



Barstow Community College
**INSTRUCTIONAL
PROGRAM REVIEW**

PROGRAM:

Academic Year:

Date Submitted:

By:

Faculty Lead:

Members:

1. Mission and Vision
2. Description and Overview
3. Program Data
4. Curriculum
5. Internal Factors
6. External Factors
7. Continuing Education and Professional Development
8. Prior Goals and Objectives
9. Action Plan: Goals/Objectives/Actions
10. Resources

1. Program Mission and Vision

A. Program Mission

The Management program seeks to incorporate the fundamentals of management theory and practice in conjunction with offering courses that provide practical application important for career development. Furthermore, the program seeks to foster a commitment to understanding the importance of leadership in organizations, as well as understanding the significance of managerial decision making in profit and not-for-profit organizations.

B. Program Vision (Where would you like the Program to be three years from now?)

The management program will promote best practice standards and methodologies that appreciate diversity while advancing the core vision and mission of Barstow Community College.

C. Describe how mission and vision align with and contribute to the College’s Mission and Vision

The management program directly supports the College’s mission and vision by continuously developing innovative learning experiences, fostering diversity, and encouraging students to achieve their personal best in traditional and virtual classroom.

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2. Program Description and Overview

Assume the reader does not know anything about the Program. Describe the Program, including—but not limited to—the following:

- A. Organization, including staffing and structure
- B. Who do you service (including Demographics)?
- C. What kind of services does your program provide?
- D. How do you provide them?

Management is the study of getting things done efficiently and effectively with and through people. The core of the degree program consists of four fundamental courses consisting of 12 units: introduction, human resources, organization and management, and basic computer information systems. To complete the degree, students must complete an additional 9 units in the areas of accounting, business, economics, and management and/or computer information systems for a total of 21 units. The staff consists of one full-time and part-time management instructor; the program is also supported by the business, economics and computer science departments teaching staff. Instructors make themselves available to students via lecture, visual instructional aids, and supplemental materials as well as individual subject matter tutoring/counseling as needed.

To maintain the integrity of academic content, the department periodically reviews/updates student learning outcomes and learning objectives in all courses. In addition, the staff consults with

instructors from other colleges, researches various college and university catalogues, and interfaces with campus counselors regarding transferability requirements for those enrolled in management. This program services a diverse population of students in the local community as well as military personnel, high school students and those who can be reached in the virtual community. The staff's primary focus is on providing various learning methodologies and pedagogies to support student success. Courses are offered on campus at various times of the day as well as online via the distance education program.

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3. Program Data

A. PERFORMANCE DATA

Discuss the program's performance on the specific data items listed below:

1) Full-time/Part-Time Faculty Ratio

1:3

2) Course Completion Rate

	TRADITIONAL	ONLINE
a) Full-time:	201207 & 201303 91%	NA
b) Part-time:	201207, 201303 & 201305 56%	201207, 201303 & 201305 72%

3) Course Success/Retention Rate

	TRADITIONAL	ONLINE
a) Full-time:	201207 & 201303 94%	NA
b) Part-time:	201303 60%	201207, 201303, & 201305 69%

4) WSCH/FTEF Ratio

TRADITIONAL ONLINE

a) Full-time: DATA NOT AVAILABLE DATA NOT AVAILABLE

b) Part-time: DATA NOT AVAILABLE DATA NOT AVAILABLE

5) Fill Rate

	TRADITIONAL	ONLINE
a) Full-time:	201207 and 201303 Day 1 = 50% Census = 48.57% EOT = 45.71%	NA

b) Part-time:	201303 Day 1 = 33.33% Census = 30.00% EOT = 16.67%	201207,201303 & 201305 Day 1 = 101.11% Census = 84.89% EOT = 65.33%
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B. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes

- 1) Summarize the progress your program has made on program and/or course level SLO measures. (Include *Outcome Statements* in this summary.)

The Program Level Outcomes were developed and implemented in the fall of 2009. During the 2010-2011 school year, the Student Learning Outcomes for each course in the program were reviewed, submitted, and accepted by the curriculum committee to reflect attainable, real-world goals for student success. The PLOs are as follows:

1. Students will articulate a clear understanding of the principles related to management theory incorporating leadership and managerial tenets essential for successful operation of public and private sector organizations.
2. Students will incorporate management theory and practice into understanding of broader business curriculum.
3. Students will demonstrate an ability to think entrepreneurially and recognize how resource costs effect pricing and managerial operations.

