The CTE Program Review Report

1. College: Alameda

Discipline, Department or Program: Business Administration

Date: November 14, 2015

Members of the Comprehensive Instructional Program Review Team:

1. Rochelle Olive
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Members of the Validation Team:

1. Institutional Effectiveness Committee

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2. **Narrative Description of the Discipline, Department or Program**:

BUSINESS ADMINISTRATION PROGRAM
The AS-T degree (Associate in Science in Business Administration) is intended for students planning to transfer to a CSU with a major in Business Administration. Students completing this degree are guaranteed admission to the CSU system.

ACCOUNTING PROGRAM
The AA (Associates Arts) degree in Accounting is intended for students who wish to transfer to a four-year institution. For students seeking immediate employment, we offer a Certificate of Achievement. One of the most unique characteristics of the Accounting Program is the 40-Plus years of the ATC (Accounting Tutorial Center). The ATC, staffed by qualified peer tutors, provides supplemental accounting instruction to students.

SMALL BUSINESS MANAGEMENT PROGRAM
COA Business and CTE (Career Technical Education) Faculty continues to work collaboratively to develop entrepreneurship curriculum and business management curriculum that will embed current business trends and real world experience.

ATLAS PROGRAM
The Atlas program serves a community niche involving transportation and the logistic industry. The program was recently institutionalized to include a work-in-progress AA (Associate Arts) in Transportation and Logistics. ATLAS is a member of the California Transportation and Logistics Initiative, a statewide collaborative of postsecondary education institutions, workforce investment boards, economic development agencies and community-based organizations working to advance the logistics industry and train its workforce for the 21st century.

Planned Program:

The Business Discipline's mission is closely aligned to COA's mission: *"College of Alameda's mission is to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals."*

The world of business, commerce and students continues to change. Technology has vastly altered the scope and pace of business; and markets that were once local have become global. While many business students transfer to four-year institutions, an increasing number seek immediate employment, start their own business or seek knowledge to run their business more efficiently. College of Alameda Business Department is focused on developing a comprehensive Urban Center for Global Entrepreneurship and Innovation Resource Center. The Center will bring together educators, entrepreneurs, and distinguished business development professionals in entrepreneurship education to provide quality programs and services. The following planned programs are targeted to develop within the next two years:

- *Urban Center for Global Entrepreneurship and Innovation Resource Center*

- *Stackable Entrepreneur certificates: Proficiency, Achievement, and AA (Associate Arts) Degree.*

- *Global Edu-preneur and Vet (veterans)-preneur*

- *Virtual entrepreneur*

- *HP Life e-learning certificates*

- *360 Degree Computerized Accounting Certificates for Small Business*

- *Professional Bookkeeper Training and VITA (Volunteer Income Tax Assistant)*

The COA business department recently partnered with NACCE (National Association for Community College Entrepreneurship). NACCE fosters economic development by serving as the hub for the dissemination and integration of knowledge and successful practices regarding entrepreneurship education and student business incubation.

The need for faculty knowledgeable in Entrepreneur core concepts, a dedicated entrepreneur lab/center with state of the art computers/ software applications is critical to the program, course, and student's success.

With the pending AA degree in ATLAS, there is an immediate need to have two industry knowledgeable full-time faculty to fully implement the program and to continue collaborating with industry partners to ensure career pathways for students into the workforce.

3. Curriculum:

Please answer the following questions and/or insert your most recent curriculum review report (within the past 3 years) here.

- Have all of your course outlines of record been updated or deactivated in the past three years? If not, list the courses that still need updating and specify when your department will update each one, within the next three years.

See chart below for courses to be deactivated, developed and enhanced. Within the next 2015-2016 academic calendar year, listed courses in the chart will be deactivated and enhanced.

- What are the discipline, department or program of study plans for curriculum improvement (i.e., courses or programs to be developed, enhanced, or deactivated)?

  Within the next two academic years our goals is to develop 50% of the targeted courses listed in the char below.

To Deactivate	To Be Developed	To Be Enhanced
BUS 216 Legal Secretarial Studies Family/Corporate/Criminal…)	Introduction to Entrepreneurship	BUS 10 Introduction to Business
BUS 217 Legal Secretarial Studies Probate/Personal/Injury…….)	Advanced Entrepreneurship	BUS 2 Introduction to Business Law
BUS 238B Word Processing	Professional Bookkeeper	BUS 5 Human Relations
	Entrepreneurship In Action	BUS 54 Small Business Management
	Introduction to Business Marketing	BUS 208 Communication Skills for Technicians
	Introduction to Business Finance	BUS 220 Business Terminology and Logistics
	Introduction to Business Communications	BUS 236 Records Management and Logistics
	Business Literacy	BUS 240 Introduction to Warehouse Operations
	Introduction to Business Careers • Job readiness and skills	BUS 247 Introduction to Logistics and Office
	Business English • Writing technical reports	BUS 1A Financial Accounting
	Business Math	BUS 1B Managerial Accounting
	Global Entrepreneur	BUS 209 Fundamentals of Income Tax
	Principles of Franchise	BUS 209F Income Tax Preparation: Field Studies VITA (Volunteer Income Tax Assistance)
	Virtual Entrepreneur	BUS 239 QuickBooks Pro
	HP Life e-Learning	BUS 24 Computerized Accounting Principles

