

Program Review - Academic - BUS/MGMT/MKTG Latest Version

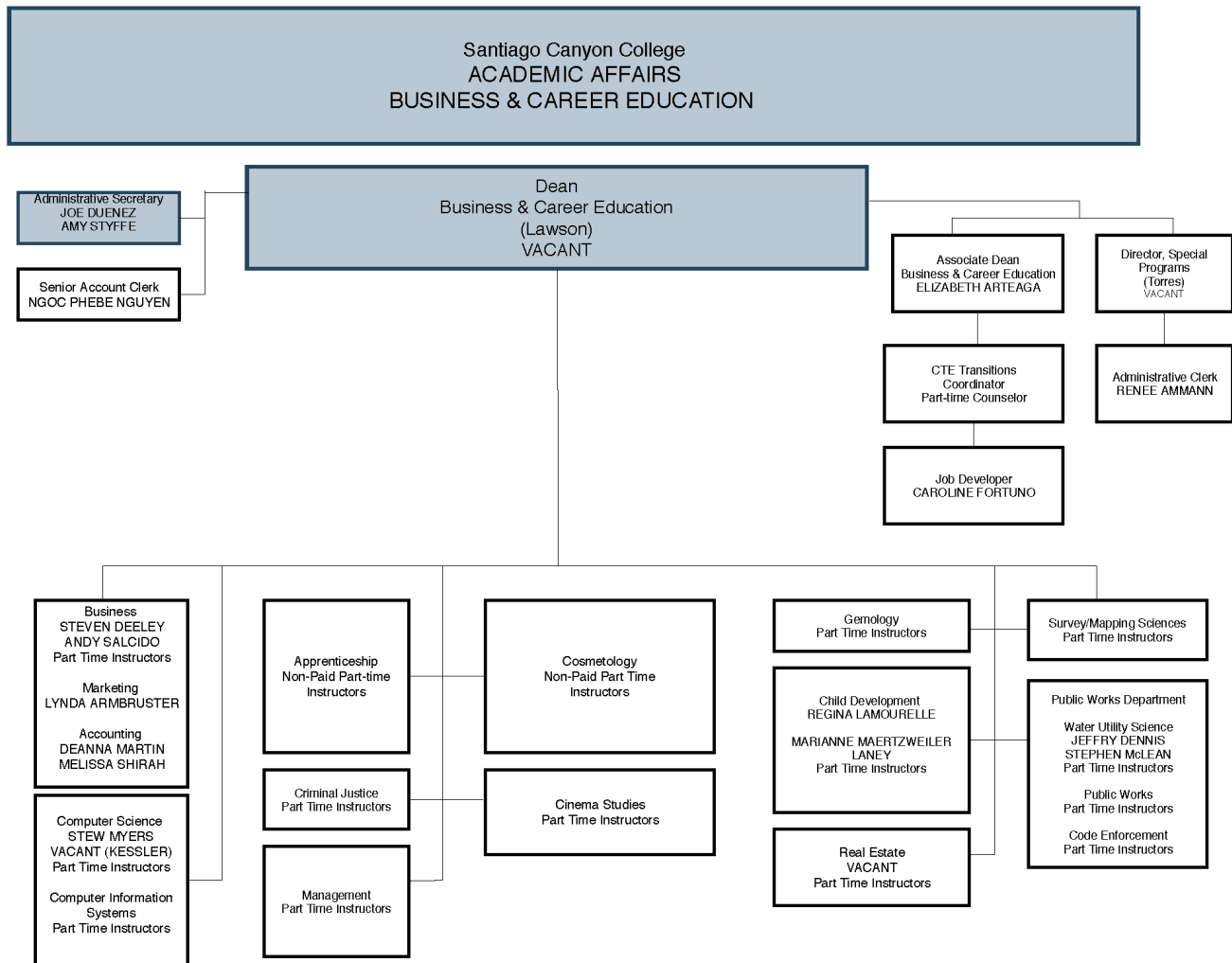
Overview

Program Review - Collaborators : Version by **Deeley, Steven** on 11/21/2019 18:04

Collaborators
Steven Deeley
Andy Salcido
Lynda Armbruster

Program Review Overview - Organizational Chart : Version by **Deeley, Steven** on 11/21/2019 18:04

Please insert the organizational chart for this program or service area.



May 17, 2019

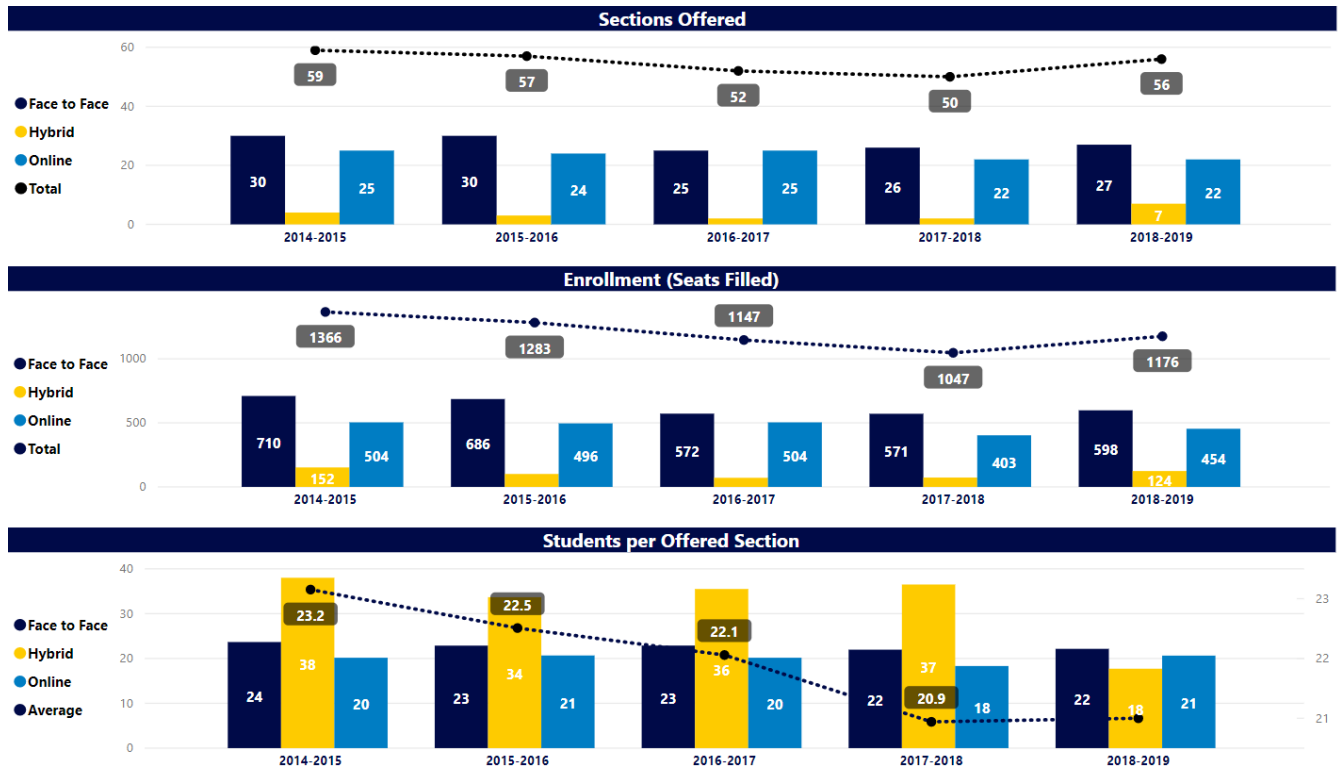
Program Review Overview - Award Programs : Version by **Deeley, Steven** on 11/21/2019 18:04

