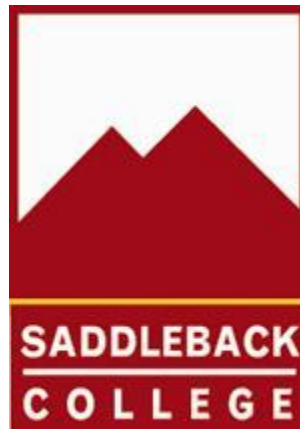


Instructional Program Review

**Saddleback College
Program Review for
Business**



Submitted on May 11, 2011

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Program Review Team Members and Approvals

Program Review Team Chair:

Barbara Cox

Approvals:

Program Review Chair

Academic Senate President

Vice President of Instruction

Program Review Checklist	
Completed	Action
Done	Contact EPA Chair for orientation
Done	Form Program Review Team (PRT)
Done	Gather documents (Org Chart/Staffing Profile/SLO
Done	Assessment Forms/Data Sets)
Done	Solicit input from faculty and students
Done	Determine if additional research is needed
n/a	Contact College Research Specialist if necessary
Done	Write Program Review report
Done	Submit report to Dean and EPA Chair for review
	Report submitted to Academic Senate for acceptance
	Report submitted to the President and the Vice President
	of Instruction
	Report posted to the EPA website
	Presentation to the Consultation Council

Section I: Program Overview

A. Business Program Mission Statement 2010

The Business Program of Saddleback College enriches its students, the college community, and the south Orange County community by providing quality instruction and programs that prepare students for transfer, careers and career changes, and lifelong learning and that contribute to the economic and social wellbeing of south Orange County through shared vision and collaboration.

The Business Program mission reflects and supports the College Mission Statement, as well as various College goals. Accordingly, from our mission flow the following related statements:

1. Provide a comprehensive subject curriculum that meets the needs of students attending the College for transfer, career enhancement, and lifelong learning.
2. Provide curriculum to support student pursuit of the AA and AS degrees, Certificates, OSAs, and personal goals in business management, administration, entrepreneurship, sales and marketing, human resources, and leadership.
3. Provide courses for transfer opportunities.
4. Provide courses for students who wish to have a general foundation in business to guide future career and business decisions.
5. Offer courses that assist students / community members in planning, financing, and establishing businesses.
6. Offer courses that assist students in obtaining jobs through their completion of Certificates and OSAs in, for example, marketing and human resources.
7. Instigate and support efforts to bring together students, faculty, staff, programs, the College, and the community and its businesses through collaborative service learning.

Today's shifts in the economic, political, technological, and social scenery bring on educational needs that differ vastly from those we were addressing not so many years ago. The institutions, programs, and people who contribute to students' learning must respond to these changes with continuous adjustments.

The Business program faces this situation head on. We face it every day. We work to find solutions to the issues in the real world community, specifically, in businesses, and incorporate this work into our curriculum and from there into the classrooms. This work compels us to view our mission, indeed, the mission of educators and educational institutions, as dynamic, as worthy of revisiting on a regular basis, as a living guide.

B. Historical Background and Unique Characteristics of the Program

The Business program is unique in that it builds academic, life, and career skills and lifelong learning for students regardless of their major or other academic pursuits or interests, that is, across the academic spectrum of disciplines. A basic understanding of business and how businesses work benefits all individuals who ever work, plan to work, or participate in the economic life of society through purchasing products and services, selling, or investing.

Because all students are eventually touched by the economy and business, the Business Program needs to work toward greater visibility on campus and provide impetus for student/College connections and collaborations with the business community and our community at large.

The Business Program is uniquely challenged because the world of business is so influenced or vulnerable to the shifting context of multidimensional external factors. Business shoulders the responsibility to shape and deliver a program that will meet current and future diverse needs of students expecting to succeed in a world subject to significant and frequent change.

C. Progress Since the Last Program Review

Much of the progress since the last program review has been of the nature of attempts to be proactive in a situation of continuous, sometimes dramatic change.

A 2009 survey sampling business students assessed the awareness and opinions/ preferences/needs regarding our Certificates. The main finding was that students are generally not aware of the Certificates and OSAs.

Certificates were reviewed by a panel of faculty and then more specifically for entrepreneurship by our Advisory Committee. All certificates now require the foundational BUS 1 Introduction to Business course and the BUS 104 Business Communications course. Most also require one course in business law.

Additional Certificates are under review or under development.

Changes in the social, political, and economic environment drive some needs to address particular areas of our curriculum. Among the areas being evaluated for course development are entrepreneurship, leadership, new product development, business strategies for environmental sustainability, and modern marketing.

