Program Review Summary Page

For Instructional Programs

Program or Area(s) of Study under Review: Business Administration
Term/Year of Review: ~~Spring~~ Fall 2022

Summary of Program Review:

A. Major Findings

1. Strengths:

- Over the past three years, the successful course completion rate for the Business Administration Program was significantly higher than the rate at the institutional level.
- Among Business Administration Program students, job placement rates have consistently exceeded the program-set standard (of 60%). The job placement rates have exceeded the stretch goal (of 75%) in two of the past three years.
- The number of students enrolled (headcount) in the Business Administration Program increased by 8.2% over the past three years, while headcount across the institution decreased by 11.8%. Enrollment within the Business Administration Program increased by 12.1%, while enrollment across the institution decreased by 6.6%.
- The college-level offerings of Intro to Business ensures that students are on a structured and efficient path to degree completion, transfer, or career exploration—and provides the opportunity to students who might otherwise not be able to have it.
- The successful course completion rates among Latinx/Hispanics and First Generation students in the business administration program were higher than the corresponding rates at the institutional level. The difference between the program-level rate and institution-level rate among Latinx/Hispanics was statistically significant.

2. Areas for Improvement:

- Current there is a lack of engagement with the Alpha Beta Gamma honors Club. A faculty stipend or reassign time would help grow the honors club and help improve the participation.
- Create a partnership with American Canyon High School through a College and Career Access Pathways (CCAP) partnership with Napa Valley Unified School District and the Napa County Office of Education.
- **Institutional improvement needed:**
  Business Administration high school dual enrollment numbers were collected from a SQL report of Student Enrollments based on Student Type. However, the numbers are inconsistent between the SQL extract and rosters from a Colleague Section Roster (SROS) report, where multiple students are clearly identified as having high school status.

3. Projected Program Growth, Stability, or Viability:

Business Administration Program is in significant growth mode.

- The number of AS degrees conferred by the Business Administration Program increased by 42.9% between 2018-2019 and 2020-2021.
- The number of AS-T degrees conferred by the Business Administration Program increased by 44.4% between 2018-2019 and 2020-2021.
- The Business Administration Program accounted for 38.7% of the AS-T degrees conferred in 2018-2019 and 38.2% of those conferred in 2020-2021.

B. Program's Support of Institutional Mission and Goals

1. Description of Alignment between Program and Institutional Mission:

Napa Valley College's Mission states that "The college is an accredited open-access, degree- and certificate-granting institution that is committed to student achievement through high-quality programs and services that are continuously evaluated and improved. The college serves students and the community in the following areas: transfer courses, career-technical education and training, basic skills, and self-supporting contract education and community education classes." This degree is completely aligned with this mission.

2. Assessment of Program's Recent Contributions to Institutional Mission:

In keeping with the colleges Strategic Plan, this degree's purpose is to facilitate student success and completion. In addition, the program is linked to the Community College Mission of workforce development.

3. **Recent Program Activities Promoting the Goals of the Institutional Strategic Plan and Other Institutional Plans/Initiatives:**

- Archived BUSI 175 Machine Calculations- outdated
- Archived BUSI 177 Records Management- outdated
- Archived BUSI 199- Independent study- to focus the student on required coursework
- Archived BUSI 275 Machine Transcript: outdated technology
- Archived BUSI 170 keyboarding-it is an elementary class
- Archived Business math course BUSI 90A, BUSI 90B, BUSI 960C and now allow the student to fulfill GE math requirements with area B4
- Archived BUSI 185 Business English – and instead allowed the student to fulfill English Area D1
- Archived Business Admin: Office Admin: AS degree - it was redundant and consuming to have so many BUSI AS degrees
- Archived Business Office Assistant Studies Certificate of Achievement – the coursework was outdated and archived.
- Archived Business Software Skills Certificate - the coursework was outdated and archived.
- Archived Advanced Microsoft Office Skills Certificate. The courses were originally moved to non-credit. However, based on an agreement with the Director of Upper Valley Campus and Community Education, the Principal at Napa Valley Adult Education and the Senior Dean Career Education & Workforce Development, the Microsoft Suite courses archived. This ensures we do not have redundancy with our partnering Adult School and can have clear transitions and pathways between our offerings.
- Updated Program learning Outcomes to align with course Student Learning Outcomes
- By archiving outdated courses and redundant degrees were able to streamline the program offerings and make it easier for students to choose a program and complete it.