Award Programs
BUS: Business Administration AS SCC
BUS: Business Administration AS-T SCC
BUS: Business Information Worker CERT SCC
BUS: Business Management - Entrepreneurship AS SCC

Award Programs

BUS: Business Management - Entrepreneurship CA SCC
BUS: Business Management AS SCC
BUS: Business Management CERT SCC
MGMT: General Management AS SCC
MGMT: Human Resource Management CERT SCC
MGMT: Supervision CERT SCC
MKTG: Advertising CERT SCC
MKTG: General Marketing AS SCC
MKTG: General Marketing CERT SCC
MKTG: Web Marketing CERT SCC

Program Review Overview - Course Offerings: Unique Courses : Version by **Deeley, Steven** on 11/21/2019 18:04



Terms
Fall
Spring

Subjects
BUS
MGMT
MKTG

Unique Courses
23

Unique Courses in 2014-2015	Unique Courses in 2015-2016	Unique Courses in 2016-2017	Unique Courses in 2017-2018
20	22	20	20

Program Review Overview - Course Offerings - Number of Sections Offered : Version by **Deeley, Steven** on 11/21/2019 18:04

Number of Sections Offered	2014-2015	2015-2016	2016-2017	2017-2018
	59	57	52	50

Program Review Overview - Course Offerings - Total Enrollment : Version by **Deeley, Steven** on 11/21/2019 18:04

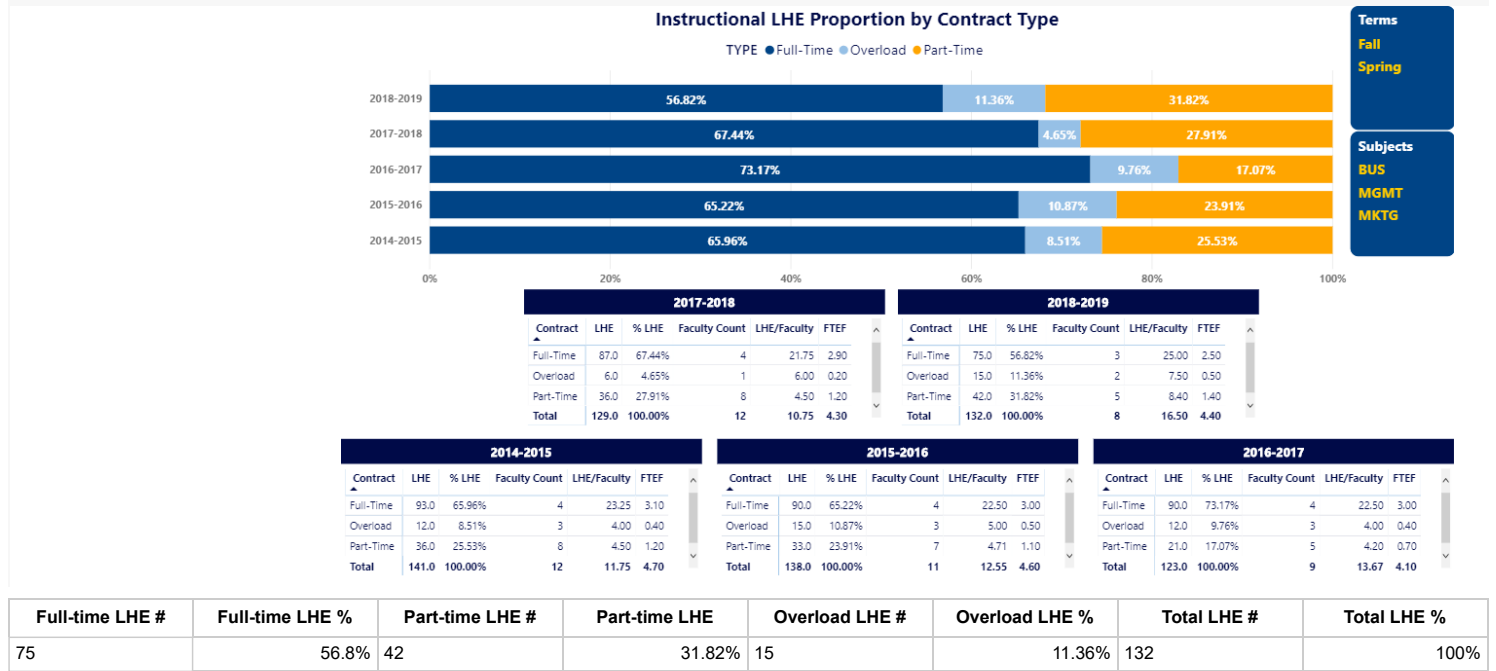
Total Enrollment (Seats Filled)	2014-2015	2015-2016	2016-2017	2017-2018
	1366	1283	1147	1047

Program Review Overview - Course Offerings - Students per Offered Section : Version by **Deeley, Steven** on 11/21/2019 18:04

Students per Section	2014-2015	2015-2016	2016-2017	2017-2018
	23.2	22.5	22.1	20.9

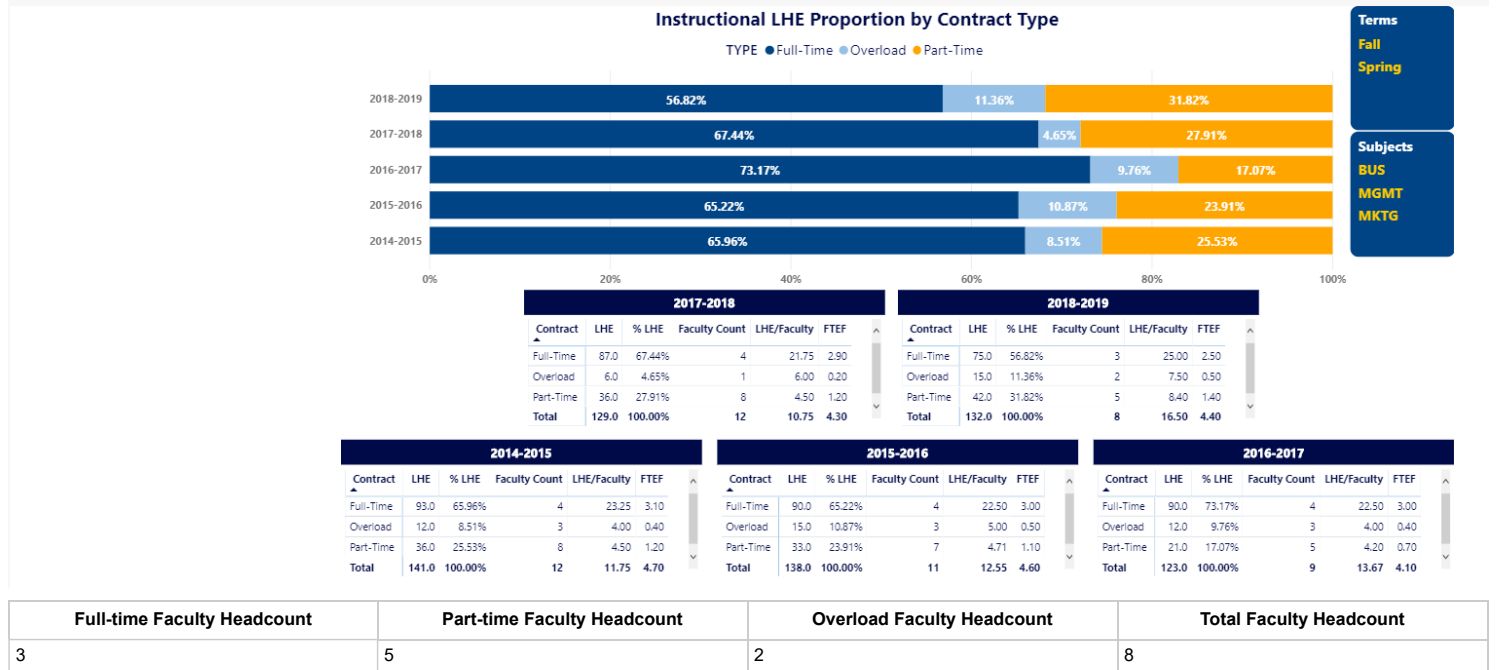
Program Review Overview - Faculty Workload LHE : Version by Deeley, Steven on 11/21/2019 18:04