- Please list your degrees and/or certificates.

  ❖ *Degrees: AS-T Business Administration*
  AA-Accounting
  AA-Transportation, Distribution and Logistics (pending)

  ❖ *Certificates of Proficiency:*
  Small Business Administration
  Office Administration for the Logistics Industry

- Can any of these degrees and/or certificates be completed through Distance Education (50% or more of the course online)?
  No—of the current courses offered.

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4. Assessment:

Please answer the following questions and attach the TaskStream "At a Glance" report for your discipline, department, or program for the past three years. Please review the "At a Glance" reports and answer the following questions.

Questions:

- How does your discipline, department or program ensure that students are aware of the learning outcomes of the courses and instructional programs in which they are enrolled?

  Student learning outcomes are included in the course syllabus. At the beginning of each semester every enrolled student receives a syllabus followed by class discussion to ensure their understanding of end-of-course outcomes/expectations. Student learning outcomes are listed on the COA website. Copies of syllabi are retained by the Division Dean.

- Where are your discipline, department or program course and program SLOs published

  Student learning outcomes are included in the course syllabus. Program learning outcomes are listed in the COA website under instruction.

- Briefly describe at least three of the **most significant changes/improvements** your discipline, department or program made in the <u>past three years</u> as a response <u>to course and program assessment</u> results.

  A common assessment was developed in the Fall 2014 academic year for Introduction to Business (BUS 010) which is utilized by all Instructors for this course.

  Improvement 1. Course Offerings: ***With the increase in online (hybrid) class offerings for Business 10 (Intro to Business) and Business 2 (Intro to Business Law) enrollment has improved.***

  Improvement 2. Course Homework completion: ***The Accounting discipline significantly changed the type of required homework students had to complete and submit for credit. This change is currently under review by faculty.***

Improvement 3. Course Formats: *The Business department incorporated into the classroom a variety of group assignments, both internally and externally—as a result overall student success in completing the course has increased.*

- Briefly describe at least three of the **most significant examples** of your discipline, department or program plans for course and /or program level improvement for the next three years as result of what you learned during the assessment process. Please state the course number or program name and attach the data from the "Assessment Findings and Action Plan" section for each example.

  Action Plan 1. Faculty development is needed to enhance student engagement strategies and contextualized learning approaches.

  Action Plan 2. Develop Curriculum Guide for each Course which is shared with all course instructors to guide the presentation of a common set of key lessons.

  Action Plan 2. Continue to refine and administer assessment and implement pre- and post-assessment testing for all courses to identify progress on student learning outcomes across all business courses.

  Action Plan 3. Participate in Early Alert and Response System in the Fall 2015.

  Action Plan 4. Develop research project around Student Engagement and Outcomes Assessment for this course.

- Describe how assessment results for Distance Education courses and/or programs compare to the results for the corresponding face-to-face classes.

  All business courses offered online and F2F have the same class format, lectures and assignments. There is no significant difference in the assessment results between F2F and online course.

- Describe assessment results for courses with multiple sections. Are there similar results in each section?

  Faculty collaborate on assessment methods to use. As a result there are no significant difference in the assessment results.

- Describe your discipline, department or program participation in assessment of institutional level outcomes (ILOs).

  The business department faculty reviews the institutional level outcomes and attempts to align the student learning outcomes with ILOs.

- How are your course and/or program level outcomes aligned with the institutional level outcomes? Please describe and attach the "Goal Alignment Summary" from TaskStream.
  - *See attachment*

5. Instruction:

- Describe effective and innovative strategies used by faculty to involve students in the learning process.

The Business department continues to bridge student learning with successful strategies including the traditional lectures/discussions, power point presentations, computer lab and Internet exercises, videos, etc. With limited facilitates and computer resources, hybrid and on-line course offerings are used as a method to incorporate new technology into improving student learning outcomes. In the Accounting courses students are assigned an individual corporate project that requires them to prepare and submit a written report which summarizes their analysis of a major corporation. This report is a culmination of concepts and application of what they mastered in the class.