D. HOW SLOs HAVE BEEN USED BY THE PROGRAM

As a result of the SLOs process, general awareness across faculty of a renewed emphasis on outcomes increased greatly. Faculty gave thought to their courses, course content, students, teaching and assessment approaches, and instruction in general. During the coming academic year, we expect to increase and improve use of incoming SLO data.

E. Current Strengths, Opportunities, and Challenges

Strengths

The Business program enjoys the benefits of a dedicated, experienced, talented full-time faculty and a strong cadre of adjunct faculty. We have a strong basic curriculum, including excellent law component, excellent foundational courses for general business, marketing, entrepreneurship, communications, management.

We have a willing and helpful advisory committee that helps us maintain an awareness of the quickly changing environment of business.

Our positive communications with other departments in the Division supports work toward our mission, as does continuing collaboration with Fashion, CTVR, and Honors.

Opportunities

Among the opportunities we see at this time, Fall 2010, are opportunities to:

- Develop courses for leadership, environmental sustainability, project management, new product development, including “green” and cutting edge manufacturing technologies, and marketing with new technologies for small business/entrepreneurship
- Build presence on campus and in the community

- Create a service learning collaboration for our Business Leadership Program, Student Development, and our administrators (See Dog Fair details in the appendix.)
- Investigate possibility of students' developing a Business club
- Offer additional Honors-designated business class(es)

Challenges

- Demand for courses in entrepreneurship, new product development/marketing, new marketing, leadership, modern marketing, and environment-sustainable business strategies is increasing.
- CurricuNET and other newly assigned or revised administrative tasks are now required of Chairs who are trying to provide leadership for the program, which is spreading them a little thin.
- A view of the program as “non-academic” by the “academic” departments and sometimes certain segments of administration can be a hindrance to success.
- We have a need for greater visibility on campus and in the business community and the community at large.
- Significant technological advances have increased demand for alternative modes of delivery of our courses.

Section II: Review Report

A. Faculty and Staff

A-1. Structure

As of Fall 2010, the business program enjoys the talents and expertise of four full-time instructors (including Department Chair). Our instructional team is completed by nine to ten part-time faculty. We are currently guided by Dean Rocky Cifone, as of October 4, 2010.

The department has no staff of its own. The Division employs two full-time staff members, which is actually a reduction in staffing from 2006, a reduction the entire Division feels. General sentiment is that some duties formerly assigned to staff now fall to department chairs and faculty. Restoring staffing to earlier levels would go far to improve productivity and morale of faculty.

Chair duties include scheduling of classes, faculty coordination, oversight of course SLOs development and assessment, program SLOs, program review, curriculum maintenance, review, and development, part-time faculty recruitment and supervision, student outreach, business/community outreach, advisory committee management, and other duties as assigned. The current academic year (2010-11) includes development of a campuswide event designed to provide service learning for our students and strong campus/business/community engagement. A combination of reassigned time and an increase in the department chair stipend such that chair compensation reflects the level of responsibility required of the position, could serve the program and its development well.

The organizational structure is shown in the Appendix, “Program Organizational Chart” and remains sufficiently flexible with nine to ten associate faculty to meet the minimum semester-to-semester needs of the present and recent past. The certificated ratio of 60% full-time to 40% part-time (sections taught) provides a full-time preparation load while securing added instructional expertise from the business community through the assignment of associate faculty; this brings business professionals into the classroom with current “real-world” professional experience. The desired ratio of sections taught by full-time faculty to sections taught by part-time faculty is not attainable with but four full-time faculty, and efforts and reviews should continue to reach toward addition of full-time faculty.

The next few years are expected to be stressful. Budget constraints in the face of burgeoning enrollments affect the Business Department no less than any other Department at the College. Furthermore, the current economic picture includes a significant increase in plans of students and community members to enter the world of entrepreneurship or “retooling” for a change in career path.

B. Curriculum and Instruction

B-1. Which educational path do your course offerings provide – degree, certificate, transfer, general education, or basic skills?

The Business Department courses provide students with paths toward one of two Associate degrees, six different certificates (Business Leadership, Marketing, Entrepreneurship, Retail Management, Global Business, and Professional Retailing), and three Occupational Skills Awards (Entrepreneurship, Human Resource management, and Project Management).

B-2. How do these offerings contribute to or affect the overall program's mission and the College's mission and vision?

The relationship of our mission in its general modes of implementation and how they clearly reflect the mission and vision of the College are discussed on page 5 of this Review. We respectfully refer you to that discussion.

