



Barstow Community College
**INSTRUCTIONAL
PROGRAM REVIEW**

(Refer to the [Program Review Handbook](#) when completing this form)

PROGRAM:

Academic Year: FULL PROGRAM REVIEW Date Submitted:

Academic Year: ANNUAL UPDATE #1 Date Submitted:

Academic Year: ANNUAL UPDATE #2 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

[Annual Update #1](#)

[Annual Update #2](#)

1. Program Mission and Vision

A. Program Mission

The Management program is dedicated to developing and providing opportunities to a diverse population of students that incorporate the best practices of management theory important to career development. Students will benefit from skills essential to achieve personal and professional growth.

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

Our vision is to continuously revamp course offerings to reflect best practice standards that will empower student to achieve excellence in the field of management for success in the workforce. In addition, the program's planned growth is prepare students for employment opportunities through internships and certification programs that meet the needs of employers.

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

A. *"Fostering an innovative learning environment that respects diversity of individual backgrounds, abilities, and cultures."*

Students in the Management program are treated as individuals. Once enrolled in a course, initial contact is expeditious to assess the student needs. Throughout the course, students are exposed to contemporary concepts and management that supports the needs of students from various cultural backgrounds. In addition, regular student contact with Management Instructor team members is top priority. In this way, team members are able to direct students to available resources on and off the BCC campus.

B. *"Offering programs to prepare students in basic skills, career and technical education, lifelong learning opportunities, and comprehensive lower division courses that meet articulation agreements for student transfer to four-year colleges and universities."*

The Management program offers a degree that incorporates 4 core courses and 9 elective courses in the areas of accounting, business administration, economics, and computer information systems and is transferable to University of California and California State Universities. The Certificate of Achievement in Management helps students prepare for entry-level employment in addition to aiding students already in the workforce enhance their marketable employments skills.

C. *"Promoting student engagement and retention through caring customer service, strong student support services, and campus involvement opportunities"*

The needs of our diverse population are first and foremost for our instructor team. The Management Instructor team maintains office hours, both on campus and distance education, that support student availability. The team promotes student engagement through the Career and Technical Club, directing students to available resources and encouraging campus immersion.

D. *"Providing counseling and other support services to assist students in the identification of their goals and achievement on their personal, educational, and employment potential."*

Integral to the field of Management is career development and awareness. Since management is built into virtually every industries, both regionally and globally, the management team incorporates the plethora of discipline concepts into courses to help student focus on their personal/professional growth.

E. *"Partnering with the local agencies, businesses, schools, and military bases to promote positive community development and economic growth."*

Management team members collaborate with local stakeholders in ways such as attending meetings at Barstow Chamber of Commerce, soliciting local business participation in the CTE annual department advisory board, and offering courses at remote sites such as Fort Irwin.

F. *"Providing career and technical education and workforce development programs and courses that give students the knowledge, skills, and certification necessary for success in the workforce."*

The Management program courses offered incorporate marketable employment skills that are proven to help a diverse population of students to be successful in the workforce. Please refer to B above.

G. "Using institutional research to further develop courses, programs, and services."

There has been little institutional research done on the Management program specifically. However, the Management team has implemented the institution best practices into the courses offered to maintain exemplary service to the BCC student population.

H. "Increasing access to all students by continuing to promote and develop our extensive distance education program."

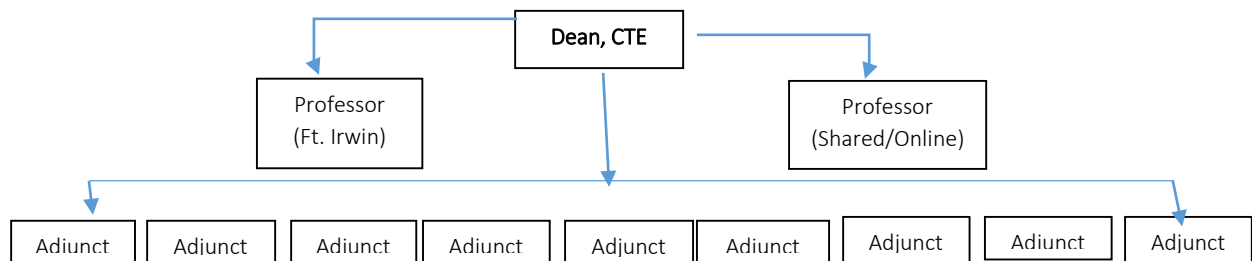
Consistent with the college administration, the Management Instructor team encourages students to consider distance education courses to help them stay on track with their 2-year plan to earn an Associate of Science, Management. We offer a variety of resources to enhance their college learning experience such as the Barstow College Library Off-Campus Database access. All materials posted for the course PowerPoint presentations, lessons, articles, etc. meet ADA requirements.