To equip students to cooperate and work effectively with individuals and groups, every business course has successfully integrated group/team assignments/projects into course objectives/learning outcomes.

The Innovation Challenge is a fast-paced, interactive exercise that challenges student teams to create as much value as possible from a ubiquitous object- post-it notes, paper clips, rubber bands, etc.- in just a few days. Student teams are asked to present their results through presentations or short videos that describe their innovative concept and how it creates added value. Learning objectives- unpack the concept of value; recognize the challenge entrepreneurs/businesses face.

Two additional innovate successful teaching strategies used in the small business course are: The Shark Tank Competition and the Management Challenge. In the Shark Tank competition students research and resolve real-world business problem within a designated small business community. A key aspect of the Management Challenge is real world business owners have submitted a list of up to three management challenges which they currently face. Students are divided into groups. For each business case, there are two groups of students who are assigned to the role of Manager, Assistance Manager or staff. These two groups will design a proposed plan or approach to addressing the challenges as presented by the business owners. Their proposal will incorporate the key topics covered in this course including, but not limited to, marketing, finance and operations. At the end of the competition, the business owner will rate the proposals provided and select a preferred pathway from the two choices presented by the student teams.
Many of these businesses may be eligible for services from existing organizations like the Small Business Development Centers and SCORE. The instructor and students coordinate their efforts with these organizations as they develop their proposed solutions. The structure of this coordination will vary depending upon the resources, interests and availability of SBDC and/or SCORE consultants. These consultants will be resources for the students as they prepare their proposals for the business owner.

Some additional innovate strategies used in all class modalities include:
1. *Business Concept Competitions*
2. *Debates and Mock Trials*
3. *Research Papers*
4. *Live and Virtual Presentations*
5. *Secret Shopper Tours*
6. *Educational Plan*
7. *Emphasis on Course Participation*
8. *Peer Reviews*

9. *Structured peer-to-peer feedback: What did you learn? What did you like? What would you do differently?*

- How has new technology been used by the discipline, department or program to improve student learning?

    Canvas, Survey Monkey and Wiggio.Com have significantly improve student access and delivery of lecture/assignments.

- How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

    Course outlines and syllabus are required for all courses. Course outlines identify student's learning outcomes, entry and exit skills and specify goals for student learning. Course syllabus describes course objectives, content, grading procedures, and student learning outcomes. Periodically, all business instructors share their syllabi, discuss textbooks and review/update academic standards.

    Student and Peer Evaluations?

- How do you ensure that Distance Education classes have the same level of rigor as the corresponding face-to-face classes?

    Student and Peer Evaluations, and all faculty follow the COR (Course outline of record). The delivery is different but the course content is the same.

- Briefly discuss the enrollment trends of your discipline, department or program. Include the following:

    o Overall enrollment trends in the past three years (S*ee chart attachment below*)
    o An explanation of student demand (or lack thereof) for specific courses. *(We are in the process of analyzing the data)*

    o Productivity for the discipline, department, or program compared to the college productivity rate. (*See chart attachment below*.)

        College productivity rate _____

    o Salient factors, if known, affecting the enrollment and productivity trends you mention above.

Enrollment Trends

	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
Headcount	196	403	622	176	394	451	98	421	360

Retention	Term								
Course	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
BUS 10 - INTRO TO BUSINESS	80.56%	75.00%	55.40%	70.37%	73.91%	81.82%	72.41%	80.43%	76.92%
BUS 1A - FINANCIAL ACCOUNTING	78.13%	74.53%	59.74%	76.92%	81.48%	73.55%	88.24%	87.00%	71.15%
BUS 1B - MANAGERIAL ACCTG	NA	89.83%	95.24%	NA	85.00%	71.79%	NA	75.68%	94.12%
BUS 2 - INTRO TO BUS LAW	71.11%	65.85%	55.42%	60.98%	67.50%	78.75%	73.08%	90.16%	84.91%
BUS 20 - GENERAL ACCOUNTING	NA	NA	68.00%	NA	NA	NA	NA	70.59%	63.64%
BUS 208 - COMM SKLS/TECHNICIAN	NA	73.33%	73.33%	NA	69.70%	84.00%	NA	82.76%	85.00%
BUS 209 - FUND OF INCOME TAX	NA	54.29%	62.07%	NA	67.65%	45.45%	NA	77.14%	82.35%
BUS 220 - BUSINESS TERMINOLOGY/LOGISTICS	NA	NA	100.00%	NA	NA	NA	NA	NA	NA
BUS 236 - RECORDS MNGMT IN LOGISTIC	NA	NA	100.00%	NA	NA	100.00%	NA	NA	NA
BUS 24 - COMPUTERIZED ACCTG	NA	NA	78.95%	NA	NA	60.61%	NA	NA	NA
BUS 240 - INTRO TO WAREHOUSE OPER	NA	NA	92.21%	NA	NA	NA	NA	NA	NA
BUS 247 - INTRO TO LOGISTICS/OFFICE	NA	NA	97.96%	NA	NA	NA	NA	NA	NA
BUS 49 - I/S - BUSINESS	NA	NA	100.00%	NA	NA	NA	NA	NA	NA
BUS 5 - HUMAN RELATIONS/BUS	NA	NA	NA	NA	NA	80.00%	NA	64.52%	68.75%
BUS 54 - SMALL BUSINESS MGMT	100.00%	69.23%	57.14%	82.35%	100.00%	65.38%	65.52%	87.50%	94.44%
Grand Total	**78.76%**	**73.00%**	**71.22%**	**72.38%**	**76.23%**	**75.56%**	**73.27%**	**82.00%**	**79.49%**