C. New Objectives/Goals:

- Create Associate in Science in Business Administration for Transfer Degree 2.0 as outlined by the California Community Colleges TMC (revised 2/08/21).
- Increase the student enrollment and engagement with the Alpha Beta Gamma honors Club.
- Create a partnership with American Canyon High School through a College and Career Access Pathways (CCAP) partnership with Napa Valley Unified School District and the Napa County Office of Education for BUSI 100.

D.

This program review includes details from Business advisory meetings and industry professionals. Partners include:

- Upper Valley Campus Non Credit
- Napa Valley Adult School
- Napa Unified School District
- St. Helena Unified School District
- Calistoga Unified School District
- Napa Country Office of Education
- Napa Education Foundation
- Virtual Enterprise International
- Junior Achievement
- Workforce Alliance of the North Bay
- Yountville Chamber of Commerce
- Salvation Army
- Napa Downtown
- County Of Napa

And was written in collaboration with Cristine Tapia Manager, Dual Enrollment and Educational Partnerships.

Program Review Report ~~Spring~~ Fall 2022

This report covers the following program, degrees, certificates, area(s) of study, and courses (based on the Taxonomy of Programs on file with the Office of Academic Affairs):

Program	**Business Administration**
Degree(s)/Certificate(s)	Business Administration: AS-T 1.0 Business Administration: AS
Courses	BUSI 100
	BUSI 103
	BUSI 105
	BUSI 111
	BUSI 142
	BUSI 148 (p. BUSI 147)

Taxonomy of Programs, July 2022

I. PROGRAM DATA

A. Demand

1. Headcount and Enrollment

	2018-2019	2019-2020	2020-2021	Change over 3-Year Period
Headcount				
Within the Program	485	469	525	8.2%
Across the Institution	8,176	8,181	7,208	-11.8%
Enrollments				
BUSI-100	381	361	368	-3.4%
BUSI-103	133	102	187	40.6%
BUSI-105	50	47	75	50.0%
BUSI-142	24	27	29	20.8%
Within the Program	588	537	659	12.1%
Across the Institution	32,545	33,102	30,409	-6.6%
Source: SQL Enrollment Files				

RPIE Analysis: The number of students enrolled (headcount) in the Business Administration Program increased by 8.2% over the past three years, while headcount across the institution decreased by 11.8%. Enrollment within the Business Administration Program increased by 12.1%, while enrollment across the institution decreased by 6.6%

Enrollment in the following courses changed by more than 10% (±10%) between 2018-2019 and 2020-2021:

Courses with enrollment increases:

- *BUSI-105 (50.0%)*
- *BUSI-103 (40.6%)*
- *BUSI-142 (20.8%)*

Program Reflection:

BUSI 103 is only offered asynchronously online. I was concerned we would see a decrease in enrollment & completion, but students at that level are successful with asynchronous classes.

I was also surprised to see that BUSI 105 had a significant increase as the course was removed from area D1: English composition.

This shows that Business Administration continues to be in great demand and in growth mode.

2. Average Class Size

	2018-2019		2019-2020		2020-2021		Three-Year	
	Sections	**Average Size**	**Sections**	**Average Size**	**Sections**	**Average Size**	**Average Section Size**	**Trend**
BUSI-100	11	34.6	10	36.1	10	36.8	35.8	6.2%
BUSI-103	3	44.3	3	34.0	5	37.4	38.4	-15.6%
BUSI-105	2	25.0	2	23.5	4	18.8	21.5	-25.0%
BUSI-142	1	24.0	1	27.0	1	29.0	26.7	20.8%
Program Average*	17	34.6	16	33.6	20	33.0	33.7	-4.7%
Institutional Average*	1,313	24.8	1,348	24.6	1,171	25.9	25.1	4.4%

Source: SQL Enrollment and Course Sections Files

Average Section Size across the three-year period for courses, and both within academic years and across the three-year period for the program and institutional levels is calculated as:

$$\frac{\text{Total \# Enrollments}}{\text{Total \# Sections}}.$$

It is not the average of the three annual averages.

RPIE Analysis: Over the past three years, the Business Administration Program has claimed an average of 33.7 students per section. The average class size in the program has exceeded the average class size of 25.1 students per section across the institution during this period. Average class size in the program decreased by 4.7% between 2018-2019 and 2020-2021. Average class size at the institutional level increased by 4.4% over the same period.