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

The Management program team members consist of 2 full-time: one of which works partially with the economics and history departments; another who works primarily on Ft. Irwin. In addition, there were 9 adjunct faculty the majority of which work in the local area as well as teaching from remote locations across the state and country. All courses are available to the students during the day, evenings and online via distance education.



A new Associate Professor was in July of 2015 for the 2015-2016 school year.

B. Who do you service (including demographics)?

We have a very diverse demographic of students – varying in age, gender, ethnicity, and experiences. These groups of students can be further divided into full-time students; part-time students; part-time students with full-time employment; returning students pursuing professional growth and development; or to pursue a new career; and those who are active military.

Our Management program services students from the local Barstow community as well as attracting students in areas throughout California, other states within the United States, and in some cases, other countries since we serve many military families. Notably, the military students have been and continue to be a significant presence in Management courses.

C. What kind of services does your unit provide?

The management program instructors provide lecture, visual instructional aids, and other supplemental materials that enhance the course content. In addition, instructors maintain office hours when students can contact them to obtain assistance that fit student schedules via telephone, email, or in person. A Career Technical Education (CTE) Club was established during the 2014-2015 school year to support the needs of students considering careers in various career technical industries.

D. How do you provide them?

Providing services has been a challenge for the management program because of the lack of available instructors. We service our students by offering classes online and on campus both at the BCC main campus and on Ft. Irwin. The CTE club is another way that we service the students; this club introduces students to contemporary industry career options accessible to them. In addition, it is standard that all of our instructors maintain availability during their office hours and adhere to the 48 hour student response time.

E. Does your program have a degree or a certificate?

The Management program has both an Associate of Science (AS) and Certificate program. The Associate of Science, Management is designed to prepare students for management careers in addition to matriculating degree earners in the 4-year college system. The intent of the certificate program is to familiarize and/or update students' understanding of fundamental management concepts that enhance entry-level employability. The Associate of Science, Management degree is issued to students who have completed 60 units in the following manner:

- 1) Minimum Units Required for Major:
 - a. Four (4) core course requirements each worth 3 units for a total of 12 units.
 - b. 9 major electives in the areas of accounting, business, economics, management and computer information systems for total of 12 units
- 2) General Education Requirements are 27 units.
- 3) Other electives requirement is 12 units.

The Management Certificate of Achievement is awarded to students who have completed a total of 18 units in the following specific courses:

- 1) Principles of Accounting
- 2) Business Law 1
- 3) Introduction to Management
- 4) Human Resource Management
- 5) Organizational Management

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

The ratio of full-time to part-time faculty is 3/10 or 30% full-time 70% part-time.

	TRADITIONAL		ONLINE	
	<i>Faculty</i>	<i>Percentage</i>	<i>Faculty</i>	<i>Percentage</i>
2) Course Completion Rate	Full-time	20%	Full-time	0%
	Part-time	13%	Part-time	67%
	Total	33%	Total	67%

	TRADITIONAL		ONLINE	
	<i>Faculty</i>	<i>Percentage</i>	<i>Faculty</i>	<i>Percentage</i>
3) Course Success/Retention Rate	Full-time	100%	Full-time	0%
	Part-time	75%	Part-time	71%

4) WSCH/FTEF Ratio

	<i>CRN</i>	<i>COURSE</i>	<i>RATE</i>	
Full-time:	20247	MGMT 3	35%	0%
	20248	MGMT 3	75%	
Part-time:	40657	MGMT 5	91%	0%
	40673	MGMT 3	35%	

	TRADITIONAL		ONLINE	
	<i>Faculty</i>	<i>Percentage</i>	<i>Faculty</i>	<i>Percentage</i>
5) Fill Rate	Full-time	64%	Full-time	0%
	Part-time	54%	Part-time	72%

Reflect on the data above:

The Management program contains majority faculty team members who work part-time. These instructors have done a great job of presenting the coursework – many of whom work from remote locations.