CAMPUS	Alameda
SUBJECT	BUS

	Term								
	2012 SUMMER	2012 FALL	2013 SPRING	2013 SUMMER	2013 FALL	2014 SPRING	2014 SUMMER	2014 FALL	2015 SPRING
Productivity	17.14	17.24	15.68	15.36	17.89	13.53	12.39	14.19	12.52

- Are courses scheduled in a manner that meets student needs and demands? How do you know?

Courses are offered via hybrid, on-line, and in-class with traditional lecture, at various times to meet the needs of both day and evening students. Every semester, course offerings are reviewed by faculty and administrators to ensure current student needs and demands are met. Business courses are currently offered at different times that do not conflict with other business courses. The evening program is currently being reviewed for updates/additions that will meet the needs/demands of students.

- Recommendations and priorities.

  Additional assessment needs are under review to determine if courses are offered at times that best meet student's demand.

6. Student Success:

- Describe course completion rates *(% of students that earned a grade "C" or better or "Credit")* in the discipline, department, or program for the past three years. Please list each course separately. How do the discipline, department, or program course completion rates compare to the college course completion standard?

Success	Term								
Course	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
BUS 10 - INTRO TO BUSINESS	52.78%	36.36%	37.41%	37.04%	30.43%	43.18%	62.07%	38.04%	42.31%
BUS 1A - FINANCIAL ACCOUNTING	62.50%	52.83%	44.81%	69.23%	66.67%	54.19%	88.24%	55.00%	70.19%
BUS 1B - MANAGERIAL ACCTG	NA	72.88%	95.24%	NA	72.50%	61.54%	NA	56.76%	88.24%
BUS 2 - INTRO TO BUS LAW	28.89%	52.44%	44.58%	41.46%	56.25%	62.50%	57.69%	68.85%	54.72%
BUS 20 - GENERAL ACCOUNTING	NA	NA	44.00%	NA	NA	NA	NA	70.59%	36.36%
BUS 208 - COMM SKLS/TECHNICIAN	NA	56.67%	60.00%	NA	51.52%	52.00%	NA	55.17%	80.00%
BUS 209 - FUND OF INCOME TAX	NA	51.43%	62.07%	NA	41.18%	27.27%	NA	60.00%	70.59%
BUS 220 - BUSINESS TERMINOLOGY/LOGISTICS	NA	NA	87.88%	NA	NA	NA	NA	NA	NA
BUS 236 - RECORDS MNGMT IN LOGISTIC	NA	NA	87.23%	NA	NA	100.00%	NA	NA	NA
BUS 24 - COMPUTERIZED ACCTG	NA	NA	50.00%	NA	NA	51.52%	NA	NA	NA
BUS 240 - INTRO TO WAREHOUSE OPER	NA	NA	83.12%	NA	NA	NA	NA	NA	NA
BUS 247 - INTRO TO LOGISTICS/OFFICE	NA	NA	89.80%	NA	NA	NA	NA	NA	NA
BUS 49 - I/S - BUSINESS	NA	NA	100.00%	NA	NA	NA	NA	NA	NA
BUS 5 - HUMAN RELATIONS/BUS	NA	NA	NA	NA	NA	73.33%	NA	45.16%	12.50%
BUS 54 - SMALL BUSINESS MGMT	50.00%	38.46%	37.14%	29.41%	28.57%	15.38%	37.93%	27.08%	22.22%
Grand Total	50.26%	51.41%	57.29%	45.86%	51.72%	53.56%	58.42%	50.89%	55.19%

Discussion:

Student success has been impacted by:

- *lack of full-time faculty to develop and teach courses*
- *new faculty with limited teaching experience*
- *students taking courses without prior exposure to business/industry/writing and interpreting various business related reports*
- *poor counselling on the series/order of classes to enroll*

- Describe course completion rates in the department **for Distance Education** courses (100% online) for the past three years. Please list each course separately. How do the department's Distance Education course completion rates compare to the college course completion standard?