B-3 What methods are used for evaluating the program's offerings?

- A process of continual review along with annual review in conjunction with or in preparation for Advisory Committee meeting.
- Subjective review compares our curriculum with the programs at other institutions. This is done periodically, but in particular when we believe we have identified an important need or opportunity in the offerings.
- Review of community questions and comments.
- Enrollments are often the first indicator of whether an offering is appropriate or whether its need or demand is under- or over-estimated.
- Although anecdotal and subjective, student comments and requests are used for consideration and then further investigation.
- Completion rates are also an important indicator, although they may be subject to more exogenous variables than other indicators.

B-4. How are SLOs assessed and used for program improvement on program and/or course level? Describe successes or difficulties the program has faced in relation to SLO assessment.

To date, two areas of success can be seen. (1) The faculty, both full- and part-time, have an increased awareness of course expectations. The faculty has renewed their familiarity with the goals—SLOs—for the courses and consequently have, on an individual basis, tightened up instruction. (2) The placement of SLOs on our syllabi has resulted in alerting students to what they should expect to accomplish as a result of participating in a course.

Three basic challenges face this program with regard to SLOs and SLO assessment: asking more of an already underpaid part-time faculty; the difficulties inherent in using CurricuNET; Chair time for coordinating the requests and reports. The program looks forward to resolution of all these challenges so that future assessments can be more timely and more useful.

B-5. What instructional strategies or methods have been used to improve instruction within the program (technology, distance education, etc.)?

Increased use of Blackboard for all course delivery modes.

By using the various communication tools in Blackboard, instructors can improve student performance even in classroom delivered courses. Blackboard fosters more than communication from instructor to students and the reciprocal; it fosters communication between and among the students themselves. Discussion boards, blogs, and wikis improve contact overall. Online groups and group projects provide valuable experience for future workplace tasks. Assessments online can free valuable classroom time for other aspects of instruction.

Through CIDDE and one-on-one help, we encourage full- and part-time faculty to improve their familiarity with the array of tools and instructional opportunities that Blackboard provides. While some faculty members are well versed in this technology, others remain less so. We also encourage improvement in this area by way of course scheduling, instructor evaluations, and monthly meetings.

Offering distance education courses, whether entirely online or hybrid, has improved student access to our courses. We need to assure that our balance of classroom v. hybrid v. online classes provides the best access and instruction for our student body's composition. Some students, for example, rush to enroll in online courses because they need or like the schedule flexibility it provides them. These classes, however, may not always be the best fit for all the students who enroll in them. We try to use orientations, whether online or live, to help students make good decisions about the mode of instruction they elect.

Areas of instruction other than use of technology are also addressed. The department chair works to make herself highly accessible for discussion of teaching practices, learning improvements, diversity and authenticity of assessments. Part-time faculty are officially evaluated on a rotating basis. The chair visits the classroom and then meets with the faculty member later to discuss the observations and make plans for improvements. On occasion, the chair or another full-time faculty person may team teach a course, a practice we believe holds great opportunity for creative collaboration with potential benefit for all concerned, including students.

B-6. What curricular changes have been made in the program since the last review and what are the reasons for those changes?

(a) Distance Education. At the time of the previous Program Review, the only form of mediated instruction offered by the Business Department was the telecourse. We offered BUS 1 Introduction to Business, BUS 120 Business Management, and BUS 136 Professional Selling in this mode. We have since discontinued all telecourses due to the aging of the videos and the technology.

The need for increased distance education and hybrid offerings has been noted very broadly for several years. Distance education increases the access to our courses more than any other change. Working people in particular have greater course access, as do people who live out of driving distance for the courses they need or want to take. Students who have classes scheduled at the same time can participate via distance education. And some students who have difficulty participating in classroom settings have more success online. Both online courses and hybrid courses free some physical campus resources.

The Business Department now offers the following courses via distance education, either 100% online or hybrid, in addition to classroom delivery: BUS 1 Introduction to Business; BUS 102 Oral Business Techniques; BUS 120 Business Management; BUS135 Marketing; BUS137 Professional Selling; BUS 138 Advertising. In 2011, BUS14 Legal Environment of Business, BUS125 Human Resources, and BUS 103 Business English will be added to the above list. BUS150 International Business and BUS 260 Import/Export Strategies are offered only online.