Faculty Workload



Program Review Overview - Faculty Workload Faculty Headcount : Version by Deeley, Steven on 11/21/2019 18:04

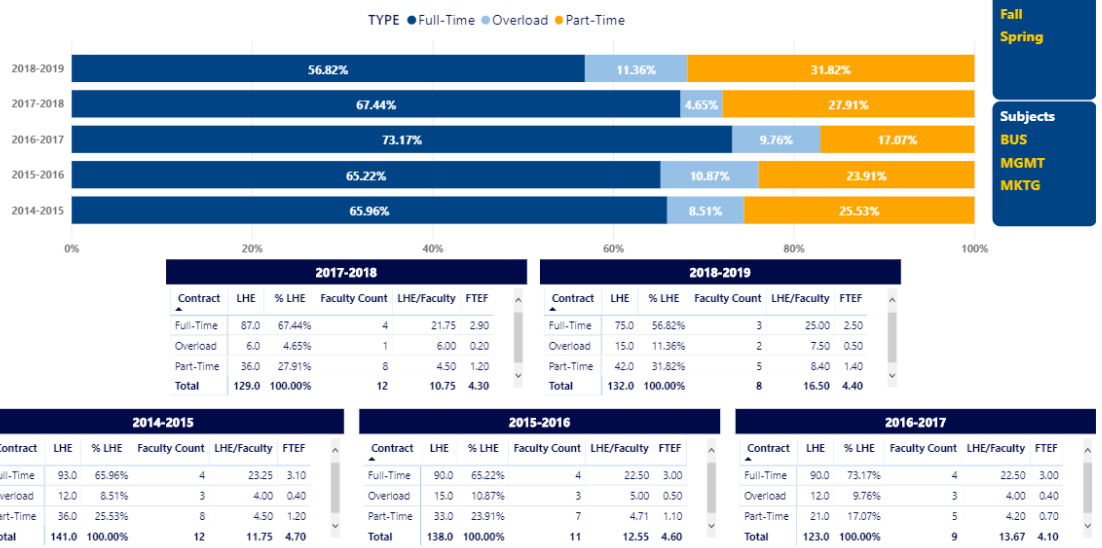
Faculty Workload



Program Review Overview - Faculty Workload LHE per Faculty : Version by Deeley, Steven on 11/21/2019 18:04

Faculty Workload

Instructional LHE Proportion by Contract Type



Terms
Fall
Spring

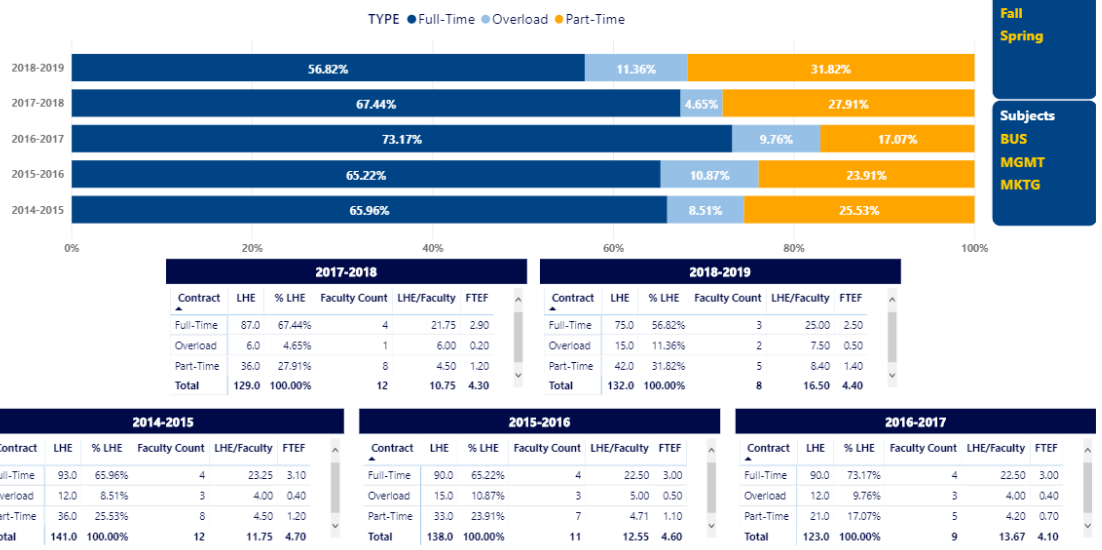
Subjects
BUS
MGMT
MKTG

Full-time LHE per Faculty	Part-time LHE per Faculty	Overload LHE per Faculty	Total LHE per Faculty
25	8.4	7.5	16.5

Program Review Overview - Faculty Workload FTEF (LHE/30) : Version by Deeley, Steven on 11/21/2019 18:04

Faculty Workload

Instructional LHE Proportion by Contract Type



Terms
Fall
Spring

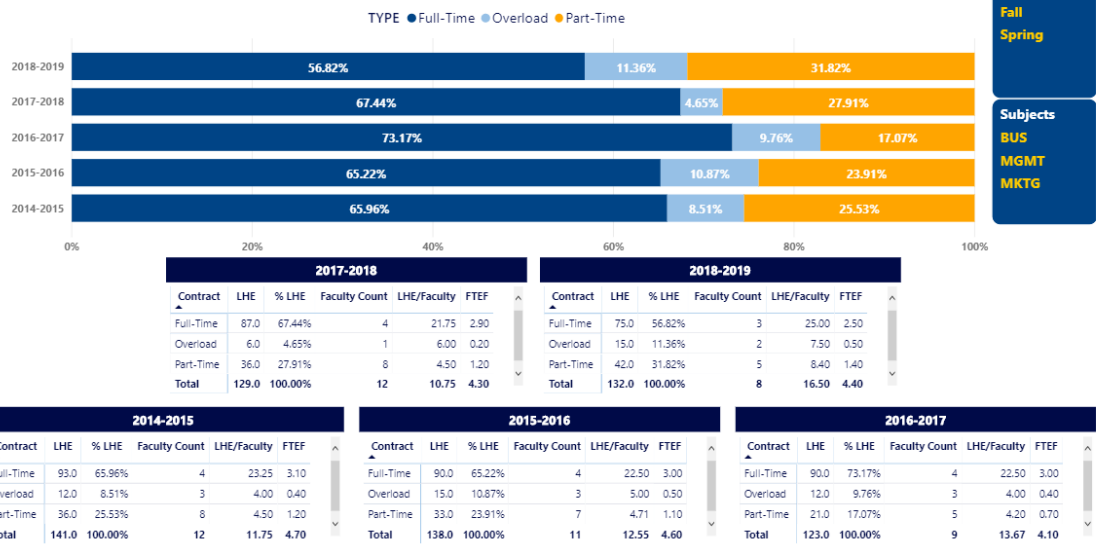
Subjects
BUS
MGMT
MKTG

Full-time FTEF	Part-time FTEF	Overload FTEF	Total FTEF
2.5	1.4	0.5	4.4

Program Review Overview - Faculty Workload FTES and Efficiency : Version by Deeley, Steven on 11/21/2019 18:04

Faculty Workload

Instructional LHE Proportion by Contract Type



Total FTES	Overall Efficiency (FTES/FTEF)
132	16.5

Goals and Objectives

Program Review Goals & Objectives - Process and Mission Statement Alignment : Version by **Deeley, Steven** on **11/21/2019 18:04**

What processes does your program/service area follow to create, evaluate, and update annual plan goals?