The Management data reflects the following:

- 1) The course completion rates are decidedly better for courses offered online by part-time instructors. This suggests that there is a great need for *instructors teaching live classes* to provide students with *more feedback*.
- 2) However, despite the fact that the course completion rates are under 70% for both traditional and online classes, *all retention rates* for students are *above 70%*. It would appear by this data that instructors have done better at getting students into the classes than they have at seeing them to the end.

- 3) There is a **25% difference** in the **success rates** for **students** attending courses with a full-time **traditional instructor**. This could mean that students are more successful with an instructor who is more available.
- 4) The efficiency rates for courses offered online are very excellent. This means that what we are teaching in the management courses meets the standards set by the state.
- 5) The average management program fill rate is 64%; this means that there is a need to get more students into the management classes.

Overall, the data shows that when Management courses are offered in the traditional manner they have a higher success/retention rate and all courses, except for one, have high efficiency rates as compared to the state standard for both full-time and part-time faculty. However, the fill rates for all courses are relatively low for all courses offered which means that getting students into classes is a great need for this program. The Management program staff will have to devise a plan to both improve fill rates and instructors will have to student retention/completion.

B. PROGRESS ON PROGRAM LEVEL OUTCOMES (PLOS) AND STUDENT LEARNING OUTCOMES (SLOS)

1) List your Program Level Outcomes (PLOs).

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. Then in the year 2013, the PLOs for the program were revised again, submitted and approved by the curriculum committee in the fall of 2013. The current learning outcomes for the program 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 as an entrepreneur and recognize how resource costs effect pricing and managerial operations.

No changes were made to the PLOs during the 2014-2015 school year.

2) Summarize the progress you have made on Program Level Outcomes.

There has been no progress on the PLOs for the Management program since there was no full-time faculty lead during the 2014/2015 school year to reevaluate them.

3) Summarize the progress made on course-level outcomes and assessments; use specific data, if possible.

Although changes to the learning outcomes for MGMT 1 and MGMT 7 courses were requested during 2014-2015, they did not progress through the curriculum system. These changes to the program content were suggested because they support the PLOs by improving understanding and application of management principles as they relate to critical thinking in the business environment.

The basis of these instructional changes come from a review of student surveys, the results of quiz assessments and class participation from the 2014/2015 school year. However, none of this data was collected during the 2014-2015 due to lack of a department lead to facilitate data collection from full and part-time staff.

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

There were no changes to course level outcomes and assessments this past year. As stated in B (2) and (3) above, a plan to make instructional changes was not fulfilled because there was no full-time faculty lead.

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

Several changes will be proposed and/or implemented for the next assessment cycle by the faculty lead during the 2015-2016 school year:

- 1) The PLOs will be reviewed in length as all instructors (full and part-time) will be asked to read them and give their opinion on the relevance to current industry needs.
- 2) Course outlines of record will be gathered and the SLOs for all courses will be reviewed by instructor team members to ensure that each course in the program is addressing the program level needs. Any course that has SLOs that are not relevant will be analyzed and prepared for updated submission to the curriculum committee.
- 3) Instructor syllabi will also be gathered and analyzed to ensure that the students are receiving the learning outcomes that meet the needs of the program.
- 4) A system for calculating student success rates by course will be discussed and developed so that it can be determined if the students are understand the material. This data can also be used to help with future revisions to the program and its content via subsequent program reviews.
- 5) A marketing plan will be discussed and proposed to help increase enrollment in management courses. This plan will include working closer with counseling and having a greater presence at local career days.
- 6) A plan will be devised to support student learning in management courses will include but not be limited to identifying the types of diverse student populations in the program, increasing instructor office hours in the new Student Success Center, encouraging CTE students to participate in the CTE club and other student groups on campus, and attending community events to heighten awareness.

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 Degree and Declared Majors report indicates that for the past 5 years enrollment has decreased an average of 14%; however, there has been no significant change in the number of degrees/certificates awarded. Nevertheless, these reports have been helpful in gauging the program's effectiveness and directly impact items that will be added to the action plan to improve student headcount and success.