College course completion standard _____

Success	Term								
100% DE	2012 Summer	2012 Fall	2013 Spring	2013 Summer	2013 Fall	2014 Spring	2014 Summer	2014 Fall	2015 Spring
BUS	38.94%	37.50%	41.41%	34.91%	38.46%	35.71%	50.00%	56.41%	25.33%
BUS 10 - INTRO TO BUSINESS	44.64%	35.59%	41.41%	32.26%	33.33%	35.71%	62.07%	57.14%	28.21%
BUS 2 - INTRO TO BUS LAW	28.89%	41.38%	NA	41.46%	41.94%	NA	NA	55.56%	NA
BUS 54 - SMALL BUSINESS MGMT	50.00%	NA	NA	29.41%	NA	NA	37.93%	NA	22.22%
Grand Total	38.94%	37.50%	41.41%	34.91%	38.46%	35.71%	50.00%	56.41%	25.33%

Discussion: *Face-to-Face course success rates are consistently higher when compared to the online version of the course. Notwithstanding these trends, BUS 54 has the same rates because when it is offered there is only one format offered - face-to-face or online. It is impossible to compare the performance by semester. Overall, face-too-face success rates for all Business courses improved from 50.26% in Summer 2012 to 58.42% in the Summer 2014. The Success rates for all BUS courses ranges from a low of 45.86% to a high of 58.42% - with a low level of variances and the Success rate staying about the same. Success rates for 100% DE courses also improved from 38.94% in Summer 2012 to 50% in Summer 2014. There are only three BUS courses offered 100% DE. The Success rates for these 100% DE BUS courses ranges from a low of 25.33% to a high of 56.44% - a much greater rate of variance than with face-to-face classes but the overall trend in the latter years in increasing.*

- Are there differences in course completion rates between face to face and Distance Education/hybrid courses? *Yes*

How does the discipline, department or program deal with this situation?

Support/incentives for instructors to obtain certificates in online instruction; participate in faculty learning communities for online instruction within the discipline to develop techniques/skills necessary to be successful in teaching online/hybrid courses.

- Describe the discipline, department, or program retention rates *(After the first census, the percent of students earning any grade but a "W" in a course or series of courses).* for the past three years. How does the discipline, department, or program retention rate compare to the college retention standard?

College retention standard _____

Discipline, department, or program retention rates (***See chart above***)

- What has the discipline, department, or program done to improve course completion and retention rates? What is planned for the next three years?

The department is currently in the process of reviewing, analyzing, and enhancing the current course offerings. Within the next three years, more updates of curriculum, textbooks and courses will be implemented to augment/improve course completion and retention rates.

- What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years. What is planned for the next three years?

    The department is currently analyzing the data and will complete a plan of action by academic year end 2017.

Program	Number of Awards	Average Months to Degree
Business	**273**	**58.2**
ACCOUNTING (AA)	30	73.7
Accounting (CA)	3	71.3
Business Administration (AA)	122	65.5
Business Administration (CP)	12	65.0
Business Administration (CA)	1	45.0
Legal Secretarial Studies (CP)	1	83.0
Logistics (Clerical) (CP)	69	34.6
Office Admin for Logistics Industry (CA)	22	57.1
Small Business Administration (CP)	1	28.0
Small Business Administration (CA)	1	172.0
Business Administration-TR (AST)	11	64.6

7. **Human, Technological, 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.

    Full-time faculty headcount _____3_____

    Part-time faculty headcount _____3_____

    Total FTEF faculty for the discipline, department, or program _____4.5_____

    Full-time/part-time faculty ratio _____1:1_____

    Classified staff headcount ___-0-_____

- Describe your current utilization of facilities and equipment.

    The department currently does not have a dedicated office, classroom or equipment. Full time instructors receive lap top computers and adjunct faculty have not been allocated lap top computers.

- What are your key staffing needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, recommendations from your advisory committee, changes in certification requirements, and/or other factors.

    o *Dedicated Counselor (Business and Entrepreneurship)*
    o *Program Manager for (Business and Entrepreneurship Center) – marketing, recruitment, administration, development, networking, programming, i.e. plan competitions, etc., community and campus relations*
    o *Faculty program and course developer*

- What are your key technological needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, recommendations from your advisory committee, changes in certification requirements, and/or other factors.

    o *Entrepreneurship Center Equipment (computers, wireless printer (s), wireless hub, copier, scanner, projector, Key Card Access)*
    o *Online Virtual Project Access*

- What are your key facilities needs for the next three years? Why? Please provide evidence to support your request such as assessment data, student success data, enrollment data, recommendations from your advisory committee, changes in certification requirements, and/or other factors.

    o *Dedicated Program Office*
    o *Dedicated Classroom*
    o *Dedicated Presentation/Competition Hall*
    o *Dedicated Networking Lounge*

- # Please complete the Comprehensive Instructional Program Review Prioritized Resource Requests Template included in Appendix A.