The Business Department (ACCT, BUS, CIS, CMPR, MGMT, MKTG) meets annually to update goals.

How is SCC's mission statement (<https://www.sccollege.edu/About/Pages/CollegeMissionStatement.aspx>) reflected in your goals?

Santiago Canyon College is an innovative learning community dedicated to intellectual and personal growth. Our purpose is to foster student success and to help students achieve these core outcomes: to learn, to act, to communicate and to think critically. We are committed to maintaining standards of excellence and providing the following to our diverse community: courses, certificates, and degrees that are accessible, applicable, and engaging.

Hiring new faculty, adding courses, and improving technology is innovative, fosters student success, and maintains SCC standards of excellence.

Program Review Goals & Objectives - Annual Plan Goals Not Aligned with EMP Goals : Version by **Deeley, Steven** on **11/21/2019 18:04**

Annual Plan Goal
N/A

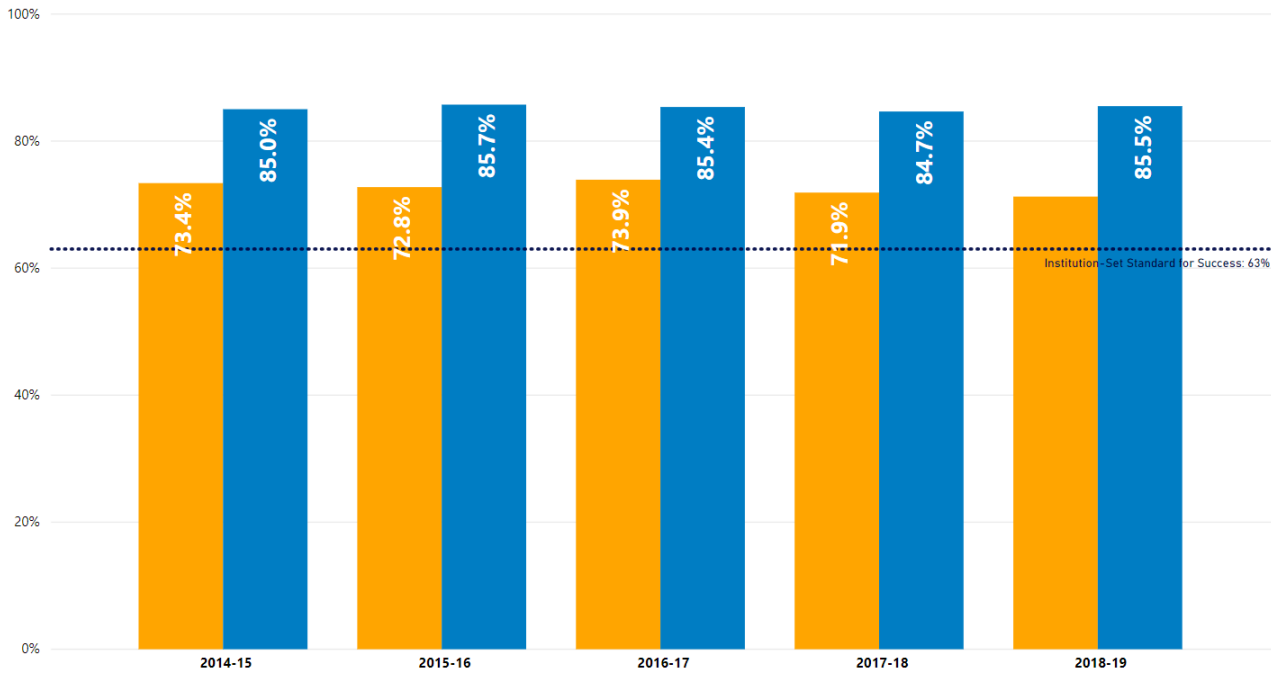
Data Analysis

Program Review Data Analysis - 1 to 4 : Version by **Deeley, Steven** on **11/21/2019 18:04**

What is the successful course completion rate (grades of A, B, C, Credit or Pass) for courses within the program and how does this compare to the institution-set standard for successful course completion of 63%?

For the most recent year (2018-19), the course completion (success) rate is 71.3%

● Success% ● Retention%



SUBJECTS
BUS
MGMT
MKTG

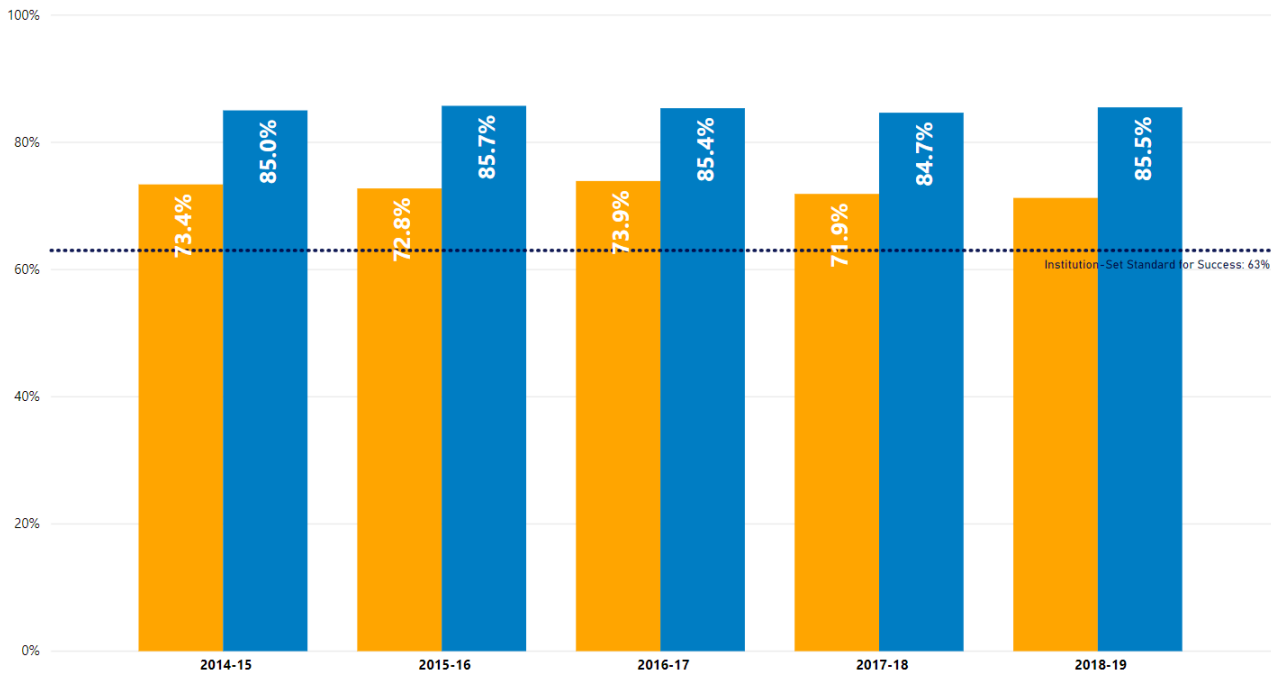
What is the successful course completion rate in basic skills courses (grades of A, B, C, Credit or Pass) within the program?