In addition, since the previous Program Review, the following have transpired:

- (b) two classes have been developed and approved and are scheduled for offering in Spring 2011: New Product Development; Business Strategies for Environmental Sustainability. Three other classes are now under development: Business Leadership, New Media Marketing, and Project Management.
- (c) BUS221 Human Resources, and BUS236, Employment Law, have been combined into a new course, BUS223, and the Certificates adjusted.
- (d) under pressure from the Administration, in 2008, several specialized classes related to legal aspects of entrepreneurship were developed, approved, offered, and then discontinued for lack of consistent enrollment. Although these classes did not turn out to be successful additions, the process shows clearly that the department was able to be responsive very quickly, alert to weaknesses, and sufficiently rational to discontinue an effort that would draw on resources but eventually trail behind.
- (e) various classes were offered at ATEP, with only one scheduled there for Spring 2011 since they have been subject to ATEP reorganization;
- (f) in light of the great emphasis put on entrepreneurship from the Obama administration and the local economic/business environment, the Entrepreneurship course was updated and revised; this work will continue in conjunction with Workforce and Economic Development;

(g) the Certificates and OSAs, their course composition and student success, were reviewed by faculty, students, Advisory Committee, staff, other Division members (department chairs) and Division administration, with the resulting formulations as shown in Appendix.

B-7. What are the program's strengths or weaknesses in the area of curriculum and instruction?

Curriculum strengths

- Mirror business community needs
- Fill needs for degrees, transfers, certificates, OSAs, and personal development
- Breadth of offerings
- Related to real world
- Opportunities for service learning
- Mix of classroom, online, and hybrid delivery of courses
- Recent course development in response to external environment: business strategies for environmental sustainability and new product development with emphasis on emerging technologies.

Weaknesses

- Full-time faculty spread too thin
- Need for course development in leadership, project management, and modern marketing
- Growing technology needs

B-8. What changes in the area of curriculum and instruction are needed to make this program more effective?

As much as any program at Saddleback College, and in some ways perhaps even more so, the Business program is affected by shifts in the economy and in the business environment from national to local, by emerging technologies that drive the development of new businesses and increase competitive pressure, for example in communications, rapid manufacturing, technologies related to environmental sustainability (energy producing or saving technologies, recycling approaches, etc.); by shifts in emphasis in social and political priorities, as, for example, we see in the emphasis on sustainable environments or in the emphasis on small business development.

To be effective now and in the foreseeable future, the Business program must address these influences by helping students acquire knowledge and skills in leadership, entrepreneurship, and business strategies for sustainability at every turn.

The most direct approach to effecting this change is in the development and offering of courses in these areas.

The Business program can also be made more effective by improving the balance of its use of distance learning and teaching. To help assure that the Business program distance education offerings are of the highest quality, the useful tool that we can employ is the review of the individual plans for courses that are proposed to be offered online or as hybrid. The Division could help with this by creating a template requiring detailed descriptions of what the distance instruction will be provided and how. The detailed information for courses will facilitate their approval at the VPI and Curriculum Committee approval levels, where steps toward requiring more detailed information are already in the making.

C. Student Success

C-1. Describe any significant trends within the student demographics of the program.

Increased diversity in many dimensions—ethnicity, race, language, age, education, goals, experience, gender—is reflected in the business program enrollment data.

One interesting point to note is that more than 700 students in business classes are male and . Yet completion/success rates are slightly better for females. Research into this disparity might tell us how to improve success rates for all students, male and female.

C-2. After reviewing the program's student demographics, student success indicators, and SLOs, what changes were made in the program?

Student demographics, particularly the diversity in workforce experience and student goals, have had a strong role in driving changes in our course offerings. When we examined these demographics in the context of the shifting external environment, four main areas were identified for additional attention: leadership, entrepreneurship, environmental sustainability, and human resources.

- The certificate in entrepreneurship has been restructured;
- plans for a course in leadership and one in project management are in process;
- new courses in business strategies for environmental sustainability and new product development have been developed and approved and are being offered in Spring, 2011;
- legal faculty has revised our course in human resources to include greater emphasis on employment law made necessary by the current litigious employment environment.

C-3 What has the program done to establish and maintain links with support services for students (e.g., counseling, DSPS, EOPS, Early Alert, tutoring services)?

The Business program provides tutoring services in two critical areas: (1) business communications, and (2) business mentoring. The business communications tutoring focuses on written communications.

The department encourages instructors to inform their students about the many services available on campus by various means: flyers, bulletin boards, guest presenters from the various programs.

C-4. What are the program's strengths or weaknesses in the area of student success?

One important indicator that demonstrates a strong area of student success speaks to our Degree outcomes. In Fall of 2010, 291 Associates degrees (AA and AS) in Business were earned by our students, compared to 177 five years earlier. This indicator is an “ultimate” or “bottom line” type of indicator. The data indicate that this is not just a function of increased enrollments, for while our enrollments increased **52.1 percent** (from 938 to 1427) for the same time span, degree completions increased by **64.4 percent**.

