# Instructional Program Review Template

## What is an Instructional Program?

*An Instructional Program or program of study is comprised of selected courses that lead to a degree or certificate. We have several types of instructional programs—the Associate of Arts (AA) degree, the Associate of Science (AS) degree, the Associate of Arts Transfer degree (AA-T), the Associate of Science Transfer degree (AS-T), and the Certificate.*

*All Instructional Programs are situated within a specific Guided Pathway that consists of a community of related disciplines. For example, the Biology AS-T is part of the STEM Pathway, which includes the disciplines of Science, Technology, Engineering, and Mathematics.*

## Program Name

Indicate the type of program here: ☐ AA; ☐AS; ☐AA-T; ☒AS-T; ☐Certificate

Program Name:  Business Administration

Academic Year:  2024-2025

Name of Faculty Submitter(s):  Denise Pasley

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## I.    Program Description

*The purpose of this section is to provide the reader and/or reviewer with a brief snapshot of the program. This section should be kept short, a few paragraphs at the most, and address the following:*

A.  What is the program mission and how does it support the institutional mission?
The mission of the Business Administration Associate of Science degree program is to educate students in the fundamental concepts, techniques and skills necessary to excel in various business-related fields and/or a bachelor's degree program in business or a related area of study by integrating traditional classroom education and best practices in experiential learning. This program supports all institutional mission of providing students with critical thinking and analytical inquiry, communication competency, information competency and technical skills, cultural awareness and civic engagement, and personal and professional development through rigous and relevant course content that engage student learning.

B.  What is the program vision and how does it support the institutional vision?
The vision of the Associate of Science in Business Administration for Transfer is for students to have a strong academic foundation in the field and be prepared for upper division baccalaureate study. Students who have completed the Associate in Science in Business Administration 2.0 for Transfer will have satisfied the lower division requirements for transfer into Business Administration or similar major for many campuses in the California State University system. This mission supports the institutional vision of collecting and analyzing student success ratios for business transfer students at BCC.

C.  Please provide a short program description:
The Associate of Science in Business Administration 2.0 for Transfer degree is intended for students who plan to complete a bachelor's degree in Business Administration at a California State University system.

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D. How does your program align to and/or support one or more of the following BCC Strategic Priorities?

The Business Administration Associate Degree aligns to the strategic priorities of innovate to achieve equitable student success, ignite a culture of learning, and build community by providing rigorous, relevant, and innovate course content.

- Innovate to Achievable Equitable Student Success
- Ignite a Culture of Learning and Innovation
- Build Community
- Achieve Sustainable Excellence in all Operations

## II. Program Effectiveness

*The purpose of this section is to evaluate the program holistically by reviewing and analyzing data in the areas of Students, Courses, Program, and Faculty.*

*For each item below, review the data provided. As you examine the data, be on the lookout for trends and outliers while also considering how the data connects to fostering student success, helping students reach their goals, and furthering the mission of BCC.*

*Provide a short analysis (2-3 sentences) for each item. If data are not available (i.e., student satisfaction surveys), please indicate that on the form.*

### Course Data and Analysis

A. **Course Success Rate by**
- Mode of instruction
- Scheduling
- Faculty Status (PT vs FT)

Course success rates for all modes of instruction decreased by 2.8% with the most significant decrease being the traditional mode of instruction at 0%. The Day time of day is the best scheduling for student success 18%. Full and part time faculty had the same success rate of 20%. The low performing students for this program and the institution are Pacific Island/Hawaiian, Two or More, and Black African American. Hispanic students showed greater success institutionally than they did in this program.

B. **Retention Rate by**
- Mode of instruction
- Scheduling
- Faculty Status (PT vs FT)

The retention rate for all areas listed above meets or succeeds the institutional standards with the greatest retention in the traditional mode of instruction and afternoon scheduling. All faculty are full-time.

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C. **Section Count by**
- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

The largest section count by far in this program was online (75%); hybrid was 21% and traditional was 5%. Online was also the largest time of day (75%); afternoon was 13%; day was 5%; and evening was 8%. Full time faculty have the largest section count of 67%.