N/A

What is the course retention rate (any grade except W) for courses within the program?

For the most recent year, the retention rate is 85.5%

● Success% ● Retention%



SUBJECTS
BUS
MGMT
MKTG

(2018-19), the course retention rate is 85.5%.

What is the course retention rate in basic skills courses (any grade except W) within the program?

N/A

Program Review Data Analysis - 5 : Version by **Deeley, Steven** on **11/21/2019 18:04**

PROGRAM TITLE	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018	2018 - 2019	Grand Total
BUS: Business Administration AS SCC	77	75	17	10	3	182
BUS: Business Administration AS-T SCC	116	121	147	140	156	680
BUS: Business Information Worker CERT SCC					12	12
BUS: Business Management - Entrepreneurship AS SCC	1	1	2	3		7
BUS: Business Management - Entrepreneurship CA SCC	1			1		2
BUS: Business Management AS SCC	6	2	1	3	4	16
BUS: Business Management CERT SCC	33	31	3	32	21	120
VGMT: General Management AS SCC	6	1	2	3	2	14
VGMT: Human Resource Management CERT SCC	2		1	3	2	8
VGMT: Retail Management CA SCC	1					1
VGMT: Supervision CERT SCC	2	1		2	6	11
VKTG: Advertising CERT SCC	18	11	6	25	11	71
VKTG: General Marketing AS SCC	3	4	7	1	5	20
VKTG: General Marketing CERT SCC	14	5	4	22	9	54
VKTG: Web Marketing CERT SCC	1				36	37
Grand Total	281	252	190	245	267	1235

Number of Awards in the Following Programs:	2014-2015	2015-2016	2016-2017	2017-2018

Program Review Data Analysis - 6 to 13 : Version by Deeley, Steven on 11/21/2019 18:04

Are there any patterns, trends, or anomalies in the Student Demographic Data (Ethnicity, Age, Gender, Veteran Status, etc.)?

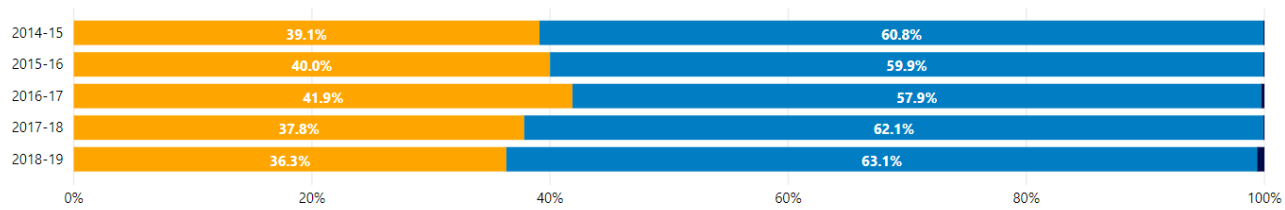
Gender: remains consistent at appx. 65 percent male/35 percent female

Ages: slight change, skews more towards ages 18-21

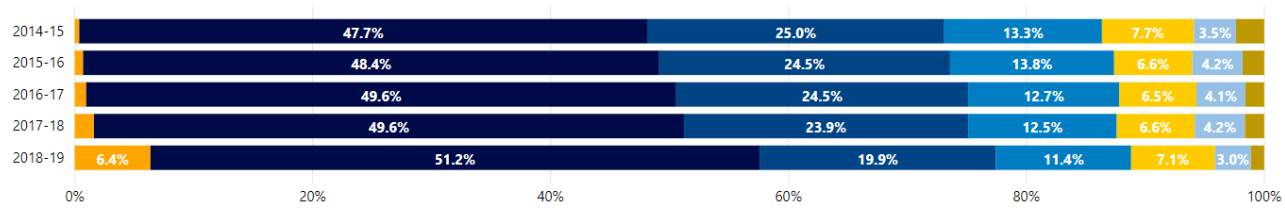
Ethnicity: slight changes more Latino/less White

Special Populations: slight decrease in low income students. Numbers are in line with overall SCC figures

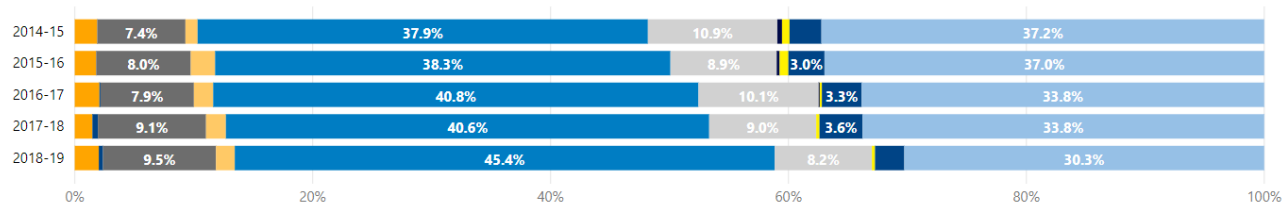
Gender ● Female ● Male ● Unknown



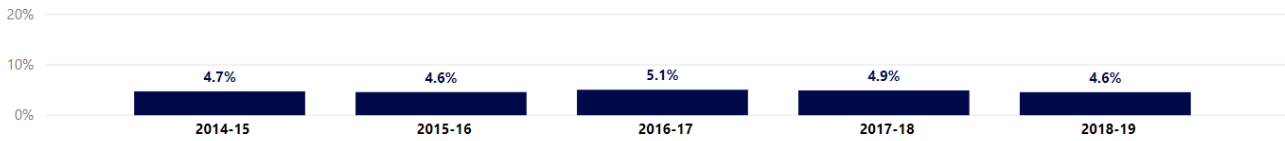
Age ● 17 and under ● 18-21 ● 22-24 ● 25-29 ● 30 - 39 ● 40 - 49 ● 50 and over



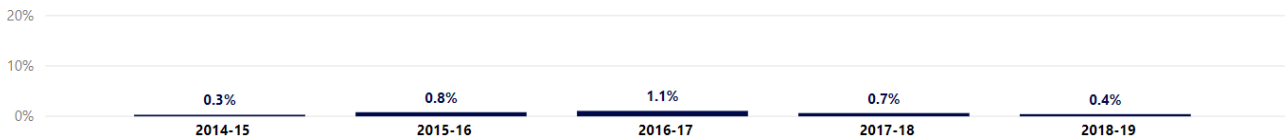
Ethnicity ● African-American ● American Indian/Alaskan ● Asian ● Filipino ● Latino ● Multi-Race ● Other ● Pacific Islanders ● Unknown ● White



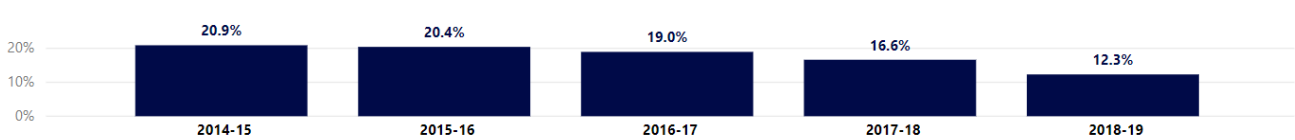
DSPS Proportion



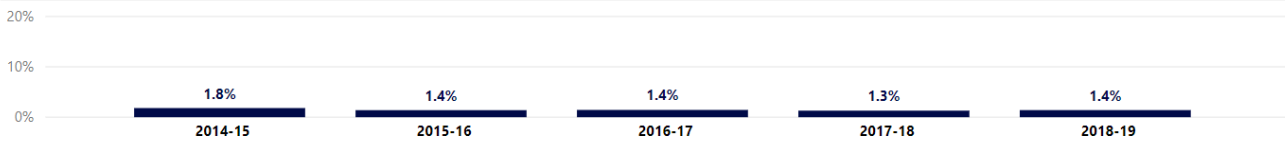
Foster Youth Proportion



Low Income Proportion



Veteran Proportion



Labor market trends and needs: Review the labor market data on the [California Employment Development Department \(http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011\)](http://www.labormarketinfo.edd.ca.gov/Content.asp?pageid=1011) website for jobs related to your program.