SLOs for each course were also approved during the school year 2009-2010 and revised in 2011. The student progress for the 2012-2013 based on students who completed the MGMT 1 assessments are as follows:

SLO #1 – Student success rate 93% - Students demonstrate a high rate of retention in this area.

SLO #2 –Student success rate 81% - students overall are above average in critical thinking. SLO #3 – Student success rate 75% - students are having the most difficulty articulating and demonstrating the concepts.

A full review of the teaching methods for PLOs and SLOs will be conducted at the end of the school year.

- 2) Describe any program, course, and/or instructional changes made by your program as a result of the outcomes assessment process.

Changes to learning strategies were implemented in the fall of 2012 to encompass a variety of learning styles. In addition, after reviewing student assessments of the program changes were made to course content to improve student/instructor communication. These changes included syllabus revisions, addition of audio/visual material and updated SLOs.

- 3) Reflecting on the responses for #1 and #2 above, what will you implement for the next assessment cycle?

The process will begin to promote the hiring of a full-time instructor for the Management program. In order for this program to become fully successful and grow, it must have an additional full-time instructor to increase course availability, open a department-wide discussion/dialogue curriculum development; act as a student advisor, and increase community awareness.

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C. Supporting Assessment Data (See Handbook for additional information)

- 1) Provide a list of any additional measures (not included in 3.A.) that you have chosen to gauge your program’s effectiveness (e.g.: transfers, degrees, certificates, satisfaction, student contacts, student headcount, Perkin’s data, etc.).

The following documents were also used: the Degree and Declared Majors report and student surveys especially those generated at Ft. Irwin.

- 2) Summarize the results of these measures.

Based on the data in the Degree and Declared Majors report, this program is largely popular demonstrated by the number of students who declared this major during the school years 2010-2013 (average declarations 281 students). However, only 5 certificates were awarded in those same years. These results reveal the students are in need of instructor help to assist them with career choices which would ultimately improve certification awards. The survey from Ft. Irwin for the 2012-2013 school year indicated MGMT/BUSI was one of the top 3 degree requests by the military students and a huge number of our students graduate with the MGMT degree.

- 3) What did you learn from your evaluation of these measures, and what improvements have you implemented, or do you *plan** to implement, as a result of your analysis of these measures? (*List

any resources required for planned implementation in #10: Resources.)

This data reinforces my statement in B2 above there is a need to increase program completion of the two-year plan. I have learned that unless a full-time instructor is added the MGMT/BUSI staff, progress this highly requested program could become stalled.

- 4) **Include DCP Program Assessment Benchmarks, providing analysis of data on long term goals and objectives.**

NOT FAMILIAR WITH THESE BENCHMARKS FOR MANAGEMENT

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D. Two-Year Scheduling Plan

- 1) **What is the program’s Two-Year Scheduling Plan? What changes, if any, have been made since the last Program Review?**

Two Year Scheduling Plan

Year 1 – Introduction to Management Electives, Computer Information Systems, Electives

Year 2 – Organizational Management, Human Resource Management, Electives

Since the last Program Review, Small Business Management has been added to the program to address the growing need for entrepreneurship training in both the public and private sector. This course was not included on the Program Level Map and a revised map has been submitted to include it as an elective.

- 2) **How effective has the Two-Year Scheduling Plan been in meeting student needs and educational goals?**

This plan has not been very effective because of the lack full-time instructor staff needed to monitor the program’s success and assist students with achieving their educational goals. This conclusion is based on low completion rate and certificates awarded indicated in the Degrees and Declared Majors and student surveys.

- 3) **Reflecting on these results, what are the goals for the next assessment cycle?**

The goals for the next assessment cycle are to promote the hiring of a full-time instructor to maintain and advance the MGMT program’s relevance. During the next cycle the primary goal is to gather and submit the necessary data analysis that illustrates how this addition to staff will directly impact the success of the MGMT program as well as support BCC’s goals of innovative learning and assisting students to reach their personal best.

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4. Curriculum

- A. List any new courses or program changes since the last program review. Be sure to include any newly approved prerequisites or corequisites.

The Small Business Management has been taught for the last 3 years. However, it was not included as either a core or elective course for management. Small Business Management's popularity has increased greatly since the economic down turn in late 2007. The Program Level Map was revised to include Small Business Management as an elective because there is no need for a prerequisite course. This change is submitted with this year's program review.

- B. Explain the current evaluation process. How and when was the curriculum last evaluated? (*Appropriateness, archiving, deleting, revising, etc.*)

The curriculum is evaluated annually. Courses are updated to improve course content, student satisfaction and alignment with the goals and objectives of the college.