Average class size in the following courses changed by more than 10% (±10%) between 2018-2019 and 2020-2021:

Course with an increase in average class size:

- *BUSI-142 (20.8%)*

Courses with decreases in average class size:

- *BUSI-105 (-25.0%)*
- *BUSI-103 (-15.6%)*

Program Reflection:

Although BUSI 105 & BUSI 103 show decreases in average class size, they also have increased enrollment, so more sections have been added. All that being said, the average class size in the program has exceeded the average class size of 25.1 students per section across the institution during this period.

3. Fill Rate and Productivity

Fill Rate*			
	Enrollments*	**Capacity**	**Fill Rate**
2018-2019	561	610	92.0%
2019-2020	515	570	90.4%
2020-2021	628	690	91.0%
Three-Year Program Total	1,704	1,870	91.1%
Institutional Level	83,156	101,258	82.1%
Productivity*			
	FTES	**FTEF**	**Productivity**
2018-2019	56.6	3.2	17.7
2019-2020	55.3	3.0	18.4
2020-2021	63.7	3.7	17.2
Three-Year Program Total	175.6	9.9	17.7
Source: SQL Enrollment and Course Sections Files			

RPIE Analysis: Fill rates within the Business Administration Program tend to be higher than the fill rate at the institutional level. [Compare program-level rate of 91.1% to institution-level rate of 82.1% over the past three years.] Between 2018-2019 and 2019-2020, both enrollment and capacity decreased, resulting in a decrease in fill rate (due to a higher rate of decrease in enrollment). Between 2019-2020 and 2020-2021, both enrollment and capacity increased, resulting in a slight increase in fill rate.

Productivity ranged from 17.2 to 18.4 over the three-year period. [Productivity has not been calculated at the institutional level.] The three-year program productivity of 17.7 mirrors the target level of 17.5, which reflects 1 FTEF (full-time equivalent faculty) accounting for 17.5 FTES (full-time equivalent students) across the academic year. (This target reflects 525 weekly student contact hours for one full-time student across the academic year.)

**Note: Fill rates and productivity reported in the table do not include three Business Administration section offerings for summer terms over the past three years. As a result, the enrollment figures reported here might differ from those reported in Section I.A.1.*

Program Reflection:

Fill rates within the Business Administration Program tend to be higher than the fill rate at the institutional level.

The three-year program productivity of 17.7 mirrors the target level of 17.5.

4. Labor Market Demand

Economic Development Department Standard Occupational Classification Description (SOC Code): 41-9022, 43-000, 43-1000, 43-3031, plus the two SOC Codes associated with the first two occupational titles listed in the analysis below	Numeric Change in Employment	Projected Growth (% Change in Positions; 2018 Base Employment vs. 2028 Projected Employment)	Projected Number of Positions
Napa County (2018-2028)	+180	+1.5%	12,060
Bay Area[A] (2018-2028)	-4,510	-0.7%	630,760
California (2018-2028)	+6,000	+0.2%	3,022,700
Source: Economic Development Department Labor Market Information, Occupational Data, Occupational Projections (http://www.labormarketinfo.edd.ca.gov) *[A]Bay Area counties include: Alameda, Contra Costa, Marin, San Francisco, San Mateo, Santa Clara, Solano, and Sonoma. Figures also include San Benito County (reported with projections for Santa Clara County).*			

RPIE Analysis: The figures reported in the table above pertain to Standard Occupational Classifications for the following positions:

- *Marketing managers*
- *Sales managers*
- *Real estate sales agents*
- *Office and administrative support occupations*
- *Supervisors of office and administrative support workers*
- *Bookkeeping, accounting, and auditing clerks*

The Economic Development Department projects an increase of 180 positions for Napa County and a decrease of 4,510 positions for the Bay Area for the Business Administration Program by 2028 (compared to 2018). The increase in positions translates into a 1.5% increase for the industry within Napa County and a 0.7% decrease for the industry within the Bay Area (not including Napa County, 2018-2028). The projected growth for Napa County is higher than the projected growth in California.

Program Reflection:

- The Business Admin Department is partnered with Workforce Alliance of the North Bay and the State of California Employment Development Department. I stay current with civilian labor force and industry employment estimates in Napa County.

- Among Business Administration Program students, job placement rates have consistently exceeded the program-set standard (of 60%). The job placement rates have exceeded the stretch goal (of 75%) in two of the past three years.