1. What occupations are related to your program?
2. What are the occupational projections for employment?
3. How do these projections affect planning for your program?
 - What occupations are related to your program? Managers
 - What are the occupational projections for employment? 10 percent job growth in Orange County
 - How do these projections affect planning for your program? Continue course offerings. Evaluate effectiveness of existing certificate programs. Explore new offerings
 - What occupations are related to your program? Marketing Managers
 - What are the occupational projections for employment? 10.5 percent job growth in Orange County

- How do these projections affect planning for your program? Continue course offerings. Evaluate effectiveness of existing certificate programs. Explore new offerings

Marketing Managers

(SOC Code : 11-2021)

in Orange County

Determine the demand for products and services offered by a firm and its competitors and identify potential customers. Develop pricing strategies with the goal of maximizing the firm's profits or share of the market while ensuring the firm's customers are satisfied. Oversee product development or monitor trends that indicate the need for new products and services.

Employers are usually looking for candidates with a Work experience, plus bachelor's or higher degree .

Orange County is part of the Anaheim-Santa Ana-Irvine MD, which includes Orange and Anaheim-Santa Ana-Ir counties.

Occupational Wages

[Top]

Area	Year	Period	Hourly Mean	Hourly by Percentile		
				25th	Median	75th
Anaheim-Santa Ana-Irvine MD	2019	1st Qtr	\$73.89	\$48.56	\$67.37	\$0.00

Data for Orange County are not available. Data for Anaheim-Santa Ana-Irvine MD has been substituted.

[View Wages for All Areas](#) [About Wages](#)

Occupational Projections of Employment (also called "Outlook" or "Demand")

[Top]

Area	Estimated Year-Projected Year	Employment		Employment Change		Annual Avg Openings
		Estimated	Projected	Number	Percent	
Orange County	2016 - 2026	4,010	4,430	420	10.5	394

[View Projections for All Areas](#) [About Projections](#)

Administrative Services Managers

(SOC Code : 11-3011)

in Orange County

Plan, direct, or coordinate supportive services of an organization, such as recordkeeping, mail distribution, telephone operator/receptionist, and other office support services. May oversee facilities planning and maintenance and custodial operations. Exclude "Purchasing Managers" (11-3061).

Employers are usually looking for candidates with a Work experience, plus bachelor's or higher degree .

Orange County is part of the Anaheim-Santa Ana-Irvine MD, which includes Orange and Anaheim-Santa Ana-Ir counties.

Occupational Wages

[Top]

Area	Year	Period	Hourly Mean	Hourly by Percentile		
				25th	Median	75th
Anaheim-Santa Ana-Irvine MD	2019	1st Qtr	\$57.69	\$42.45	\$54.03	\$68.69

Data for Orange County are not available. Data for Anaheim-Santa Ana-Irvine MD has been substituted.

[View Wages for All Areas](#) [About Wages](#)

Occupational Projections of Employment (also called "Outlook" or "Demand")

[Top]

Area	Estimated Year-Projected Year	Employment		Employment Change		Annual Avg Openings
		Estimated	Projected	Number	Percent	
Orange County	2016 - 2026	5,520	6,070	550	10.0	512

[View Projections for All Areas](#) [About Projections](#)

Please provide comment on the rates of progress through the basic skills course sequence within your program using the California Community College Chancellor's Office Data Mart [Basic Skills Progress Tracker \(http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx\)](http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx).

N/A

Please provide comment on student survey results administered by the program, if any.

N/A

Please provide comment on program exit exams or other assessments of graduating students, if any.

N/A

Please provide the number of students who take and pass external license examinations, if relevant to the program.

N/A

Please provide data on former students' post-SCC experiences (e.g. transfer success, career advances, post-graduation surveys), if any.

Our department awards approximately 150 ADTs in Business Administration annually. The majority of these students transfer to Cal State Fuller where they ultimately earn a BA in Business Administration. Anecdotally, hundreds of former SCC students have moved on to careers in all facets of management and marketing.

Please provide data pertaining to the instruction or delivery of service, if any.

N/A

Outcomes Assessment

Program Review Outcomes Assessment - Course and Section Count : Version by **Deeley, Steven** on **11/21/2019 18:04**

Courses	Section Count
BUS 090	1
BUS 100	7
BUS 105	6
BUS 120/MGMT 120	4
BUS 121/MGMT 121	2
BUS 150	3
BUS 171	1
BUS 222/MGMT 122	7
MGMT 123	1
MKTG 112	3
MKTG 113	1
MKTG 114	1
MKTG 115	1

Program Review Outcomes Assessment - CSLOs : Version by **Deeley, Steven** on **11/21/2019 18:04**

Student Learning Outcomes	CSLO Count	CSLOs Measured
BUS090 - Principles of Project Management	3	3
Create an effective plan and schedule for a business project		
Describe techniques used to monitor, control, and measure performance of a project in progress.		
Analyze the relationship between timing, costs, and resources in a business project.		
BUS100 - Fundamentals of Business	3	3
Recognize and identify basic forms of business ownership.		
Formulate a relationship between business and its environment, including its legal and ethical responsibilities.		
Learn to think critically about business topics, understanding the relationship between marketing, management, and finance.		
BUS105 - Legal Environment of Business	2	2
Demonstrate a general understanding of the business law terminology and vocabulary that are used in the legal system and how they apply to the various principles.		
Demonstrate a working understanding of the elements of a contract and the types of transactions that take place in the business environment.		
BUS120 - Principles of Management	2	2
Explain the four management functions: Planning, Organizing, Leadership and Controlling.		
Recognize and identify management topics they need to know in order to succeed: customer focus, globalization, diversity, ethics, information technology, entrepreneurship, work teams, the service economy and small business.		
BUS121 - Human Relations and Organizational Behavior	3	3
Describe how to survive, prosper, and be effective in the role of a manager within the organization.		
Recognize organization principles and theory and explain how to apply them in developing an organizational structure.		
Explain how organizational structure and dynamics affect the manager's role.		
BUS150 - Introduction to Information Systems and Applications	2	2
Create and analyze reports to support business decision making.		