D. **Enrollment Count by**
- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

Online has the largest enrollment count of 88%. The same is true for the online time of day; the closest time of day is day which is 9%. There is virtually no difference in enrollment count based on faculty status. All of the data for this program is at or above the institutional data.

E. **Class Size Average by**
- Mode of instruction
- Schedule
- Faculty Status (PT vs FT)

The average class size for all modes of instruction is 27.92 with online being the largest by far with 32.94. The same is true for online time of day; no other time of day comes close. On average, part time faculty have more students, but the difference is less than 10 students. These numbers are consistent with the instution.

F. **Efficiency: WSCH, FTES, FTEF**

The faculty load rate for full time faculty is 49.4%, overload is 21.3%, and part time is 29.4%. The percentage for the institution is 13% higher for full time and part time faculty.

## Student Equity Course Data

A. What equitable practices are being performed by most or all courses within the program (ACCJC Standard 2.2, 2.6, 2.7, 2.8, 2.9)? Please review the following equitable practices and check all that apply.

☐ Multiple options for knowledge acquisition

☒ OER materials

☒ Use of Early Alert

☐ Audio files as video alternatives

☐ Provides students an opportunity for feedback on instruction

☐ Ensures all student races and backgrounds are represented in the classroom and the curriculum

☒ Presentation of resources from campus departments

☐ ADA compliant materials

☐ Use of graphic organizers

☐ Promotes peer community building and support

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☐ Seeks multiple perspectives

☐ Correlates learning with real-life experience

☐ Probing and clarifying techniques

☐ Creates space for students to ask for help

☐ Utilizes learning pact

☐ Includes resources in syllabus

☐ Provide reminders to students throughout course about resources available

☐ Collaborative note-taking

☐ Other:
Click or tap here to enter text.

B. Specifically discuss any equity gaps that have surfaced in the data.
Click or tap here to enter text.

C. What innovative plans or projects will help to close these gaps?
Click or tap here to enter text.

## Curriculum

A. Have all program courses been peer reviewed within the last 5 years (ACCJC Standard 2.2, 2.3)? If no, please name the course and when it is scheduled for peer review.
☒ Yes ☐ No

B. Have all courses been taught at least once within a two-year time frame? If no, please list the course(s) that has/have not been taught within the last two academic years and why (ACCJC Standard 2.5).

☒ Yes ☐ No
Click or tap here to enter text.

C. Have there been any changes to the curriculum (courses or program) since the last full program review? What changes and why?
No

D. If you feel there are any relevant curriculum details not covered in the above three questions, please list them here (optional).
Click or tap here to enter text.

## Program Learning Outcome Assessment Data (Standard 2.9, 4.3)

*Use the section and questions below to summarize findings, trends, and future action for the PLO assessment data.*

| Program Learning Outcomes | Assessment Results – Summary of Data | Please list any future plans based on results |
|---|---|---|
| A. Analyze internal and external business | There is no data listed for BADM AST 2.0 because it did | NA |

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| | | |
|---|---|---|
| reports including basic business statements | not exist PLOs where assessed in 2022. BADM AST 2.0 has different learning outcomes. | |
| B. Identify, analyze, and evaluate common and competing interests of business stakeholders including customers, suppliers, business owners, investors, and society. | There is no data listed for BADM AST 2.0 because it did not exist PLOs where assessed in 2022. BADM AST 2.0 has different learning outcomes. | NA |
| C. Communicate effectively in business environments. | There is no data listed for BADM AST 2.0 because it did not exist PLOs where assessed in 2022. BADM AST 2.0 has different learning outcomes. | NA |
| D. Utilize relevant business and online business resources. | There is no data listed for BADM AST 2.0 because it did not exist PLOs where assessed in 2022. BADM AST 2.0 has different learning outcomes. | NA |
| E. Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |

A. Since the previous program review, what changes or actions, if any, have been taken to improve outcomes?
This is a new program so there are no existing program reviews.