B. Momentum

1. Retention and Successful Course Completion Rates

	Retention Rates (Across Three Years)			Successful Course Completion Rates (Across Three Years)		
Level	**Rate**	**Course Rate vs. Program Rate**		**Rate**	**Course Rate vs. Program Rate**	
		Above	**Below**		**Above**	**Below**
BUSI-100	89.6%	--	--	77.1%		X
BUSI-103	91.7%	X		77.5%		X
BUSI-105	90.1%	--	--	79.1%	--	--
BUSI-142	94.1%	--	--	84.3%	--	--
Program Level	90.0%			**79.2%**		
Institutional Level	90.3%			75.6%		

Source: SQL Enrollment Files
-- Indicates a value that is within 1% of the program-level rate.
Bold italics denote a statistically significant difference between the course-level rate and the program-level rate.
Bold denotes a statistically significant difference between the program-level rate and the institutional rate.
Note: Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

RPIE Analysis: Over the past three years, the retention rate for the Business Administration Program mirrored the rate at the institutional level. (The difference was not statistically significant.) The retention rates at the course level were not significantly different than the program-level rate. The retention rate for the Business Administration Program falls in the second quartile (Q2) among program-level retention rates (across 60 instructional programs, over the past three years). The retention rate for Business Administration falls within the 25%-50% range of retention rates among NVC programs.

Over the past three years, the successful course completion rate for the Business Administration Program was significantly higher than the rate at the institutional level. The retention rates at the course level were not significantly different than the program-level rate. The successful course completion rate for the Business Administration Program falls in the third quartile (Q3) among program-level successful course completion rates (across 60 instructional programs, over the past three years). The successful course completion rate for Business Administration falls within the 50%-75% range of successful course completion rates among NVC programs.

Over the past three years, the difference between retention and successful course completion at the program level (10.8%) was significantly lower than the difference at the institutional level (14.7%). This figure represents the proportion of non-passing grades assigned to students (i.e., grades of D, F, I, NP).

The following Business Administration courses claimed a difference (between retention and successful course completion) that exceeded 10%:

- *BUSI-103 (14.2%)*
- *BUSI-100 (12.5%)*
- *BUSI-105 (11.0%)*

Program Reflection:

BUSI 103 is offered asynchronously online. I was concerned we would see a decrease in enrollment & completion, but students at that level are successful with asynchronous classes. It also aligns with the overwhelming demand for online classes at California Community Colleges (Truong, Debbie. "Overwhelming online demand is reshaping California's community colleges" *Los Angeles Times* October 2022)

I was also surprised to see that BUSI 105 had a significant increase. The course was removed from area D1: English composition. This shows that Business Administration continues to be in great demand and in growth mode.

2. Student Equity

	Retention Rates (Across Three Years)		Successful Course Completion Rates (Across Three Years)	
	Program Level	**Institution Level**	**Program Level**	**Institution Level**
African American/Black*	90.5%	86.8%	65.1%	65.0%
Latinx/Hispanic			74.0%	72.6%
First Generation			77.6%	***74.4%***

Source: SQL Enrollment Files
Bold italics denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in ***bold italics***.
Shaded cells pertaining to retention rates indicate that statistically significant differences for those groups were not found at the institutional level.
Note: Grades of EW (Excused Withdrawal) for spring 2020 and beyond are not included in the calculations of the three-year retention and successful course completion rates reported above. This approach reflects the standard recommended research practice of not including EWs in either the numerator or the denominator for these rates.

RPIE Analysis: This analysis of student equity focuses on the three demographic groups with significantly lower retention and/or successful course completion rates found at the institutional level (vs. the corresponding rates among all other demographic groups, combined) over the past three years. Tests of statistical significance were conducted to compare program-level and institution-level rates among the three groups listed above.

Within the Business Administration Program, the retention rate among African American/Black students was higher than the rate at the institution level. (The difference was not statistically significant.)

Within the Business Administration Program, the successful course completion rate among African American/Black students mirrored the rate at the institutional level. The successful course completion rates among Latinx/Hispanics and First Generation students were higher than the corresponding rates at the institutional level. The difference between the program-level rate and institution-level rate among Latinx/Hispanics was statistically significant.