Student Learning Outcomes	CSLO Count	CSLOs Measured
Explain basic business systems and apply them to business situations.		
BUS171 - Business Plan for Small Business	4	4
Recognize and identify elements of a small business plan.		
Identify and apply business and marketing strategies to increase success for a small business, and implement them in a comprehensive small business plan.		
Analyze the needs of a specific small business including basic considerations such as site location, customer identification, legal, organizational and financial requirements.		
Analyze startup procedures for small business and implement them in a comprehensive business plan.		
BUS222 - Business Writing	3	3
Develop skills in planning, writing, speaking, and listening techniques essential to effective business communication.		
Write effective memos, letters, and reports covering typical business situations.		
Work effectively in teams to present a practical business presentation and report.		
Identify as to date, material, and design antique and period jewelry from the 18th century through the 1960s.		
Evaluate condition and material condition to determine value for appraisal purposes.		
MGMT120 - Principles of Management	2	2
Recognize, identify, and understand the four management functions: Planning, Organizing, Leadership and Controlling.		
Recognize and identify management topics they need to know in order to succeed: customer focus, globalization, diversity, ethics, information technology, entrepreneurship, work teams, the service economy and small business.		
MGMT121 - Human Relations and Organizational Behavior	3	3
Describe how to survive, prosper, and be effective in the role of a manager within the organization.		
Recognize organization principles and theory and explain how to apply them in developing an organizational structure.		
Explain how organizational structure and dynamics affect the manager's role.		
MGMT122 - Business Communications	2	2
Create business documents.		
Complete and deliver oral and written business presentations.		
MGMT123 - Supervision	3	3
Recognize and identify the supervisory process including planning, organizing, delegating, and controlling the work of employees.		
Recognize and identify supervisory skills using a behavioristic/humanistic approach to first-line management.		
Recognize and identify how to develop employees and supervise employees using a situational approach.		
MKTG112 - Principles of Advertising	3	3
Describe how advertising is used to convey information, influence society and even shape cultural values.		
Identify methods of market segmentation and how companies use this information to meet corporate goals.		
Distinguish between wants and needs, recognize emotional "triggers" used in advertising and understand how persuasion is accomplished.		
MKTG113 - Principles of Marketing	3	3

Student Learning Outcomes	CSLO Count	CSLOs Measured
Relate the importance of marketing to business success.		
Identify methods of market segmentation and describe how companies use this information to meet corporate goals.		
Identify marketing strategies and emotional 'triggers' used to entice consumers to buy products and distinguish between wants and needs.		
MKTG114 - Professional Selling	3	3
Relate the importance of selling techniques to business and personal success.		
Apply professional selling principles to a variety of settings and describe the attributes of a successful professional presentation.		
Identify common strategies used to counter objections and distinguish between rational and emotional reasons for purchasing.		
MKTG115 - Consumer Behavior	3	3
Recognize and identify common purchase behaviors exhibited by consumers and which marketing strategies are geared to each.		
Identify stages of purchase decisions and factors influencing those decisions.		

Program Review Outcomes Assessment - PSLOs : Version by Deeley, Steven on 11/21/2019 18:04

Program Student Learning Outcomes	PSLO Count	PSLOs Measured
Business & Career Education		
Accounting*		
Business*		
Business Management, CERT	1	0
Secure entry-level job skills.		
Entrepreneurship, AS	1	0
Launch a small business or determine that the potential business would not be successful.		
Entrepreneurship, COA	1	0
Create a small business.		
Business Administration, AS	1	0
Transfer to a four-year institution.		
Prepare students for entry-level business occupations.		
Business Administration, AS-T	1	0
Transfer to a four-year institution.		
Have a broad background in the fundamentals of business leading to a career in management, finance, teaching or entrepreneurship.		
Business Information Worker, CERT	1	0
Perform basic computer application skills including beginning Excel, Word and Outlook while exhibiting basic oral and written communication skills for basic office employment.		
Child Development*		
Cinema Studies*		
Computer Information Systems*		

Program Student Learning Outcomes	PSLO Count	PSLOs Measured
Computer Science*		
Cosmetology*		
Criminal Justice*		
Electrician*		
Gemology*		
Management*		
General Management, AA	1	0
Qualify for a management position.		
Human Resource Management, CERT	1	0
Prepare for employment in the human resources field.		
Supervision, CERT	1	0
Have the background to become a first-level supervisor.		
Marketing*		
Web Marketing, CERT	1	0
Have the knowledge for an entry-level web marketing position.		
Advertising, CERT	1	0
Be employable at a first-level advertising position.		
General Marketing, AS	1	0
Have the skills for an entry-level marketing position.		
General Marketing, CERT	1	0
Have enough knowledge of marketing for an entry-level position.		
Media Communications Studies*		
Public Works*		
Real Estate*		
Survey/Mapping Sciences*		
Television/Video Communication*		
Water Utility Science*		

Program Review Outcomes Assessment - Assessment of CSLOs and PSLOs : Version by **Deeley, Steven** on **11/21/2019**

18:04

How does the program/service area systematically assess student learning outcomes and/or service area outcomes using specific and measurable performance criteria?

Student Learning Outcomes are assessed at the end of fall semester.

What is your assessment cycle, how are assessments carried out, and who is involved in the assessment process?

What is your assessment cycle? Fall

How are assessments carried out, and who is involved in the assessment process? Faculty

Upon review of *course student learning outcome assessment data*, give at least one specific example of:

1. A *course student learning outcome* which students have definitely met and why you think students were successful.
2. A *course student learning outcome* which students have definitely **not** met and why you think students were unsuccessful. What changes have you considered making?

BUS 100

SLO Met

SLO 1 - Students will be able to recognize and identify basic forms of business ownership.

Findings for SLO #1 100/129 students (77.5%) scored 70 percent or better on assessment. With 77.5 percent of students scoring over 70 percent on this assessment, the objective is met.

SLO Not Met

None

What changes has the program **already** made based on its assessment of *course student learning outcomes*? Give specific examples and describe how you know if the changes have increased success?

Instructors continually improve teaching methods to improve success rates.

Upon review of *program student learning outcome assessment data*, what patterns, trends, or anomalies did your program identify?

N/A

Curriculum and Program Management

Program Review - Curriculum and Program Management : Version by **Deeley, Steven** on **11/21/2019 18:04**

With **SCC's Mission Statement** in mind, explain how your program/service area meets the academic, developmental, and vocational needs of SCC's diverse student population? *Santiago Canyon College is an innovative learning community dedicated to intellectual and personal growth. Our purpose is to foster student success and to help students achieve these core outcomes: to learn, to act, to communicate and to think critically. We are committed to maintaining standards of excellence and providing the following to our diverse community: courses, certificates, and degrees that are accessible, applicable, and engaging.*

The Business Department provides courses, degrees, and certificates that are accessible, applicable, and engaging.

Does your program/service area offer sufficient courses, workshops or other services, with sufficient frequency, at appropriate times, and through appropriate delivery modes to meet the major requirements, transfer goals, and general education, co-curricular, and elective needs of the student body? If not, list what changes would help accomplish this.

Does your program/service area offer sufficient courses, workshops or other services, with sufficient frequency, at appropriate times, and through appropriate delivery modes to meet the major requirements, transfer goals, and general education, co-curricular, and elective needs of the student body?

Yes. We need to remain vigilant, monitoring upcoming changes to ADT in Business Administration. Also, we need to update some of our certificate and degree offerings to better serve the marketplace.

Does your program/service area offer learning opportunities that extend beyond the traditional classroom experience?

Yes, internships and part time employment. This will increase with the addition of the new employment coordinator in BUS/CTE Division.

How do program/service area faculty and/or staff **review the processes** it uses to manage the curriculum and program, including the process of introducing new courses and/or workshops and services, the process of conducting quadrennial reviews for instruction, and the process of creating new programs and services?

Curriculum and programs are regularly updated through the normal Curriculum and Instruction Committee process: updated as needed and the five-year review (formerly quadrennial) process.

How do program/service area faculty and/or staff coordinate activities with other college programs and services, including the Library? How do program/service area faculty and/or staff maintain their knowledge of other programs and services offered at SCC? If applicable, what contact does the program/service area have with outside advisory groups?