B. Please reflect on the PLO data above and discuss any possible strengths the program has based on the data.
NA

C. Please reflect on the PLO data above and identify areas for student-centered growth or improvement.

- Are there specific courses/SLOs that the program would like to focus on for growth and improvement?
NA

- What actions can help grow or improve these areas moving forward?
NA

D. Please reflect on assessment data trends based on ethnicity, race, and gender.

- What actions can the program take to support equitable outcomes?
Click or tap here to enter text.

# Instructional Program Review Template

- Are there specific student groups the program would like to focus their efforts on?

NA

## Program Data and Analysis

**A. Award Count**

40 students

**B. Demographics of students in major vs. demographics of students who receive award (percentages)**

Asian/Filipino 20%; Black/African American 13%; Hispanic 25%; Native American/Alaskan Native 0%; Pacific Islander/Hawaiian 50%; Two or More 31%; Unknown 0%; and White 15%.

**C. Student Equity Program Data**

- Specifically discuss any equity gaps that have surfaced in the data.

Black African American studens have the lowest percentage when completing this program. However, Asian Filipino is not far behind. But, I am not sure if this data truly reflects equity gaps because there is no PLO data to support available.

- What innovative plans or projects will help to close these gaps?

I will not know what is possible until I see supporting PLO data.

**D. Student or Program Satisfaction Survey Results (if applicable)**

Click or tap here to enter text.

**E. CTE-specific data (CTE programs only)**

- Did you participate in the advisory boards?

There were no advisory boards conducted this school year.

- What were the high-level themes and recommendations from the advisory board meetings specific to your program?

NA

- What advisory recommendations have you implemented or do you plan to implement?

NA

### *Labor Market data*

- What is the job outlook in the region for your program area?

No data was provided in this area.

- What is the percent increase or decrease trend for job employment in this field?

Unknown

# Instructional Program Review Template

F. **Institution-Set Standards and the Big Picture**

*This section provides an opportunity to tie in all the data about the program to tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes.*

|  | Institution Set (Floor) | Stretch Goal (Aspirational) | Program Data |
|---|---|---|---|
| Course Completion Rates | **70%** | **73%** |  |
| Certificates | **80** | **100** |  |
| Degrees | **440** | **525** |  |
| Transfers | **165** | **210** |  |
| *Licensure Exam Pass Rates | **70%** | **79%** |  |
| *Employment Rates | **60%** | **73%** |  |

*\*Applicable to CTE*

1. How is your program doing overall based on observation of program data?
   The completion rate for this program is 66.5% which is below average.
2. Provide an analysis of the "big picture" by reflecting on how your program data compares to the Institution-set Standards below.
   This program is 3.5% below the institution floor.
3. If your program is falling below on any of these areas, what corrective actions do you plan on taking to bring your outcomes up to standard?
   I will not be able to determine where the concerns may be to address them until PLO data is received.

## Guided Pathways and Response

A. Name of the Guided Pathway that your discipline is a part of
   Business and Industry
B. List the other disciplines that are part of your Guided Pathway
   Cosmetology, Welding, IMMT, Automotive, Accounting, and Computer Business Information Systems
C. Provide a summary of how your discipline collaborates with other disciplines in your Pathway.
   *Examples of collaboration: meetings, projects, conferences, other cross-disciplinary professional development, etc.*
   Math faculty collaborated with the business program to create course material for Math 1 and Math 2 to meet the needs of this new ADT.

## Faculty/ Program Staff Data and Analysis

A. **Faculty Load (FTEF)**
   49.4%

B. **FT/PT/OL Faculty Ratio**
49.4%/29.4%/21.3

C. **Faculty Professional Development**

1. Please list any professional development that faculty members have participated in (Standard 3.2)
I am not aware of any professional development outside of the BADM courses. For BADM 1, faculty attended monthly in-house faculty training meetings and the Online Teaching Conference in June os 2024.

2. Please list any professional development that faculty members would benefit from (Standard 3.2)
I am not aware of any professional development for faculty outside of the business discipline. However, there are webinars available for teaching Business Law.