- C. List any courses not in full compliance with Curriculum Committee Standards, including those that have not been updated in the past six years (*see Curriculum Manual for additional information, if necessary*).

NA

- D. Curriculum Development: What is the plan for maintaining the currency and viability of your curriculum (*including all modes of delivery*)?

The plan is to maintain relevancy by building community partnerships; incorporating student survey comments, and incorporating new technology such as social media. Through research into the industry standards the public and private sectors, course content will be modified to incorporate a variety of learning modes for student success.

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5. Internal Factors *(see Handbook for worksheet)*

A. Strengths

Dedicated adjuncts; online success/retention rate; counselors, administrators and student services programs; online education department

B. Weaknesses

Low completion rate for traditional, face-to-face classes; low number of degrees awarded in discipline; course availability needed to complete degree

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6. External Factors *(see Handbook for worksheet)*

A. Opportunities

Opportunity for full-time leadership in BUSI/MGMT to grow department; improved completion/retention rate in the traditional classroom; realistic industry trends that include projected growth in this area based on CTE Market Projections of 6% or 41,010 jobs in California by the year 2020; military students who choose MGMT as one of their top degree choices

B. Threats

Budget constraints, need for full-time instructor, decline in enrollment, lack of community awareness, military student PCS

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7. Continuing Education/Professional Development

A. What continuing education and/or professional development activities have program/unit members participated in during the current cycle?

Instructors continue to update skills by attending workshops on campus, conferences in their discipline and collaborating with businesses and professionals in the industry.

B. What are the continuing education and/or professional development plans for the upcoming cycle?

The plan is to provide more opportunities for instructors to experience the opportunities discussed in 7A and encourage personal development individually.

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8. Prior Goals/Objectives

Briefly summarize the progress your program/ has made in meeting the goals and objectives identified in the most recent Program Review or Annual Update. *(Include measurements of progress or assessment methods.)*

Since the 2012-2013 Annual Update, the PLOs and SLOs for each course have been revised and approved by the curriculum committee. Also instructors have worked hard to modify course content and assessments to better serve the needs of a diverse learning population. All courses not only include lecture, but they also include presentations, video and audio materials and a variety of student assessments that are designed to improve critical thinking skills.

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9. Goals/Objectives/Actions (ACTION PLAN)

- A. **GOALS:** Formulate Program Goals to maintain or enhance program strengths, or to address identified weaknesses.
- B. **ALIGNMENT:** Indicate how each Goal is aligned with the College’s [Strategic Priorities](#).
- C. **OBJECTIVES:** Define Objectives for reaching each Goal.
- D. **ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE:** Create a coherent set of specific steps (Actions/Tasks) that must be taken to achieve each Objective.

- E. **OUTCOMES:** State intended Outcomes and list appropriate measures and assessment methods for each Outcome.
- F. **ADDITIONAL INFORMATION:** This area provides for the additional communication of information necessary to further “close the loop” on the goal or action plan, as it relates to Institutional Planning. This may include references to other institutional documents, such as governing or compliance documents (i.e. Board Policy, Administrative Procedures, Title V), institutional planning documents (i.e. [Strategic Plan](#), [Educational Master Plan](#), [Facilities Plan](#), [Technology Plan](#)), or Board, Presidential, Supervisory or Departmental recommendations or goals, etc. (*See Handbook for additional examples.*)

Complete the following table with your Program's ACTION PLAN, which must include a minimum of 3 goals:

ACTION PLAN				
GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1 Prepare data analysis to support the need for a full-time Management Instructor.	List all that apply: <ul style="list-style-type: none"> Attract, develop, and retain excellent employees. Strengthen college planning and informed decision making. Provide students a successful college learning experience. 	#1. Provide administrators with data to support request. #2 Submit a complete Budget Allocation Proposal to administration. #3 Analyze the impact on MGMT program of the final Budget Allocation Proposal determination.	Complete Budget Allocation Proposal Revise Budget Allocation Proposal as needed. Prepare options for based on final Budget Allocation Proposal determination.	Administrator's assessment of need in proposal. Administrator's approval of proposal. MGMT program leadership and strategies implemented for improving completion/retention rates.
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#2 Increase relationships among colleagues and with community business professionals.	List all that apply: <ul style="list-style-type: none"> Cultivate and enhance local partnerships. Attract, develop, and retain excellent employees. Strengthen college planning and informed decision making. 	#1 Attend community events. #2 Plan and implement a department meeting with program instructors. #3 Open dialogs with program instructors about ways to increase student completion.	Acquire community calendar. Email department members. Schedule meeting and encourage team building.	Collect data from attendance at community functions and analyze the impact on program improvement. Communication will be initiated among instructors. Instructors attend and collaborate on department issues.
Additional Information:				
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ACTION PLAN

GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3 Research and adopt contemporary management materials. DATE: <input type="text"/>	ANNUAL UPDATE #2: <input type="text"/> <i>List all that apply:</i> <ul style="list-style-type: none"> Provide students a successful college learning experience. Foster an innovative learning environment that respects diversity. Promote and support student engagement. 	#1 Talk to colleagues at other schools about changes in management theory. #2 Research and propose technology for course materials. #3 Carefully review student surveys with regard to the presentation of course materials.	Attend functions with professionals from other schools. Talk to IT department about opportunities for incorporating technologies. Read and analyze student surveys.	New relationships are built. Ideas from IT will be used to generate viable program improvements. Data collected from surveys will be used to update course content and revise student assessments.
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#4 Incorporate social media as a method for teaching concepts.	<i>List all that apply:</i> <ul style="list-style-type: none"> Promote and support student engagement. Provide students a successful college learning experience. Foster an innovative learning environment that respects diversity. 	#1 Elicit student comments on the effectiveness of current course materials. #2 Address course offerings in an effort to improve program completion rate. #3 Begin research and pilot a revision to a course that includes the use of social media.	Read and analyze student surveys. Review syllabus for all courses and analyze content for modification. Talk to IT department about opportunities for incorporating technologies.	Data collected from surveys will be used to update course content and revise student assessments. Courses will be revised. Ideas from IT will be used to generate viable program improvements.
Additional Information:				
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ACTION PLAN

GOAL	ALIGNMENT WITH BCC STRATEGIC PRIORITIES <small>(click link for list of Strategic Priorities)</small>	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#5				
#6				

10. Resources Required

List all significant resources needed to achieve the objectives shown in the table above, including personnel, training, technology, information, equipment, supplies, and space. Every request for additional resources must support at least one objective.

Also list any resources required to implement planned improvements noted in 3.C.

IMPORTANT: A [BUDGET ALLOCATION PROPOSAL](#) must be completed and submitted for **EACH** new resource requested. *(Click the link to access the form.)*

Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source
1	1,2,3	Full-time Management Instructor		Yes	
4	3	Same person as above			

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Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

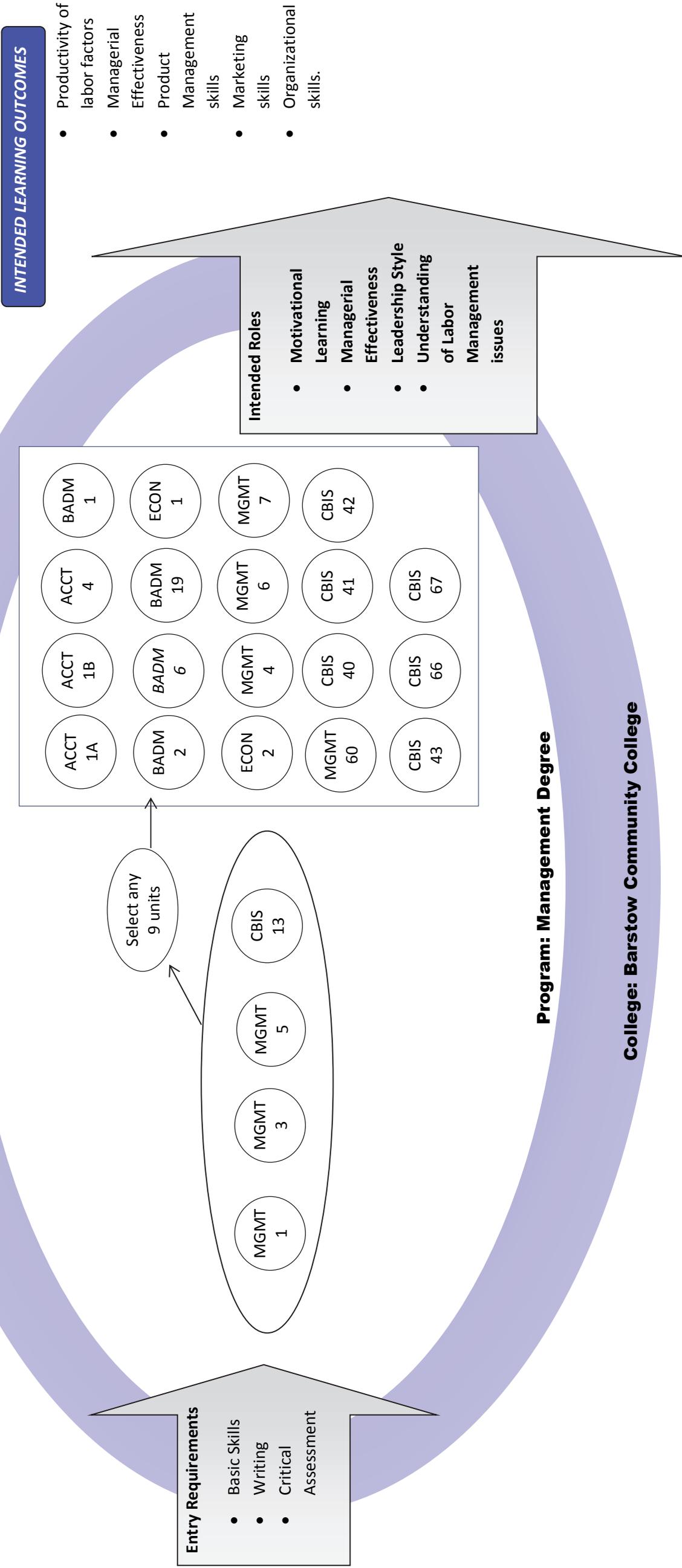
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Goal #	Objective #	Resource Required	Estimated Cost	BAP Required? Yes or No	If No, indicate funding source