How do program/service area faculty and/or staff coordinate activities with other college programs and services, including the Library? How do program/service area faculty and/or staff maintain their knowledge of other programs and services offered at SCC? Through continuing contact and Flex workshops.

If applicable, what contact does the program/service area have with outside advisory groups? Yes, our advisory group meets each year

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

Regular assessment of SLO.

Resources

Program Review Resources - Facilities Exclusive to Program/Service Area : Version by **Deeley, Steven** on **11/21/2019 18:04**

Classrooms	Labs	Offices	Storerooms	Conference Rooms
5		2	undefined	undefined

Program Review Resources - Facilities Shared with Other Programs/Service Areas : Version by **Deeley, Steven** on **11/21/2019 18:04**

Classrooms	Labs	Offices	Storerooms	Conference Rooms
5		2	undefined	undefined

Program Review Resources - Specialized Equipment and Resources : Version by **Deeley, Steven** on **11/21/2019 18:04**

None

Equipment/Resource	Description
undefined	undefined

Program Review Resources - Funding Sources : Version by **Deeley, Steven** on **11/21/2019 18:04**

Funding Source	Description
General Funds	undefined
IELM Funds	
Perkins Funds	

Funding Source	Description
Strong Workforce Funds	
Strong Workforce Funds	

Program Review Resources : Version by **Deeley, Steven** on **11/21/2019 18:04**

How well do the facilities used by the program/service area meet its needs? Do facilities and equipment meet appropriate safety criteria?

We have enough classrooms; however, we need to update PCs and Instructor Workstation/AV systems in Room B-207 and 208

How sufficient are the program/service area's equipment, supplies, and materials? Does the program/service area have a budget and timeline for the purchase of needed equipment and supplies?

Sufficient

How well do technology resources (i.e., computers, software, media and presentation equipment) meet the needs of the program/service area?

1. New instructor workstation/AV systems for Rooms B207 and B208. Projectors and sounds system are unsuitable for the classroom. New systems will bring those classrooms up to the standards found throughout campus. Rooms are used by both Accounting and Computer Science courses.

2. New PCs for Rooms B207 and B208. Currently, both rooms contain a combination of PCs and Laptops. Workstations need constant maintenance, creating issues for students and instructors. New PCs will bring classroom up to standards required for both Accounting and Computer Science.

How well do technology resources (i.e., computers and software), training, and technical support meet the **administrative** needs of the program/service area?

Met

How adequate is staff support (provided by administrative assistants, lab assistants, learning facilitators, and instructional assistants, and other classified staff) to meet the instructional and operational needs of the program/service area?

We are well supported

Does your program/service area receive any categorical (Basic Skills, Student Equity, SSSP, Strong Workforce Program) and/or grant funding? If so, what major activities or resources has the funding allowed for? What impact has this had on your program/service area (address both positive *and* negative impacts)? If the college were to sustain these activities, which are critical to your program/service area and what would be required to institutionalize them?

Strong Workforce funds help remodel classrooms in the B Building.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

SLO need to be assessed regularly.

Human Resources

Program Review Human Resources - Support Staff : Version by **Deeley, Steven** on **11/21/2019 18:04**

Title of Position	Count	Full-time or Part-time	Months per Year	Funding Source
Division Admins	2	FT	12	General Funds

Program Review Human Resources : Version by **Deeley, Steven** on **11/21/2019 18:04**

What are faculty, staff, and administrators doing to remain current in knowledge of learning theory, counseling and student development theory, maintenance and operations practices, instructional strategies, and content? In which professional organizations and conferences do faculty, staff, and administrators participate?

Faculty attend conferences regularly and participate in professional development activities on campus.

How do faculty, staff, and administrators participate in college-wide programs, shared governance bodies, and leadership activities? In what ways do faculty, staff, and administrators serve as resources for the community?

Faculty participate in college-wide programs, shared governance bodies, and leadership activities.

Are adequate numbers of qualified faculty, staff, and administrators available to teach and/or implement all components within a program/service area's offerings or services?

Yes

Are adequate and appropriate mentoring and professional development opportunities available and do department faculty, staff, and administrators regularly utilize these opportunities?

Adequate and appropriate mentoring and professional development opportunities available. Department faculty, staff, and administrators regularly utilize these opportunities.

To what extent are adjunct faculty, part-time staff, and interim administrators knowledgeable about the program/service area's practices and standards? What opportunities are provided for adjunct faculty, part-time staff, and interim administrators to become engaged in program/service area activities and communication?

Adequate and appropriate mentoring and professional development opportunities available. Department faculty, staff, and administrators regularly utilize these opportunities.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

Upgrade technology in Rooms B-207 and 208

SLO Assessment

Add additional BUS, MGMT, and MKTG sections and hire adjuncts

Internal and External Communication

Program Review Internal & External Communication : Version by **Deeley, Steven** on **11/21/2019 18:04**

When were the program/service area's catalog entries last updated to ensure currency and accuracy?

Entries are updated annually through Curriculum and Instruction Committee activities.

When was the program/service area's Annual Plan (formerly called DPP) last updated to ensure currency and accuracy?

Annual Plan for 2020-21 was updated prior to start of Fall 2019 semester/

How does the program/service area keep its website comprehensive and current? Does the website contain the program/service area's mission? Does the website contain current contact information (telephone numbers, email addresses, and office hours and locations) for program/service area faculty and/or staff? Are program/service area outcomes posted? Are outcome assessment results posted?

Website is correct with programs and contact information. We need to add mission and links to SLOs.

How does the program/service area keep instructional faculty, counselors, advisors, and/or service area personnel informed about course offerings, trainings, workshops, and related practices?

The program/service area keep instructional faculty informed through regular meetings. Counselors, advisors, and/or service area personnel informed about course offerings, trainings, workshops, and related practices through occasional meetings.

How well do faculty and staff communicate about and coordinate the work of the program/service area?

Faculty and staff communicate extremely well about the work of the program/service area.

Upon consideration of the information you have presented in this section, what areas or issues will need attention from the program/service area in the next three years?

Regularly assess (generally, not SLOs) degrees and course offerings.

Planning Agenda

Program Review Planning Agenda : Version by **Deeley, Steven** on 11/21/2019 18:04

Actions for 2019-2022	Supporting Data	Resources Needed	Estimated Cost
SLO Assessment	No current assessments	Time	N/A
Regularly assess (not SLOs) degrees and course offerings	None	Time	N/A

Summary Report

Program Review Summary Report - What is and is not working : Version by **Deeley, Steven** on 11/21/2019 18:04

Briefly describe and explain what is working well in your program/service area.

Course offerings and enrollment.

BUS, MGMT and MKTG are robust programs with strong enrollment.

Briefly describe and explain what is not working well or needs attention in your program/service area.

SLO Assessment - we have not assessed regularly and need to do that. Hopefully, the new SLO Assessment module in eLumne will make this easier.

Program Review Summary Report - Resources : Version by **Deeley, Steven** on 11/21/2019 18:04

Facilities	Technology	Equipment	Personnel
	New PCs B207 and 208	undefined	undefined
	New Instructor Station/AV system B207 and B208		

Program Review Summary Report - Initiatives and Other Findings : Version by **Deeley, Steven** on 11/21/2019 18:04

What campus-wide initiatives intersect with your program's activities, operations and/or plans? (Please provide a hyperlink and a list of initiatives)

Strong Workforce Program

Summarize any other findings from your program/service area review and planning process that you would like to share with the college community.

N/A