3. Does the program have sufficient staffing and support? Please discuss. (Standard 2.7)
I am not sure what the staffing needs are for this program.

D. **Overall Observation of Data on Faculty**
*This section provides an opportunity to tie in all the data about faculty to tell the story behind the numbers. Be sure to consider what an outsider to your program or career technical field may not know about current trends or changes.*
Provide an analysis of the "big picture."
Overall, this program is too new to determine how it looks in the big picture. There is no PLO data available and this program was created based on information developed by faculty on the state level.

## SWOT Analysis

*Conducting a SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) is another tool that can help areas evaluate themselves. The SWOT Analysis not only looks internally, but externally as well.*

*The SWOT Analysis provides a way for areas to highlight their accomplishments and also identify possible gaps or issues that need to be addressed.*
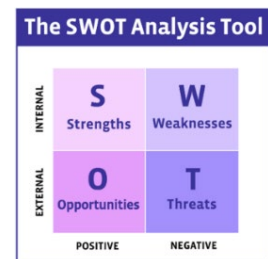


| | Positive/ Helpful | Negative/ Harmful |
|---|---|---|
| **Internal** | STRENGTHS<br>• Strong part-time faculty supporting program. | WEAKNESSES<br>• Few face-to-face classes to support learning for all students. |

# Instructional Program Review Template

| | | |
|---|---|---|
| | • Strong support from CTE Dean and staff.<br>• Math and English faculty.<br>• Online courses are successful.<br>• Dual enrollment | • Lack of collaboration between faculty outside of business degree to collaboration on opportunities for program innovation<br>• |
| **External** | OPPORTUNITIES<br>• Work with other disciplines to create learning communities to support student equity.<br>• Improve courses via student input through surveys or club activities.<br>• Equity and innovative curriculum training | THREATS<br>• Lack of faculty diversity to enhance course offerings.<br>• Community may become less involved if the current faculty pool cannot incorporate innovative business concepts into curriculum.<br>• Based on IECOE, this course is not a transfer degree and should not be expanded to meet future employment needs. |

## III. Program Goals, Objectives, and Outcomes

The purpose of this section is to use data to develop goals and objectives for the next three years. Reflect on the responses to all the previous questions and the SWOT analysis in Section Two.

As you develop goals and objectives,

- *Formulate **two to three Program Goals** to maintain or enhance program strengths, or to address identified weaknesses (cite evidence from assessment data and/or other student achievement data, course, faculty, etc).*
- *indicate the **status** of the Program Goal (ex: is the goal new, a carry-over from the previous program review cycle, etc.)*
- *Indicate how each Goal is **aligned** with the College's Strategic Priorities.*
- *Indicate how each goal is **aligned** with the Pillars of Guided Pathways.*
- *List at least one **objective** for reaching each goal.*
- *Develop an **outcome** statement for each objective.*
- *Explain how you will **measure** the outcome.*

# Instructional Program Review Template

- *List any **resources** that will be needed to achieve the goal.*

## GOAL #1

Click or tap here to enter text.

A. This Goal is

&#9746;      New

&#9744;      Continued

&#9744;      Modified

*If modified please list how and why.*

Obtain PLO data for program.

B. Alignment to BCC Strategic Priority *(Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)*
Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 3: Build Community

Choose an item.

C. Relationship to Guided Pathways

&#9744;      Clarify the Path

&#9744;      Entering the Path

&#9746;      Staying on the Path

&#9744;      Support Learning

D. Please list objective(s) for achieving this goal.

Reach out to Institutional Effectiveness to find current data.
Evaluate data on courses to determine where updates can be implemented.

E. Please list outcome statements for each objective.

Data will be received by the end of the school year.
Connect with faculty partners to address student needs for courses.

F. Briefly explain how you will measure the outcome.

I will have a list of PLO data for courses.

# Instructional Program Review Template

Updates will be suggested to faculty partners to address student needs.

G.  Please list resources (if any) that will be needed to achieve the goal.

NA

........................................................................................................................................

**GOAL #2**

Click or tap here to enter text.

