th floor is being built out with additional classrooms. Additional space in Berkeley is being sought for future expansion.

**Recommendations:**

1. Continue to seek contract positions particularly with FSA’s in Accounting and Econ.

2. Continue to work with the college planning process for additional smart classrooms.

**7. Community Outreach and Articulation**

***For vocational programs:***

* *Describe the department’s connection with industry.  Is there an Advisory Board or Advisory Committee for the program? If so, how often does it meet? Is the program adequately preparing students for careers in the field?  How do you know?*
* *Have students completing the program attained a foundation of technical and career skills? How do you know? What are the completion rates in your program?*
* *What are the employment placement rates? Include a description of job titles and salaries. What is the relationship between completion rates and employment rates?*
* *What industry trends are most critical for the future viability of the program?  How do you know? What are the implications of these trends for curriculum development and improvement?*

***For transfer programs:***

* *Describe the department’s efforts in meeting with and collaborating with local 4-year institutions.  Is the program adequately preparing students for upper division course work? How do you know?*

***For all instructional programs:***

* *Describe the department’s effort to ensure that the curriculum responds to the needs of the constituencies that it serves.*
* We offer the following degrees and certificates
* Accounting AA Adding a Certificate of Achievement in Accounting
* Business Administration AA
* General Business AA and Certificate ofAchievement
* International Trade Certificate of Achievement (under review/revision)
* Business – Office Technology AA
* Office Technology – Administrative Assistant Certificate of Achievement
* Office Technology – Administrative/ Accounting Assistant Certificate of Achievement
* Office Technology – Administrative Assistant/Medical Certificate of Achievement

We have an active advisory committee which meets at least once a year. Faculty are working closely with the Advisory Committee to match program offerings to community needs. A faculty task force worked during the 2009 school year to evaluate the viability of the International Trade program which is currently suspended.

Most Business and Economics courses at BCC are CSU transferrable as electives.  In addition, some apply to BCC GE, IGETC and CSU GE.  Some course by course articulation is also in place.  Many majors at four year schools require BUS 1A--Financial Accounting, BUS 1B--Managerial Accounting, and BUS 2--Business Law in a wide variety of business-related degrees with various majors, including Economics.

We have no way of tracking job placement rates.