8. Community, Institutional, and Professional Engagement and Partnerships:
 Part A.
- Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.
    1. *Academic Senate*
    2. *Professional Development*
    3. *Curriculum Committee*
    4. *Grievance Committee*
    5. *Technology Committee*
    6. *District Academic Senate Committee*
    7. *District Education Committee*
    8. *Planning & Budget Committee*
    9. *COA Budget Committee*
    10. *COA College Council*
    11. *ASCCC Local Senate Relations Committee*
    12. *ASCCC Resolution Committee*
    13. *President's Cabinet*
    14. *Department Chair*

- *Discuss how faculty and* staff have engaged in community activities, partnerships and/or collaborations.

    The department has collaborated with Alameda County (SBDC) Small Business Development Center on several proposed grants. The department has participated in the Fresno State Entrepreneurship training. The department has partnered with NACCE (National Association of Community Colleges Entrepreneurship) to develop short-term credit and noncredit courses and programs. Within the next academic year present another Entrepreneur expo.

- Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.
    Adjunct faculty are the department greatest assets. They are included in developing common assessments, class scheduling, and developing programs. They are actively involved in department meetings, division meetings, and faculty learning communities' workshops.

Part B.
- *What are the job placement rates for your discipline/department/program for the past three years?*

    We are in the process of gathering this information as our department provides many job opportunities and transfer options to students.

- What are the projected job openings in your discipline for the next three years?

    We are in the process of gathering this information to address the many job openings for our students.

- How is the discipline/department program responding with regard to labor market demand?

Through semi-annual advisory board meetings, collaboration with Deputy Sector Navigators, and consultation with adjunct faculty, working in the industry, a wealth of information was shared to review and used in the development of programs that meets labor market demand.

- Do you have an advisory board in place? Has it met regularly? Please provide a list of your advisory board members and attach agendas and meeting minutes from the past year. *Yes*

Name	Company	Expertise/Industry
Daniel Hoy	Entrepreneur	Entrepreneurship Education
Annette Cook	NonProfit Suite	Accounting
Carolina Miranda	Cultivating Capital	Sustainable Business Practices
Carolyn Johnson	College of Alameda	Faculty
David Mitroff, Ph.D.	Piedmont Avenue Consulting	Business Development and Marketing
Derek Zahler	National Tactical Fitness	Security and Fitness Professional
Derreck Johnson	Home of Chicken and Waffles	Restaurant
Diana Bajrami	College of Alameda	Instructor, Economics
Don Lindsey	Gallagher and Lindsay	Real Estate
Dr. Joi Lin Blake	College of Alameda	President
Endy Ukoha-Ajike, (LL.M. Tax)	THE UKOHA-AJIKE LAW GROUP, P.C.	Estate Planning, Business Tax Planning & Consulting
Erin Brannan	BUILD	Entrepreneurship Training
Gary Perkins	College of Alameda	Faculty, Computer and Information Systems
Glen Pearson	College of Alameda	Faculty, Music
Jennine Coosaia	Sky9Studio	Sales Small Business Development
Lakisha Brooks	LMBE Solutions	Technology
Lorraine Gaskin	College of Alameda	Student
Ron Ybarra	Entrepreneur	
Michel Michel	Alameda Sun Greater Alameda Business Association	Media and Music
Mike McDonough	Alameda Chamber of Commerce	Consultant
Naren Dave	College of Alameda	Health Occupations
O. J. Roundtree	College of Alameda	Apparel Design and Merchandising
Parwin Adina	College of Alameda	Student
Ms. Lee	Alameda County Small Business Development Center	Small Business Technical Assistance
Rochelle Olive	College of Alameda	Chair and Faculty, Accounting
Ron Ybarra	B2bCFO	Finance
Sherilyn Escoto	Bank of Orient	Banking
Stefan Hofmeyer	Modal Minds	Business Strategy
Su Ha	CPA	CPA
	Women's Initiative	Entrepreneurial Training
Suzanne Lindsey	Gallagher and Lindsay	Educator
Walter Armer	LR Global Realty Capital	Real Estate
Jason Williams	Monitor	Consultant
Leslie Williams	Education	Business and Entrepreneurship

Name	Company	Expertise/Industry
Yolanda Brandon	College of Alameda	Business and Law
John Anderson	Entrepreneur	
Charles Monahan	Entrepreneur	
Charles Eason	Solano College	
Arthur Morgan	College of Alameda	Adjunct Faculty

- Please describe the number of activities and recommendations resulting from advisory committee meetings that have occurred in the past three years. What information was presented that required changes to be made to your program?