- 1a) If this is a CTE program ending with a certificate or degree, include data on employment opportunities, compliance with advisory recommendations, and fiscal viability of program. (Include labor market and demand information using resources in CTE and the PR Handbook.)

Based on the report from the National Association of State Directors of Career Technical Education Consortium (CTEC)*, the top employment need will be for graduates with high school diplomas or postsecondary skills in Business/Management by the year 2018. At last year's advisory meeting, local business people confirmed the need for graduates is vital because it encompasses virtually all industries.

*Career Technical Education and Labor Market Demand

<http://www.careertech.org/sites/default/files/CTEandLaborMarketDemand-12012.pdf>

- 2) Summarize the results of the measures listed in #1 above:

As a result of the data from CTEC and the Management program advisory board, it is vital that the instructor team members focus on getting students enrolled and graduated as close to the 2-year plan as possible. This will require data collection, cooperation with cohorts on campus and in the community, as well as a developing a teamwork approach to help the management students become successful in their chosen careers.

In addition, an independent survey from our military community and local advisory board in the 2014-2015 indicated that there was a great need of Management courses to support military and civilian populations.

3) What did you learn from your evaluation of these measures, and what improvements have you implemented, or do you *planto implement, as a result of your analysis of these measures? (*List any resources required for planned implementation in #10: Resources.)**

What was learned from last year’s Degree and Major’s report is that the Management program needs to improve enrollment. The CTEC report clearly indicates that there will be a great need for Management graduates through the year 2018. These measures combined solidify the importance of improving student enrollment into the program. There are ample opportunities for this to come to fruition; it will be important for the lead instructor to take advantage of all opportunities.

D. TWO YEAR SCHEDULING PLAN

1) What is the program’s Two-Year Scheduling Plan?

Two Year Scheduling Plan					
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 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

2) What changes, if any, have been made since the last Program Review?

There has been no changes to the Two-Year Plan due to the limited Instructor staff available to the management program. However, a full-time instructor was hired in July of 2015. This new staff member will lead the Management team members in reviewing the program for modifications.

3) How effective has the Two-Year Scheduling Plan been in meeting student needs and educational goals? If this is a degree or certificate pathway, can students complete in two years?

This plan has not been very effective due of the past lack of full-time faculty lead to monitor its progress. In addition, since the Management instructor staff has been primarily part-time faculty there have been frequent class cancellations. Hence, the program has lost many students that drop or move to other disciplines The Management faculty lead will address the aforementioned concerns and submit/implement changes to the program. When a plan for monitoring the program is in place, students will definitely be able to complete in two years' time.

4) Reflecting on the responses above, what are the goals for the next program review cycle?

The goal of the next program review cycle is to address all of the items listed in sections B (5) and C (3).

4. Curriculum

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

There are no new courses, prerequisites, or program changes since the last program review. However, there is an expectation that MGMT 7 will be added by the time the next Program Review is due.

B. Verify currency of curriculum: Other than above, what changes have been made in the curriculum since the last full program review? (*Updates, delivery mode changes, archives, deletions, revisions, etc.*)

Although it has been proposed that MGMT 7 – Small Business Management be added to the program, that change has not gone through the curriculum system. Hence, there have been no changes to curriculum since the last program review.

1) CURRICULUM CURRENCY: Verify that all Transfer Level Courses are current and aligned for transfer. (May require reviewing ASSIST or meeting with Articulation Officer.)

The following information was taken directly from the current catalog and confirms that the Management program is current and aligned for transfer.

MGMT 1 INTRODUCTION TO MANAGEMENT

3 Units

Lecture: 3 hours

Also available online

Management theory and practice, including the role that planning, organizing, leading, and controlling play in contemporary management. Grades: Option (A-F), P/NP. Degree Applicable Credit. Major Applicable. CSU

MGMT 3 HUMAN RESOURCE MANAGEMENT

3 Units

Lecture: 3 hours

Also available online

Personnel techniques: selection, placement, testing, orientation, training, counseling, merit rating, promotion, transfer, and training for responsibility. Grades: Option (A-F), P/NP. Degree Applicable Credit. Major Applicable. CSU