Fall 2010 shows a success rate of 70.1 percent. Data for individual courses indicates that the statistics are influenced by a few courses with lower rates and by some courses that tend to have slightly higher withdrawal rates. One reason for the latter finding is that these courses seem to have a higher proportion of younger students, including those just out of high school. Further analysis, including a follow up survey, might help shed some additional light on the question.

The Fall 2010 success rate of 70.1 percent is an increase over the previous Fall, which was 65.1 percent. If we look at student counts, 53 percent more students successfully completed courses for Fall2010 that did five years previously ... 910 students successfully completed courses in Fall 2010 compared to 595 earlier. Again, investigations into what factors have contributed to these results could help us gain a better understanding of these outcomes.

Fourteen students completed a certificate in the Business program, Fall 2010. We firmly believe, and have survey data to support our belief, that the low certificate completion rate is due overwhelmingly to lack of awareness about our certificate offerings. Instructors are being encouraged to inform their students about the certificates, and we now have a newly designed, more easily read brochure with certificate listings and requirements. Nonetheless, much stronger outreach and marketing will need to be implemented before we can expect this number to improve in any significant way.

C-5. What changes in the area of student success are needed to make the program more effective?

Some students need help with Basic Skills in reading, math, and writing before they will be able to participate in business courses with more success. As much as possible, the Basic Skills Initiative should be supported and integrated throughout the College curriculum.

Students who are less than successful in distance education classes should be cautioned to enroll in classroom mode of delivery. We need to be able to offer a classroom or hybrid delivery section whenever we have a 100 percent distance delivery course so that we are providing a mode of delivery that will optimize potential for success according to student learning success modes. We need to provide a pre-assessment and training module in Blackboard that students must complete before enrollment in a 100% online class.

D. Facilities, Technical Infrastructure, and Resources

D-1. How do the size, type and/or quality of the program's current physical space affect the program's ability to fulfill its mission and serve its current offerings?

Most course offerings from the Business program are scheduled for meeting in the BGS building. The room assignments are barely adequate and do not always meet the demand for classes with enrollments over 45. Although several rooms on the second floor of BGS accommodate such situations, they are insufficient to meet the need for the high-enrollment Accounting and some large Business classes.

The technology found in the classrooms is also barely adequate for classroom instruction, and is not adequate for any instruction that needs to be broadcast to or from a distant location. Smart classrooms would increase our ability to teach business courses in off-site locations ... such as the workplace. Our courses need to be able to integrate in-context use of technologies. Our lab and classrooms with computers are far from sufficient. We have no way of bringing laptops into classrooms so all students can participate in the contextual technology use and learning. We need to load context-specific software for student use, such as SmartDraw for retailing and other courses.

If we hope to be able to provide top-level program components related to entrepreneurship, we would need to accommodate some type of student business space and equipment for practicum offerings, as well as the possibility of incubating components of businesses. While these ideas may seem somewhat futuristic, the discussions related to their potential service to our students and enhancements of their education as well as increase in career opportunities have already surfaced in various venues and must be taken seriously.

D-2. How do the amount, type and/or quality of information technology available to the program affect the program's ability to fulfill its mission and service its current offerings?

In addition to those elements identified above, the Program needs an increased ability to create captioned videos for distance education and hybrid courses. While we have access to a sound booth and capability of sending instructor-made videos out for captioning, if we wish to expand our offerings via

distance education and hybrid modes of delivery, our instructors need access to Dreamweaver, Camtasia, web cams, microphones, and so forth.

D-3. How do the amount, type, and/or quality of library holdings affect the program's ability to fulfill its mission and service its current offerings?

The library holdings need to be increased in terms of the online resources that we offer students. These include subscription services for databases or periodicals as well as access to clearinghouse availability of videos, audio recordings and ebooks.

D-4. How do the amount, type, and/or quality of other resources available to the program affect its ability to fulfill its mission and service its current offerings?

More administrative/classified help to take work from Chairs, such as dealing with requests for interns, data entry for SLOs and other, would allow Chairs to focus on other aspects of their work that support staff cannot handle.

D-5 Have there been significant changes in the program's facilities, technical infrastructure, or other resources since the last review?

No significant facilities or technical infrastructure changes since the last review.