  The advisory committee has actively participated in brain-storming effective programs, courses, seminars and purpose/direction of the Entrepreneur Center and Business programs.

- Does your program require state or national licensing? Please explain. What is your licensing status? *NO*

- Do your students participate in third party certifications? What are their success rates (include the # of students, # of certifications, etc.). *No*

- Is your discipline/department/program working with a Deputy Sector Navigator? If so, in which sector? Briefly describe your discipline/department/program's work with the Deputy Sector Navigator. *Yes*

  The business department is currently working with two Deputy Sector Navigators: Global Trade and Logistics and Small Business/Entrepreneurship to:
  - *Develop career pathways certifications for high school students matriculating into community colleges*
  - *Develop international and global opportunities for entrepreneurship*
  - *Develop, thru industries, community base programs*

  In which ways is your discipline/department/program collaborating with other community colleges in the region? What similar programs exist in the surrounding area or nearby colleges?

  No collaboration with our sister colleges. Other than AS-T BUS ADMIN, no other similar programs.

- Is your discipline/department/program currently participating in any grants? Please list and briefly describe the grant name, granting agency and the goals of the grant as it relates to your discipline/department/program.

Grant Name	Granting Agency	Grant Goals
CTE (Career Technical Education) enhancement fund	PCCD District	Improve student success by providing limited funds to purchase supplies and equipment.
Perkins Fund	State of California	Improve student success by providing limited funds to purchase supplies, equipment and to pay for tutorial assistant.
PASS Fund	COA	Provide limited funds to develop programs and activities within the Entrepreneur Center.

_____

9. Professional Development:

- Please describe the professional development needs of your discipline or department. Include specifics such as training in the use of classroom technology, use of online resources, instructional methods, cultural sensitivity, faculty mentoring, etc.

  The department supports the FLC (Faculty Learning Community) which provides a variety of instructor lead pedagogy techniques in delivery of course content to a diverse group of students. For new faculty and refresher to existing faculty technology training is very much needed. Cultural sensitivity workshops is needed to ensure student success/completion/retention.

_____

10. Disciple, Department or Program Goals and Activities:

- Briefly describe and discuss the discipline, department or program goals and activities for the next three years, including the rationale for setting these goals. NOTE: Progress in attaining these goals will be assessed in subsequent years through annual program updates (APUs).

  o New Entrepreneurship Program
  o Collaborative Teaching (Discipline/Program/Division/Campus]

- Then fill out the goal setting template included in Appendix B. which aligns your discipline, department or program goals to the college mission statement and goals and the PCCD strategic goals and institutional objectives.

Goal 1. Curriculum:
Activities and Rationale:
Goal 2. Assessment:
Activities and Rationale:
Goal 3. Instruction:
Activities and Rationale:
Goal 4. Student Success:
Activities and Rationale:
Goal 5. Professional Development, Community, Institutional and Professional Engagement and Partnerships:
Activities and Rationale:

- Please complete the Comprehensive Instructional Program Review Integrated Goal Setting Template included in Appendix B.

Appendices

Appendix A
CTE Program Review
Prioritized Resource Requests Summary

College: Alameda_____

Discipline, Department or Program: Business_____

Contact Person: Rochelle Olive_____

Date: November, 18, 2015_____

Resource Category	Description	Priority Ranking (1 – 5, etc.)	Estimated Cost	Justification (page # in the program review narrative report)	District-College Goal & Institutional Learning Outcome
Human Resources: Faculty	2-Full time Faculty (Atlas Program) 2-Full time Faculty (Entrepreneur Program) 2-3 Adjunct Faculty (Business Program)	1	TBD	See planned program and pending AA degree in ATLAS	ILO # 1 & 6
Human Resources: Classified	1 Full time and 1 part time	4	TBD	See planned program-need for center and dedicated lab	ILO #1 & 2
Human Resources: Student Workers	Student (Peer) Tutors	3	TBD	See student success/completion notes	ILO # 1 & 4
Technology	Business Software Office Software	2	TBD	See planned program and student success/retention & completion	ILO # 1 & 2
Equipment	Lab top computers	2	TBD	Planned programs and student success	ILO # 1 & 2
Supplies	Pencils, markers, paper, whiteboard	5	TBD	Planned programs and student success	ILO # 1 & 2
Facilities	Dedicated space for a Entrepreneur/Business Tutorial Center	3	TBD	Planned programs and student success	ILO # 1 & 4
Professional Development	Host Business Series Speakers, Student Competition	3	TBD	Planned programs and student success	ILO # 1, 3, 5