B.  This Goal is

☒   New

☐   Continued

☐   Modified

*If modified please list how and why.*

Attend and gather CTE Advisory Meeting.

C.  Alignment to BCC Strategic Priority *(Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)*
Strategic Priority 1: Innovate to Achieve Equitable Student Success

Strategic Priority 2: Ignite a Culture of Learning and Innovation

Strategic Priority 3: Build Community

Choose an item.

D.  Relationship to Guided Pathways

☐   Clarify the Path

☐   Entering the Path

☒   Staying on the Path

☒   Support Learning

H.  Please list objective(s) for achieving this goal.

Reach out to CTE dean for date of Advisory meeting.
Attend CTE Advisory meeting to gather data on industry needs.
Share data with non CTE faculty partners regarding industry needs for program.

# Instructional Program Review Template

I. Please list outcome statements for each objective.

        Call CTE Dean to ask for Advisory meeting dates.
        Data will be gathered from the Advisory meeting to support industry needs.
        Create and send an email with data gathered from the Advisory meeting with faculty.

J. Briefly explain how you will measure the outcome.

        CTE Dean call is made and an Advisory meeting date will be provided.
        Data will be collected and evaluated from the Advisory meeting.
An email will be sent to faculty partners with Advisory meeting information and evaluation.

K. Please list resources (if any) that will be needed to achieve the goal.

NA

..................................................................................................................................

**GOAL #3**

Click or tap here to enter text.

C. This Goal is

☐       New

☐       Continued

☐       Modified

*If modified please list how and why.*

Click or tap here to enter text.

D. Alignment to BCC Strategic Priority *(Select at least one but also choose all that apply – click Choose an item for the drop-down list to appear)*
Choose an item.

Choose an item.

Choose an item.

Choose an item.

E. Relationship to Guided Pathways

☐        Clarify the Path

☐        Entering the Path

☐        Staying on the Path

☐        Support Learning

L.   Please list objective(s) for achieving this goal.

Click or tap here to enter text.

M.  Please list outcome statements for each objective.

Click or tap here to enter text.

N.   Briefly explain how you will measure the outcome.

Click or tap here to enter text.

O.   Please list resources (if any) that will be needed to achieve the goal.

Click or tap here to enter text.

·······················································································································································

## Previous Goals/Outcomes

Were any outcomes discontinued or completed? Please speak to outcomes you are not carrying forward from the previous program review cycle and discuss why.

NA

# Instructional Program Review Template

## IV.    Resource Requests:

Did you receive any resources over the last cycle? Did the funding of resource(s) have the positive changes the discipline or program was looking for?

Click or tap here to enter text.

*What resources are needed for the program to meet its goals and objectives? Resource requests should be evidence-based and tied to goals and objectives stated above.*

*Resources may be requested from the following categories:*

- *Personnel/Staffing*
- *Technology Resource*
- *Facilities Resource*
- *Professional Development*
- *Other*

**For all resource requests programs should utilize the <u>Budget Allocation Proposal form</u> and submit with their program review**.

| Goal # | Objective # | Resource Required | Estimated Cost | BAP Required? Yes or No | In No, indicate funding source |
|---|---|---|---|---|---|
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# BUDGET ALLOCATION PROPOSAL

| | | | |
|---|---|---|---|
| **Date:** October 4, 2023 | **Originator:** Denise Pasley | | |
| **Program or Department Name:** Associate of Science Degree, Business | | | |
| **Dean/Vice President/Supervisor:** James Lee/ Dr. Crystal Nasio | | | |

**What are you requesting?** *(Brief)* Full-Time Tenure-Track Business Faculty

**Amount Requested:** $75,000    ☐ One-time Funding    ☒ Ongoing Funding

**Funding Source** (if known):

## REQUEST TYPE:

| ☒ Personnel/Staffing *Complete Personnel/Staffing section below* ☐ OTHER | ☐ Technology Resource *Complete Technology section below* | ☐ Facilities Resource *Complete Facilities section below* | ☐ Professional Development *Complete Professional Development section below* |
|---|---|---|---|