MGMT LABOR-MANAGEMENT RELATIONS

3 Units

Lecture: 3 hours

Also available online

History and development of the labor movement. Agreements and collective bargaining, current legislative trends, governmental controls on bargaining, and wage determination. Economic and behavioral aspects of the labor market. Grievance initiation and resolution. Supervisor's responsibility in administration of an agreement. Future issues in private and public sector collective bargaining. Grades: Option (A-F), P/NP. Degree Applicable Credit. Major Applicable. CSU

MGMT 5 ORGANIZATION AND MANAGEMENT

3 Units

Lecture: 3 hours

Also available online

Examination of supervisor's responsibility for planning, organizing, staffing, directing, controlling, and coordinating activities. Functions of the organization and the supervisor's role in meeting the firm's objectives. Grades: Option (A-F), P/NP. Degree Applicable Credit. Major Applicable. CSU

MGMT 6 PSYCHOLOGY OF MANAGEMENT

3 Units

Lecture: 3 hours

Also available online

Consideration and application of psychological principles basic to good employer/employee relations. Motivational factors in human behavior. Grades: Option (A-F), P/NP. Degree Applicable Credit. Major Applicable. CSU

2) CURRICULUM DEVELOPMENT: Verify that all textbooks on Course Outlines of Record (COR) are up to date. Normally, textbook editions should be within five years for articulation. (Contact Articulation Officer for additional information.)

The textbooks for all core and elective Management courses are current. They are as follows:

MGMT 1 – Introduction to Management – Fundamentals of Management by Robbins, Decenzo, and Coulter

MGMT 3 – Human Resource Management – Fundamentals of Human Resource Management by Decenzo, Robbins, Verhulst

MGMT 4 – Labor Management Relations – The Labor Relations Process by Holley, Jennings, Wolters

MGMT 5 – Organization and Management – Management by Richard L. Daft

MGMT 6 – Psychology of Management – Managing Behavior in Organizations by Jerald Greenberg

All of the textbooks are the latest editions and will be reviewed annually to verify relevancy to emerging business management trends.

C. List any courses not in full compliance with appropriate guidelines, including ASSIST, C-ID, Curriculum Committee, prerequisite validation, etc. (NOTE: Any courses that have not been updated in the past six years may not be in compliance. See Curriculum Manual or Articulation Officer for additional information, if necessary.)

There are no courses in the Associate of Science, Management or Certificate program that are not in full compliance with since all courses have been updated and are transferrable.

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

Each year textbooks will be reviewed and updated; course content will be improved, learning modes will be analyzed and incorporated as necessary.

5. Internal Factors *(see Handbook for additional information)*

A. Strengths: *Current aspects of the program or department that serve it and its future well. These aspects include what it does well, what it's known for, what it takes pride in, and so forth. Strengths represent competencies or characteristics that the department or program may wish to enhance or preserve actively, even aggressively.*

- 1) Instructor team members who are expertise in the curriculum in which they teach. Our instructors have obtained all degree levels including doctorates many of which still work in management.
- 2) All of the courses in the Management degree and certificate programs are accepted by the California State University system.
- 3) The Management program has a strong staff of part-time instructors. These staff members are timely in their submissions of SLO reports, grading and student response.

B. Weaknesses: *The program or department's **internal** vulnerabilities. These are areas that, if not addressed, could become liabilities, or could contribute to an erosion of the department's capacities and future growth. They represent areas where the organization needs to improve if it is to be successful for the long term.*

- 1) Low student enrollment in all management courses which negatively impact the graduation rates for degrees and certificates.
- 2) Disconnected adjunct faculty was a concern. Since the instructor staff was made up of more than 75% adjuncts, it was challenge to keep everyone informed of changes in policy.
- 3) Graduation rates are low which indicates that there was no consistent monitoring of the student progress through the Two-Year plan.