Program Level Map

General Education Requirements
see Catalog



- Entry Requirements**
- Basic Skills
 - Writing
 - Critical Assessment

- Select any 9 units
- MGMT 1
 - MGMT 3
 - MGMT 5
 - CBIS 13

- | | | | | |
|---------|---------|--------|---------|---------|
| ACCT 1A | BADM 2 | ECON 2 | MGMT 60 | CBIS 43 |
| ACCT 1B | BADM 6 | MGMT 4 | CBIS 40 | CBIS 66 |
| ACCT 4 | BADM 19 | MGMT 6 | CBIS 41 | CBIS 67 |
| BADM 1 | ECON 1 | MGMT 7 | CBIS 42 | |

- Intended Roles**
- Motivational Learning
 - Managerial Effectiveness
 - Leadership Style
 - Understanding of Labor Management issues

INTENDED LEARNING OUTCOMES

- Productivity of labor factors
- Managerial Effectiveness
- Product Management skills
- Marketing skills
- Organizational skills.

Program: Management Degree

College: Barstow Community College

Curriculum Map for: Degree in Management

Course	Core or Elective	Delivery Modes	Outcome 1	Outcome 2	Outcome 3
MGMT 1	C	C, OL	I, D	I, D	I, D,
MGMT 3	C	C, OL	I, D	I, D	I, D,
MGMT 5	C	C, OL	I, D	I, D	I, D,
CBIS 13	C	C, OL	I, D	I, D	I, D,
Any 9 units of the following:					
ACCT 1A	E	C, OL	I, D	I, D	I, D,
ACCT 1B	E	C, OL	I, D	I, D	I, D,
ACCT 4	E	C	I, D	I, D	I, D,
BADM 1	E	C, OL	I, D	I, D	I, D,
BADM 2	E	C, OL	I, D	I, D	I, D,
BADM 6	E	C, OL	I, D	I, D	I, D,
BADM 19	E	C, OL	I, D	I, D	I, D,
ECON 1	E	C, OL	I, D	I, D	I, D,
ECON 2	E	C, OL	I, D	I, D	I, D,
MGMT 4	E	C	I, D	I, D	I, D,
MGMT 6	E	C, OL	I, D	I, D	I, D,
MGMT 7	E	OL	I, D	I, D	I, D,
MGMT 60	E	C	I, D	I, D	I, D,
CBIS 40	E	C, OL	I, D	I, D	I, D,
CBIS 41	E	C, OL	I, D	I, D	I, D,
CBIS 42	E	C, OL	I, D	I, D	I, D,
CBIS 43	E	C, OL	I, D	I, D	I, D,
CBIS66	E	C	I, D	I, D	I, D,
CBIS 67	E	C	I, D	I, D	I, D,

I = Introduced, D = Developed & Practiced with feedback, and

M = demonstrated at the Mastery Level Appropriate for Graduation