## PERSONNEL/STAFFING REQUEST

**Is the position request for:** ☒ Faculty    ☐ Classified    ☐ Management/Confidential

**Is the position requested:**    ☐ A new classification (Attach *proposed* job description or *detailed* list of proposed duties)

☒ An existing classification    *Official Job Title:*    Associate Professor

**Is the position requested:**    ☒ Full Time  ☐ Part Time:    10  Months/Year    _____ Hours/Week

## TECHNOLOGY RESOURCE REQUEST

**Indicate the category of the request:**

☐ Hardware    ☐ Software    ☐ Printer/Copier    ☐ Network    ☐ Audio-Visual    ☐ License/Maintenance

**Indicate the intended users:**    ☐ Students    ☐ Faculty    ☐ Staff    ☐ Other

**Is training required?** ☐ No    ☐ Yes    Explain: _____

**How will it be secured?** ☐ Alarm    ☐ Secure Room    ☐ Secure Cabinet    ☐ Cable/Lock    ☐ Password

**Have you completed and attached the Technology Assessment Form?**

## FACILITIES RESOURCE REQUEST

**Indicate the intended users:**    ☐ Students    ☐ Faculty    ☐ Staff    ☐ Other

**Is maintenance required?**    ☐ No    ☐ Yes    Explain: _____

Indicate the intended users:  ☐ Students    ☐ Faculty    ☐ Staff    ☐ Other

Do other internal areas/departments need to be involved?
☐ No    ☐ Yes    Explain: _____

Is technology needed? ☐ No    ☐ Yes    Explain: _____

## 1. Why is the request being made?

The Business Administration discipline consists of an Associate Degree for Transfer, an Associate Degree (local), and five certificate programs: Customer Service, Management, Business, Accounting, and Entrepreneurship. Annually, full-time faculty must maintain and review each program. To complete these tasks, there are only two full-time faculty members in the discipline. In fact, there is only one full-time faculty member dedicated to managing all but one of the degree and certificate programs. This faculty member also teaches the bulk of the courses since the second full-time faculty member also teaches and manages programs in history and economics.

Ten years ago, in 2014, was when the first fully dedicated Business Administration faculty member was hired. Since then, the existing programs have been revised, and new programs created. Recently, added innovative programs included noncredit courses created for Career Technical Education (CTE) such as Customer Service designed to meet the growing needs of employers in the region.

The current, dedicated full-time faculty member has been responsible for:

1) Creating and submitting new programs through the curriculum process.
2) Acting as the voice of the Business Administration on all BCC committees.
3) Representing BCC at regional events for Career Technical Education.
4) Reviewing and updating all programs through the Program Review process.
5) Developing student leadership activities through ASG.
6) Teaching all classes in the Business Administration program as contracted including additional overload classes.

The projected BNSF Barstow International Gateway will also require BCC to create more innovative programs in Business. Hence, if this program is to grow, it is inherent that the number of full-time faculty must grow. Not only will an additional full-time faculty member assist in the duties above, but they will also bring new energy, creativity, and innovation to collaborate on programs that will catapult BCC students to the head of the line in the workforce.

It is exponentially more difficult to capture this energy with part-time employees. Most of them are employees who have full-time jobs or are retired, and teaching is supplemental. In addition, the majority of our part-time faculty do not live in the area, and it could appear to the students and employers as if they are not invested in the community.

In conclusion, there has been a need for an additional full-time, tenure-track Business Administration faculty member for at least 5 years. In the question below, you are references to sections in the Program Review that support this need with numerical data. As previously mentioned, this program consists of two degrees and five certificates that can only be reviewed by one existing full-time faculty member. If this issue is not resolved, the capacity for program growth will become stagnant. A lackluster Business Administration program would be

detrimental to the future of Barstow Community College as it competes with local community colleges in the area. It would be fiscally impractical to have the BA program depend upon eliciting part-time faculty to complete full-time faculty duties. Doing so would require paying additional funds to part-time employees, many of whom are disconnected from the college community. These funds would be better utilized by hiring a full-time, tenure-track Business Administration faculty member who is available to influence students in the local community and directly support and grow the program by bringing creativity and innovation to the students and the BCC campus at large.