6. External Factors *(see Handbook for additional information)*

A. Opportunities: *Current trends and events occurring **outside** the department that, if taken advantage of, are likely to have a positive effect on its long-term success. Examples may include: realistic training opportunities; industry trends; revenue-generation opportunities; development of new tools or technology to help manage workload.*

- 1) Participation in the **DOING WHAT MATTERS** for Jobs and the economy Business Information Worker Career pathway and certificate for entry-level office workers. This is a **statewide directory** in which students can access a portal that will allow them to acquire critical job skills. **Completing** this **pathway** will provide job **opportunities** as well as fundamental knowledge that can lead them into a **management degree or certificate** program.
- 2) With the addition of a full-time, tenure track instructor, the Management program can be monitored and enhancements can be recommended to the curriculum committee.
- 3) The full-time staff member will be able to develop relationships with departments such as Admissions and Records and Student Services to increase student enrollment and success.

B. Threats: *Current trends and events occurring **outside** the department or program that could jeopardize its success represent potential threats. Examples may include: state, regional, or institutional economic/budget climate; loss of support services; seasonal fluctuations in workload.*

- 1) Changes in Administrative policies that effect marketing to students. The policies and procedures for marketing the program must be reviewed to determine what avenues are available to instructor staff to boost enrollment.
- 2) Budgetary constraints that limit the amount of money that can spent on marketing materials.
- 3) Training limitations for adjunct faculty to keep them abreast of contemporary issues in management and education. Since adjunct faculty is part-time and often working from remote locations, it is difficult to get them together for training.

7. Continuing Education/Professional Development

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

- 1) Instructor team members were required to attend Saturday trainings once a month in topics such as Program Reviews, Career Technical Education policies and procedures, and improving teaching strategies and learning modalities. Both full-time and adjunct faculty attended either in person or via CCCConfer.
- 2) Best Practices meetings were held on the BCC campus monthly to ensure that instructors learn about contemporary issues in education.
- 3) All-Division meetings were held monthly on campus that provide training helped keep instructors informed of emerging trends in all disciplines. The instructor team members have attended and infused the information presented into the Management program.
- 4) Individual instructors attended a variety of trainings in their areas of expertise such as diversity immersion.

B. How did this benefit your department and the College?

Our management instructor staff has been committed to remaining relevant in their area of expertise. Doing so has made the courses in our program strong and allowed them to provide quality curriculum to the college community. This has also contributed to the fact that all of the courses are University of California approved. To that end, our students gain the ability to perform with skill and confidence both on and off campus.

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

Instructor team members will attend conferences and training in their area of expertise. A plan will be developed to help increase participation of adjunct faculty in trainings offered by BCC. This continued education includes but is not limited to improving teaching strategies, student campus life, and up-to-date technology improvements.

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.)*
- If the program does not have prior goals and objectives, please explain.

Last year, the Management program demonstrated the need for and requested the addition of a full-time, tenure track instructor. This Associate Professor was hired for the fall of 2015 and will be able to address the program needs listed on this review.

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	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	Develop and implement a marketing plan increase student enrollment in Management Degree and Certificate programs.	<i>List all that apply:</i> <ul style="list-style-type: none"> • Strategic Priority #1: Foster an innovative learning environment that respects diversity. • Strategic Priority #2 Provide students a successful college learning experience. • Strategic Priority #3 Promote and support student engagement. 	#1 Elicit instructor team member input through email survey by early spring 2016.	Create a survey.	Completed instructor survey.
			#2 Obtain marketing policies and procedures for campus by spring of 2016.	Find person(s) responsible for marketing polices and gather procedures.	A list of marketing policies/procedures for marketing the management program.
			#3 Completed marketing plan by fall of 2016.	Create a marketing plan that includes input from instructor staff team members and implement it in the fall.	Completed marketing plan.
	<i>Additional Information:</i>	The outcomes for this goal will depend on the parameters within which we have to market out courses.			
#2	Devise a system to gather all SLO information from instructor team members for future Program Reviews. This will provide evaluation for the progress of the program.	<i>List all that apply:</i> <ul style="list-style-type: none"> • Strategic Priority #1: Foster an innovative learning environment that respects diversity. • Strategic Priority #2 Provide students a successful college learning experience. 	#1 Collect SLO reports for all course taught for the school year.	Go to SLO coordinator to collect reports at the end of each semester.	The SLO reports will be collected after each semester for all courses.
			#2 Compare SLO results to PLO outcomes.	Compare SLO results for all courses to PLO outcomes and prepare a report that analyzes the data.	At the end of the spring semester 2016, all SLOs will be compared to the PLOs and a report will be generated by fall 2016.
			#3 Include current SLO and PLO comparison data to help with 2016-2017 Program Review.	Evaluate information on comparison report.	Data and information collected from the SLO/PLO report will be included to assess the program for 2016-2017 program review.
	<i>Additional Information:</i>				
#3	Move MGMT 7 – Small Business Management into the Management 2-year plan.	<i>List all that apply:</i> <ul style="list-style-type: none"> • Strategic Priority #1: 	#1 Speak to curriculum committee staff member on process for making change.	Learn and implement the process for moving course to 2-yr plan by the end of spring 2016.	All necessary documents will be gathered by December 2015 from Curriculum Committee.