E. Service, Community Outreach, and Economic Development

The College mission to enrich the south Orange County community touches the Business program in several ways. Besides a commitment to enrich the community, the Business program draws from the community via the advisory committee in order to help assure that it is offering the most relevant, meaningful, useful education and services to its students—education and services that, in turn, provide students with the knowledge and skills needed to become productive members of the community, to meet the needs of community employers, to provide support and service to their communities.

Today's shifts in the economic, political, technological, and social scenery bring on educational needs that differ vastly from those we were addressing not so many years ago. Three significant ways in which the Business program links faculty, student, and staff and their knowledge with significant human needs and societal/business community issues, or concerns are: (1) Advisory Committee; (2) Cooperative Work Experience; and (3) Service Learning.

E-1 ADVISORY COMMITTEE. The advisory committee annually addresses issues of current emphasis, need, or importance to our business students.

In 2009, this related to the provisions of the program for students planning to enter the world of entrepreneurship. A diverse group of community representatives including entrepreneurs, educators, and local employers provided their guidance for the organization of the program's entrepreneurship certificate. The Department subsequently incorporated that guidance into a revision of the certificate's requirements.

The program currently anticipates that the early 2011 advisory committee meeting will provide guidance on the program's intent to inspire and give energy to the proposed Service Education Program project to be held in Spring 2011. See item 3, below.

E-2 COOPERATIVE WORK EXPERIENCE. This program considers the provision of Cooperative Work Experience (CWE) to be an increasingly important component of students' education about business, careers, and service. CWE provides links between local businesses/employers and the College that are beneficial to all parties. Faculty, student, and staff knowledge is linked with significant business issues, needs, concerns, and priorities, which in turn, we know, reflect the greater community environment.

- That students benefit should be clear: they work at a real job to gain or improve their work knowledge and skills according to specific learning objectives.
- Employers benefit from knowing more about students. They learn what to expect from our students, including the possibilities that students come with knowledge or skills that the employer had not anticipated but that can be highly beneficial.
- The faculty who work with the employers and the CWE students learn directly from that contact what local businesses need and look for in new employees. This information directly benefits the program.

E-3 STUDENT/PROGRAM/COLLEGE/COMMUNITY COLLABORATIONS

For 2011, the approach to student/program/college/community collaboration will take the form of Dog Fair 2011. This significant project of service, community outreach, and potential economic development represents a connection between students, courses and programs, the College, and the Community that actually has a pedagogical basis. This model of experience-based learning and community engagement pursues a more reciprocal, mutual, and collaborative approach. A description of Dog Fair 2011 is attached to this Review as Appendix V.

E-4 Strengths, weaknesses, and needs in the area of service, community outreach, and economic development.

The Business program strengths include a strong and willing Advisory Committee that provides information and guidance. We can call on them as individuals as well as in our more formal committee meeting settings.

We have strong community/business based part-time faculty.

We have the framework for a strong CWE program, but the procedures need to be streamlined. The process is too decentralized.

However ... the Business program has not yet developed its strengths in the area of service, community outreach, and economic development to their fullest. Advisory Committee participation, which has been strong, is insufficient. CWE needs more visibility and administrative support and guidance. And service learning as described above is still in but the barest inklings of a planning phase. Our service learning plan needs financial, administrative, faculty, and student support and outreach... and a lot of energy.

Section III: Needs Assessment

Based on the Business program review discussions in Sections I and II of this document, the following needs are put forth:

A. Human Resource Needs

- Faculty. Our current ratio FT:PT is 60:40. We need an additional FT position to reach the target of 75:25. Furthermore, our present level of faculty will not be sufficient to cover the additional offerings the program must implement to be relevant in an environment that is fast-changing in economic, technology, and industry standards; to meet student needs; and to meet industry needs and expectations. We will need to hire two additional FT faculty in the near future to do this.
- Clerical support. The current configuration of staff charges Chairs with tasks that were previously assigned to classified staff. The Division needs to increase its classified staffing at least to the level of 2006.
- Our program currently does not have the resources to respond adequately to inquiries and offerings that come to us from the local community, especially regarding CWE. We need support in responding to community members and businesses who contact us offering to participate in some fashion with our educational efforts. The inability to respond appropriately is, in fact, embarrassing.