The pattern in the retention rate among African American/Black students deviates from the findings that emerged from the comparison of retention at the program level vs. the institutional level, where the program-level rate mirrored the institution-level rate (although the difference between the program-level and institution-level retention rates among African Americans/Blacks was not statistically significant). The pattern in the successful course completion rate among African American/Black students deviates from the findings that emerged from the comparison of successful course completion at the program and institutional levels, where the program-level rate was significantly higher than the institution-level rate. The pattern in successful course completion among Latinx/Hispanics and First Generation students reflects the findings that emerged from the comparison of program-level and institution-level rates. (See Section I.B.1 above).

Program Reflection:

The successful course completion rates among Latinx/Hispanics and First Generation students in the business administration program were higher than the corresponding rates at the institutional level. The difference between the program-level rate and institution-level rate among Latinx/Hispanics was statistically significant.

3. **Retention and Successful Course Completion Rates by Delivery Mode (of Courses Taught through Multiple Delivery Modes, i.e., In-Person, Hybrid, and Online)**

	Retention Rates (Across Two Years)			Successful Course Completion Rates (Across Two Years)		
	In-Person	Hybrid	Online	In-Person	Hybrid	Online
BUSI-100						
In-Person vs. Hybrid	89.2%	84.9%		76.0%	74.2%	
In-person vs. Online	89.2%		92.3%	76.0%		74.3%
Hybrid vs. Online		***84.9%***	92.3%		74.2%	74.3%
Program Total						
In-Person vs. Hybrid	89.2%	84.9%		76.0%	74.2%	
In-person vs. Online	89.2%		92.3%	76.0%		74.3%
Hybrid vs. Online		***84.9%***	92.3%		74.2%	74.3%
Institutional Total						
In-person vs. Hybrid	90.8%	94.1%		84.4%	84.9%	
In-person vs. Online	88.1%		88.6%	71.6%		71.7%
Hybrid vs. Online		85.7%	***82.2%***		69.2%	***63.4%***

Source: SQL Course Sections Files
This table compares student performance in courses offered through multiple delivery modes within the same academic year.
Bold italics denote a significantly lower rate within that delivery mode.
Note: The analysis of retention and successful course completion by delivery mode does not include spring 2020 – spring 2021 because most courses shifted to an online/hybrid delivery mode beginning in spring 2020 due to the COVID-19 pandemic (thereby blurring the distinction between delivery modes).

RPIE Analysis: Over the past three years, one course within the Business Administration Program has been offered through at least two delivery modes within the same academic year. As only course was identified, the program-level rates reflects the course-level rate for BUSI-100. In 2018-2019 and 2019-2020, BUSI-100 was offered through in-person, hybrid, and online formats. As BUSI-100 is the only course included in the analysis, the program-level rates are the same as the course-level rates reported in the table above.

Within the Business Administration Program:

- *The retention rate in hybrid sections was lower than the retention rate in in-person sections. (The difference was not statistically significant.) This pattern deviates from the findings at the institutional level, where the retention rate in in-person sections was lower than the rate in hybrid sections (although the difference was not statistically significant).*
- *The retention rate in in-person sections was lower than the retention rate in online sections. (The difference was not statistically significant.) This pattern deviates from the findings at the institutional level, where the retention rate in in-person sections reflected the rate in online sections.*
- *The retention rate in hybrid sections was significantly lower than the retention rate in online sections. This pattern deviates from the findings at the institutional level, where the retention rate in online sections was significantly lower than the rate in hybrid sections.*

Within the Business Administration Program:

- *The successful course completion rate in hybrid sections was lower than the successful course completion rate in in-person sections. (The difference was not statistically significant.) This pattern deviates from the findings at the institutional level, where the successful course completion rate in hybrid sections reflected the rate in in-person sections.*
- *The successful course completion rate in online sections was lower than the successful course completion rate in in in-person sections. (The difference was not statistically significant.) This pattern deviates from the findings at the institutional level, where the successful course completion rate in in-person sections mirrored the rate in online sections.*
- *The successful course completion rate in hybrid sections mirrored the successful course completion rate in online sections. This pattern deviates from the findings at the institutional level, where the successful course completion rate in online sections was significantly lower than the rate in hybrid sections.*

C. Student Achievement

1. Program Completion

	2018-2019	2019-2020	2020-2021
Degrees			
Business Administration: AS	7	10	10
Business Administration: AS-T	36	30	52
Institutional: AS Degrees	**386**	**408**	**408**
Institutional: AS-T Degrees	**93**	**128**	**136**
Average Time to Degree (in Years)+			
Business Administration: AS	*	4	4
Business Administration: AS-T	4	4	4
Institutional: AS	**4**	**4**	**3**
Institutional: AS-T	**4**	**4**	**4**

Source: SQL Award Files

*Time to degree/certificate within the program reported among cohorts with at least 10 graduates within the academic year. Asterisk indicates that data have been suppressed.