ACTION PLAN					
GOAL		ALIGNMENT WITH BCC STRATEGIC PRIORITIES	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
		Foster an innovative learning environment that respects diversity. <ul style="list-style-type: none"> • <i>Strategic Priority #2</i> • Provide students a successful college learning experience. • <i>Strategic Priority #4</i> • Cultivate and enhance local partnerships. • 	#2 Gather interested instructors to contribute to discussion of relevance for moving the course by early spring 2016.	Contact Dean of Instruction CTE/WED and request a meeting time when she can attend.	By February of 2016, with the deans to discuss the move of the MGMT 7 course into the Management program.
			#3 Finish paperwork to submission before the end of 2016 school year.	Complete required paperwork and submit to curriculum committee.	The MGMT 7 course will become a part of the Management program.
	<i>Additional Information:</i>	Small Business Management (MGMT 7) is an important course because it would provide the entrepreneurship component that is a trend in the field of management. This course is already extremely popular as a part of the Business Administration degree. Hence, undoubtedly the the course would be just as value to graduates of the Management program and would address the needs of employers in the local community.			
		Actions #2 and #3 are contingent upon the outcome of #1. If staff members cannot agree, there could be a delay in the progress of this goal.			

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.3)

IMPORTANT: A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

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

Annual Update #1

Academic Year:

**1. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs)
(from #3B of full PR)**

A) List your Program Level Outcomes:

B) Summarize the progress you have made on Program Level Outcomes (PLOs):

C) Summarize the progress you have made on course level outcomes and assessments (SLOs):

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

E) Reflecting on the responses for B) and C) above, what will you implement for the next assessment cycle?

2. GOALS AND OBJECTIVES (Taken From #9--Action Plan--of FULL Program Review)

GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1	#1			
	#2			
	#3			

Goal #1 Annual Update: (Assess progress made toward goal attainment)

GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2		#1		<input type="checkbox"/>
		#2		
		#3		

Goal #2 Annual Update: (Assess progress made toward goal attainment)

GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3		#1		
		#2		
		#3		

Goal #3 Annual Update: (Assess progress made toward goal attainment)

3. Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, 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.3)

IMPORTANT: A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

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

Annual Update #2	Academic Year: <input style="width: 90%;" type="text"/>
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**1. Progress on Program Level Outcomes (PLOs) and Student Learning Outcomes (SLOs)
(from #3B of full PR)**

A) List your Program Level Outcomes:

B) Summarize the progress you have made on Program Level Outcomes (PLOs):

C) Summarize the progress you have made on course level outcomes and assessments (SLOs):

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

E) Reflecting on the responses for B) and C) above, what will you implement for the next assessment cycle?

2. GOALS AND OBJECTIVES (Taken From #9--Action Plan--of FULL Program Review)

	GOAL	OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#1		#1		
		#2		
		#3		

Goal #1 Annual Update: (Assess progress made toward goal attainment)

GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#2		#1		<input type="checkbox"/>
		#2		
		#3		

Goal #2 Annual Update: (Assess progress made toward goal attainment)

GOAL		OBJECTIVE	ACTIONS/TASKS REQUIRED TO ACHIEVE OBJECTIVE	OUTCOMES, MEASURES, and ASSESSMENT
#3		#1		
		#2		
		#3		

Goal #3 Annual Update: (Assess progress made toward goal attainment)

3. Resources Required

List all significant resources needed to achieve the objectives shown in your action plan, 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.3)

IMPORTANT: A **BUDGET ALLOCATION PROPOSAL** must be completed and submitted for **EACH** new resource requested.

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