B. Instructional Needs

- Program and Courses. For the reasons detailed previously in this review, for 2011, we need to develop and offer courses in marketing for entrepreneurs, including cyber-marketing, leadership, and project management.
- We need to participate developing a multidisciplinary Certificate in “Green” or Environmental Sustainability.
- We need to consider developing a Certificate in Human Resources that includes a course from Sociology in Organizational Psychology
- We need to continue to develop and monitor SLOs for all courses in order to assure awareness among all instructors of the intended outcomes of their teaching.
- We need to improve the approval process for distance education courses so that more detail is provided and reviewed prior to approval.
- We need to become members and participate actively in the National Association for Community College Entrepreneurship (NACCE). (Completed November 2010).
- We need to participate actively in the National Society of Leadership (NSL)
- We need to become members and participate actively in CalGREEN and other organizations dedicated to environmental sustainability and environmental sustainability education.
- We need to partner with organizations such as the Youth Entrepreneurship Program.

C. Research Needs

- We need to be updated and keep abreast of local changing business environment and Orange County Employers. We anticipate that the current administrative plans to appoint a Director or Assistant Director of Economic and Workforce Development will be assigned this task and will work with us to keep us educated in this regard.
- We need to continue to evaluate our instruction using SLOs. We need to consider possibilities of expanding this evaluation.
- We need improved accuracy in the inFORM database so that our fill rates and other indicators have meaning.
- We need to evaluate need and approaches for updating a certificate in Global Business, one in Marketing.
- We need to review and evaluate the advisability of offering a program in Hospitality.
- We need to avail ourselves of national, state, and local organization data and research tools, particularly organizations identified in B, above.

D. Technical, Equipment and Other Resource Needs

- Laptops or iPads for classroom use, perhaps a cartful that could be reserved by instructors per class session. Increasingly, excellent instructional opportunities are lost when pairs or groups of students could be doing joint internet research or other activity as part of concept follow-up or application in the classroom.
- Business Simulation Programs, such as those used by prestigious institutions, are tremendously powerful programs that can engage students in significant learning applications. Some of these are directly drawn from and/or mirror real-life businesses. Unfortunately, they are also very expensive.
- Some instructors would like to use class response systems, whereby student can indicate responses or choices during a presentation by clicking on a remote wand. While the developers of these tools do their best to keep the costs reasonable, adding the cost to books and other materials leave these new technologies out of reach. Some have suggested that the program should consider a long term license on enough wands to check out to students for a particular semester or course.
- Subscriptions to databases of videos for all program areas.
- Course Software for Instructors
- Course software for the lab
- Orange County B J and WSJ online subscriptions
- Increased availability of Web cams, digital video cameras, and captioning
- Increased availability of technicians for video services
- Smart classrooms

E. Facilities Needs

- Another room the size of BGS232 (60 seats)
- Another room the size of BGS200 (30 seats)
- In the future, we foresee the possibility of need for a suite of rooms for operating a small business incubator program, simulations, practicums, etc. We should be alert to possibilities of using an off-campus building with business and retail for students to manage, intern, and participate in various levels of learning and experience.

F. Marketing and Outreach Needs

The Business Program has significant needs in the area of marketing and outreach. The Program feels that it has poor visibility within our College community. Programs such as Dog Fair, Entrepreneurship Certificate, Green Certificate, Business Leadership Certificate, current degrees, certificates, and OSAs, need and deserve greater visibility.

Section IV: Appendices

A. Program Organizational Chart

B. Five-Year Program Staffing Profile

C. SLO Assessment Forms

D. Data Sets

E. Dog Fair

A. Program Organizational Chart

Dean, Business Science Division and Economic and Workforce Development Rocky Cifone			
Chair, Barbara Cox, Ph.D.	Full-Time Instructor Patrizia Goldberg, J.D.	Full-Time Instructor Vacant. Replacement due 2012-2013 for Linda Newell, Ph.D., retirement.	Full-Time Instructor Rebecca Knapp, MBA
Part-Time Faculty			

B. Five-Year Program Staffing Profile

Dean, Business Science Division and Economic and Workforce Development Rocky Cifone					
Chair, Barbara Cox, Ph.D.	Full-Time Instructor Patrizia Goldberg, J.D. Legal Emph.	Full-Time Instructor Vacant. Replacement due 2012-2013 for Linda Newell, Ph.D., retirement. Global Business	Full-Time Instructor Rebecca Knapp, MBA	New Position Full-Time Instructor Entrepreneurship	New Position Full-Time Instructor Marketing (traditional; online; direct response; other cyber; for small business; global; sustainability marketing
Part-Time Faculty					

C. Data Sets (appended after page 22)

D. Curriculum Planning 2010-2012

(a) ENTREPRENEURSHIP

Entrepreneurship has been an area of emphasis in our economy since the mid-decade. In 2008-2009, the Department Chair conducted research on entrepreneurship programs and the feasibility of establishing an interdisciplinary program reaching across various Divisions, supporting those Divisions with a structure or template for offering instruction specifically designed for entrepreneurship in those areas, such as automotive, horticulture, art, and so forth. This design was met with resistance from other areas of the College, and has since been abandoned.