Appendix B
PCCD Program Review
Alignment of Goals Template

College: Alameda_____

Discipline, Department or Program: Business_____

Contact Person: Rochelle Olive_____

Date: November 18, 29, 2015_____

Discipline, Department or Program Goal	Institutional Learning Outcomes	PCCD-College Goal and Institutional Objective
1. Establish a Business Program Student Learning Community and/or Student Led Business Organization	# 1 - 5	**A. Advance Student Access, Equity, and Success – A.3. Student Success** Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc.
2. Develop formal relationship with SBA/SBDC/SCORE and local Chambers of Commerce	# 1, 4	**B: Engage and Leverage Partners - B.2. Partnerships:** Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.
3. Develop Business Program Faculty Learning Community	# 1-5	**D: Strengthen Accountability, Innovation and Collaboration - D.1 Service Leadership:** Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues.
4. Develop "Apprentice" Campus Competition	Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.	
5. Develop Business Concept Competition	Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple	

	environments.	
6. Develop Global Business Ethics Case Study Program (across all courses)	Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.	
7. Thinking Out Of The Box Series	Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.	
8. Community Service Project	Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member	

Appendix C

Program Review Validation Form and Signature Page

College: Alameda

Discipline, Department or Program: Business

Part I. Overall Assessment of the Program Review Report

Review Criteria	Comments: Explanation if the box is not checked
☑ 1. The narrative information is complete and all elements of the program review are addressed. ☑ 2. The analysis of data is thorough. ☑ 3. Conclusions and recommendations are well-substantiated and relate to the analysis of the data. ☑ 4. Discipline, department or program planning goals are articulated in the report. The goals address noted areas of concern. ☑ 5. The resource requests are connected to the discipline, department or program planning goals and are aligned to the college goals.	

Part II. Choose one of the Ratings Below and Follow the Instructions.

Rating	Instructions

■ 1. Accepted.	1. Complete the signatures below and submit to the Vice President of Instruction.
■ 2. Conditionally Accepted.	2. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with a timeline for resubmission to the validation chair.
■ 3. Not Accepted.	3. Provide commentary that indicates areas in the report that require improvement and return the report to the discipline, department or program chair with instructions to revise. Notify the Dean and Vice President of Instruction of the non-accepted status.

Part III. Signatures

Validation Team

_____   _____   _____
Print Name   Signature   Date

Validation Team

_____   _____   _____
Print Name   Signature   Date

Received by Vice President of Instruction

_____   _____   _____
Print Name   Signature   Date

College of Alameda

MISSION

The Mission of College of Alameda to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

VISION

The Vision of College of Alameda is that we are a diverse, supportive, empowering learning community for seekers of knowledge. We are committed to providing a creative, ethical and inclusive environment in which students develop their abilities as thinkers, workers and citizens of the world.

VALUES

We use this vision to choreograph three central themes in our quest for "learning excellence" and services to students.

∗ Academic Excellence

∗ Budgetary Competence

∗ Community Engagement

We call these "our ABCs" emphasizing crucial success indicators for our students in achieving an enhanced capacity to pursue their dreams!

Institutional Learning Outcomes

1. Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.

2. Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.

3. Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.

4. Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.

5. Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member

District-College Strategic Goals & Institutional Objectives

Strategic Focus: Our focus this year will be on student success in the core educational areas of basic skills/ESOL (English for speakers of other languages), transfer, and CTE (career technical education) by encouraging accountability, outcomes assessment, innovation and collaboration while spending within an established budget.

Strategic Goals	
A: Advance Student Access, Equity, and Success	**A.1 Student Access:** Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES. **A.2 Student Success:** Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans. **A.3 Student Success:** Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service learning programs, learning communities, student employment, etc. **A.4 Student Equity Planning:** Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.
B: Engage and Leverage Partners	**B.1 Partnerships:** Develop a District-wide database that represents our current strategic partnerships and relationships. **B.2. Partnerships:** Expand partnerships with K-12 institutions, community based organizations, four-year institutions, local government, and regional industries and businesses.
C: Build Programs of Distinction	**C.1 Student Success:** Develop a District-wide first year experience/student success program. **C.2 Student Success:** Develop an innovative student success program at each college.
D: Strengthen Accountability, Innovation and Collaboration	**D.1 Service Leadership:** Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues. **D.2 Institutional Leadership and Governance:** Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.