+Average time to degree/certificate was calculated among students who completed a degree/certificate within 10 years (between first year of enrollment at NVC and award conferral year). Among 2018-2019 completers, the average time to degree/certificate was calculated among students who enrolled at NVC for the first time in 2009-2010 or later. Among 2019-2020 completers, the average time to degree was calculated among students who enrolled at NVC for the first time in 2010-2011 or later.

<u>RPIE Analysis</u>: The number of AS degrees conferred by the Business Administration Program increased by 42.9% between 2018-2019 and 2020-2021. Over the same period, the number of AS degrees conferred by the institution increased by 5.7%. The Business Administration Program accounted for 1.8% of the AS degrees conferred in 2018-2019 and 2.5% of those conferred in 2020-2021. The average time to degree among Business Administration AS recipients in two of the past three years was four years, which reflects the institutional average of 3-4 years. [For 2018-2019, the average time to degree is not reported due to a small cohort size.]

The number of AS-T degrees conferred by the Business Administration Program increased by 44.4% between 2018-2019 and 2020-2021. Over the same period, the number of AS-T degrees conferred by the institution increased by 46.2%. The Business Administration Program accounted for 38.7% of the AS-T degrees conferred in 2018-2019 and 38.2% of those conferred in 2020-2021. The average time to degree among Business Administration AS recipients was four years, which reflects the institutional average.

Program Reflection:

A third of the graduates from NVC are from the Business Administration program. HOORAY!

Couple that with the 200% growth rate of the Accounting program and growing number of students enrolled in Entrepreneurship courses signifies the entire program is in significant growth mode.

2. Program-Set Standards: Job Placement and Licensure Exam Pass Rates

Measure	Program-Set Standard* (& Stretch Goal)	Recent Performance			
		Year 1	Year 2	Year 3	Three-Year Total
Job Placement Rate	60% (75%)	63.2%	81.0%	80.8%	75.8%
Licensure Exam Pass Rate	Licensure exams are not required for this program				
Sources: Perkins IV Core 4 Employment data for Program (TOP Code: 0505) for job placement rates (https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_CoreIndi_TOPCode.aspx); *Program-set standards and stretch goals reported in the table are the standards and goals established in 2019.					

RPIE Analysis: Among Business Administration Program students, job placement rates have consistently exceeded the program-set standard (of 60%). The job placement rates have exceeded the stretch goal (of 75%) in two of the past three years.

Program Reflection:

Napa County has a 2.8% unemployment rate. Compare that with the 4.1% state average Napa County job placement efforts have been successful. (source www.labormarketinfo.edd.ca.gov)

II. CURRICULUM

A. Courses

Subject	Course Number	Date of Last Review *(Courses with last review dates of 6 years or more must be scheduled for immediate review)*	Has Prerequisite* Yes/No	In Need of Revision *Indicate Non-Substantive (NS) or Substantive (S)* ***& Academic Year***	To Be Archived *(as Obsolete, Outdated, or Irrelevant)* **& Academic Year**	No Change
BUSI	90A				Archived 6/17	
BUSI	90B				Archived 6/17	
BUSI	90C				Archived 6/17	
BUSI	100	06/01/18	No	No		X
BUSI	103	08/13/21	No	No		X
BUSI	105	08/13/21	No	No		X
BUSI	142	06/01/18	No	No		X
BUSI	170				Archived 1/18	
BUSI	176				Archived 6/17	
BUSI	177				Archived 6/17	
BUSI	185				Archived 6/19	
BUSI	199				Archived 3/18	
BUSI	242				Archived 8/18	

*As of fall 2018, prerequisites need to be validated (in subsequent process) through Curriculum Committee.