The Entrepreneurship program, on the other hand, is far from abandoned. To the contrary, the Certificate was enhanced in 2009-2010. The course in Entrepreneurship now successfully fills two sections each semester, with demand steadily increasing. Entrepreneurial Accounting and Entrepreneurial Finance are both offered this semester (Fall 2010) and are expected to be repeated next year.

Development of a course in Marketing for Entrepreneurs is under consideration.

(b) LEADERSHIP

In a time when we are hungry for leadership in business, the College does not have a course in business leadership. The Department Chair has commenced communications with potential developers of a strong business leadership course, including the Director of Student Development and the President of the College, both of whom have expressed strong interest in working with the Business Department to meet this significant need. We hope to offer a course in Business Leadership in 2011-2012.

(c) BUSINESS STRATEGIES FOR ENVIRONMENTAL SUSTAINABILITY

The awareness of need for strategies to sustain our environment has never been greater. Nor has the need itself. In a time of tragic oil accidents, droughts, toxic runoffs, seepage, and waste, compromise of human life from the farming, and byproducts of coal, oil, and nuclear energy, lack of attention to environmental sustainability in the world of business education would be negligent.

At the end of Spring semester 2010, a course plan was submitted and approved for the offering of “Business Strategies for Environmental Sustainability.” This comprehensive course is seen as a first step toward a multidisciplinary collaboration addressing environmental sustainability, “green.” The course will first be offered in Spring 2011. Other departments, such as environmental studies, architecture, and fashion, will be among the first to be included in the effort to move this initiative forward.

(d) HUMAN RESOURCES

The Business Department values working together with various College and District units to promote effective use of resources, a strong educational network, and increases in opportunities for our students. SOCCCD Human Resources Director staunchly supports (advocates for) the development of an 18+ unit Certificate in Human Resources. She proposes the addition of a Sociology course in Organizational Psychology to be a part of the Certificate.

The Human Resources course in Business, BUS125, is under review for addition of a stronger Employment Law component. In the current economic environment, the proportion of legal cases

addressing employment issues has increased dramatically, indicating for this component to be stronger within the BUS125 content. A course in Employment Law was developed and piloted, but without strong results. Since we believe that our venue is probably not the strongest one for this course, more commonly taught in law school or as an upper division course, we shall not pursue the scheduling of this course in future semesters.

(e) MODERN MARKETING

In addition to the four strong factors listed above that are influencing the way businesses are conducted, technological advances also hold serious implications for businesses and hence business education. Within the purview of the business department, modern marketing, including social networking and other Internet/cyberspace tactics, is now included in marketing and advertising courses. What is missing from the array is a marketing course specifically targeted to help entrepreneurs and small businesses succeed, including, but not limited to, e-marketing. This will be discussed further, below.

We need to investigate possibilities of increasing student and College connections with businesses through partnering in a course dedicated to event planning, addressing different industries on a rotating or grouping basis.

(f) GLOBAL BUSINESS

The Global Business Certificate deserves a thorough review, including research and curriculum development.

Students. The collaborative connection in Dog Fair actually ties course content with community learning. Any and all students are encouraged to volunteer, but more than that, classes of students have opportunities to become engaged within the context of that course learning. The immediately recognizable examples are students in Marketing classes who plan the marketing aspect; students in general business and in entrepreneurship classes who develop business plans for the event and evaluate the results; students in Theatre Arts classes who design the even layout and build stages and backdrops; students in Accounting classes who prepare budgets; students in Web Design classes who create the Web page presence; students in business writing classes who prepare announcements, memos, letters of invitation for participation, and so forth; students in business law classes who research pertinent regulations, potential liability, need for permits, necessary insurance, and so forth. The list can extend well beyond the Business program: from students in cultural

anthropology, architecture, culinary arts, product design, music, art, and fashion to students in child development, psychology, sociology, and health services and all the rest, can somehow participate *within the context of their courses and intended outcomes!*

We take the list beyond the classroom when we consider that the student government activities, leadership, disabled student and other student services, the bookstore, food services, law enforcement, human resources, and so many other aspects of our College life will, we hope, be engaged in positive, meaningful ways. And where engagement may not be on a formal unit (e.g., security, maintenance, etc.) basis, all staff regardless of the unit in which they work can participate on some meaningful level whether as participants on the volunteer side or the dog lover side. The Curriculum Office, Admissions and Records, the President's Office, CIDDE, and others will not be overlooked.