2.  a)  Where in the Program Review/Annual Update is the request supported? Include the text from the Program Review AND cite the applicable section number(s).

SWOT Analysis under Threats; Program Data Analysis for Growth letter E; Guided Pathways and Response – Faculty and Staff Analysis; Goal #1. G; and Goal #2. K.

b)  Explain how the request is supported with information gathered from the assessment of outcomes (Student Learning Outcomes, Program Level Outcomes, Service Area Outcomes, or Administrative Unit Outcomes).

The data shows that the number of students who do not meet expectations for Student Learning Outcomes has increased in all demographic categories for the school year 2022-2023. Further, the efficiency rate for full-time faculty has also decreased over the same period with an increase in courses being taught as overload. With these factors in mind, the steady decline in program course success rates is negatively impacted by the full-time/part-time faculty ratio.

c)  How was this included in the Area Goals section of your Program Review? Please cite section/item number and include the text.

This was included in Goal #1 and Goal #2.

3.  If this item is approved, what departments or resources are needed, or would be affected, when implementing or developing it, on both a short-term and a long-term basis? Have they been notified? Example: Technology Assessment Form
*(This question is not required for Personnel/Staffing requests.)*

4.  a)  How will this resource improve student success or institutional services?

New full-time faculty brings new perspectives, energy, and connected relationships to a college campus. Further, this faculty member will enhance student success by being an active part of the BCC local community by supporting and improving existing institutional services.

b)  What data will you gather and analyze to demonstrate that your proposal is meeting this goal(s)?

Data will be used that is gathered from the BCC Institutional Effectiveness department related to student learning outcomes. Data for various courses will be analyzed and updated annually. Additionally, data received from the Inland Empire Center of Excellence (IECOE) related to the regional workforce will be used to determine program needs that support regional employer needs.

5) Describe how your request is aligned with as many of the college's strategic planning documents as applicable. (If the request does not align with a document, indicate N/A.)

Please be specific and provide detail, ensuring a clear correlation between content of referenced document and the request. Cite the section and page numbers where the correlation can be found.

*(Follow the links to access each document)*

1. Mission Statement

   As stated in the Program Description section of the Program Review, the mission of the Associate of Science, Business degree programs is to allow students to obtain a fundamental background in business principles and techniques. This mission is interwoven into the BCC mission to provide students with educational tools in leadership development, workforce career opportunities, and success in a global society.

2. Strategic Priorities / Strategic Goals

   As stated in the Overall Observation of the Guided Pathways and Response section of the Program Review, faculty are a direct line of contact with students and therefore, can help BCC meet the strategic goals of keeping students on the path and ensuring learning opportunities. However, without additional faculty support, students in this program could stray from the path or miss opportunities to learn new and creative skills that would be the result of faculty collaboration.

3. Educational Master Plan

4. Others: Such as Technology Plan , Facilities Master Plan, HR Staffing Plan, Professional Development Plan

   To justify an additional faculty member for this program, the Faculty Staffing Process in the HR Staffing Plan was reviewed. Unfortunately, this plan only goes as far as the year 2015, so there is no way of knowing how this request would fit the institutional HR goals. However, in 2015, the plan suggested a 2.9% increase in faculty. If this trend were to continue for the next 8 years to the present (2023-2024) there would be a significant need for full-time faculty beyond the current year (refer to the IECOE report). It is not clear how many would need to be currently; however, the number of full-time faculty in this degree has not increased since 2014. Yet, enrollment counts have increased significantly.

## ADMINISTRATIVE USE

Administrator: _____  Title: _____

Comments/Recommendations:

_____

Signature: _____  Date: _____

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Administrator: _____  Title: _____

Comments/Recommendations:

_____

Unit Priority Ranking: _____ of _____

### BUDGET INFORMATION
*(This section **MUST** be completed)*

Budget Program Number: _____  ☐ Restricted  ☐ Unrestricted

Comments regarding Budget Information: _____

Signature: _____  Date: _____