B. Degrees and Certificates[+]

Degree or Certificate & Title	Implementation Date	Has Documentation Yes/No	In Need of Revision+ *and/or Missing Documentation* **& Academic Year**	To Be Archived* *(as Obsolete, Outdated, or Irrelevant)* **& Academic Year**	No Change
Business Admin AS T	08/12/22	yes	no	no	X
Business Admin AS	08/12/22	yes	no	no	X
Business Office Admin AS				Archived SP 2018	
Business Office Asst. CoA				Archived SP 2018	
Business Software Skills Cert				Archived SP 2018	

Business Information Worker				Archived SP 2018	
Advanced Microsoft Skills CoA				Archived SP 2018	
Beg. Microsoft Office Software Local Cert				Archived SP 2018	

*As of fall 2018, discontinuance or archival of degrees or certificates must go through the Program Discontinuance or Archival Task Force.

[+]Degrees and Certificates cannot be implemented until the required courses in them are approved and active.

Program Reflection:

By archiving outdated courses and redundant degrees, we were able to streamline the program offerings and make it easier for students to choose a program and complete it.

III. LEARNING OUTCOMES ASSESSMENT

A. Status of Learning Outcomes Assessment

Learning Outcomes Assessment at the Course Level

	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
Number of Courses	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
4	4	4	100%	100%

Learning Outcomes Assessment at the Program/Degree/Certificate Level

Degree/Certificate	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
Business Administration: AS-T	4	4	4	100%	100%
Business Administration: AS	4	4	4	100%	100%

Program Reflection:

I spent a great deal of time mapping the program learning outcomes and student outcomes so that they aligned.

B. Summary of Learning Outcomes Assessment Findings and Actions

No action required. Assessments are up to date.

Program Reflection:

See above.

IV. PROGRAM PLAN

Based on the information included in this document, the program is described as being in a state of:

- O Viability
- O Stability
- X Growth

*Please select ONE of the above.

This evaluation of the state of the program is supported by the following parts of this report:

Business Administration Program is in significant growth mode.

- The number of AS degrees conferred by the Business Administration Program increased by 42.9% between 2018-2019 and 2020-2021.
- The number of AS-T degrees conferred by the Business Administration Program increased by 44.4% between 2018-2019 and 2020-2021.
- The Business Administration Program accounted for 38.7% of the AS-T degrees conferred in 2018-2019 and 38.2% of those conferred in 2020-2021.

Complete the table below to outline a three-year plan for the program, within the context of the current state of the program.

Program: Business Administration
Plan Years: 2022-2023 through 2024-2025

Strategic Initiatives Emerging from Program Review	Relevant Section(s) of Report	Implementation Timeline: Activity/Activities & Date(s)	Measure(s) of Progress or Effectiveness
Current there is a lack of engagement with the Alpha Beta Gamma honors Club. A faculty stipend or reassign time	Retention and Successful Course Completion Rates	To be discussed with CEWD Dean.	Increase in engagement with honor students

would help grow the honors club and help improve the participation.			
Create Associate in Science in Business Administration for Transfer Degree 2.0 as outlined by the California Community Colleges TMC	Retention and Successful Course Completion Rates	In progress to be approved fall 2022	Student completions of the 2.0 degree
Create a partnership with American Canyon High School through a College and Career Access Pathways (CCAP) partnership with Napa Valley Unified School District and the Napa County Office of Education for BUSI 100.	Retention and Successful Course Completion Rates	In progress to be awarded spring 2022	Student completions of BUSI 100

Describe the current state of program resources relative to the plan outlined above. (Resources include: personnel, technology, equipment, facilities, operating budget, training, and library/learning materials.) Identify any anticipated resource needs (beyond the current levels) necessary to implement the plan outlined above.

Note: Resources to support program plans are allocated through the annual planning and budget process (not the program review process). The information included in this report will be used as a starting point, to inform the development of plans and resource requests submitted by the program over the next three years.

Description of Current Program Resources Relative to Plan:

A faculty stipend or reassign time would help grow the ABG honors club and help improve the participation.

- **Institutional improvement needed:**
  Business high school dual enrollment numbers were collected from a SQL report of Student Enrollments based on Student Type. However, the numbers are inconsistent between the SQL extract and rosters from a Colleague Section Roster (SROS) report, where multiple students are clearly identified as having high school status.

V. PROGRAM HIGHLIGHTS

A. Recent Improvements

By archiving outdated courses and redundant degrees we were able to streamline the program offerings and make it easier for students to choose a program and complete it Additionally, this ensures we do not have redundancy with our noncredit offerings and our partnering Adult School. We know have clear transitions and pathways between our offerings.

B. Effective Practices

- Continued responsiveness to industry and student needs.
- Supporting faculty work & industry connections
- Strong linkages with business & community needs
- Monitoring legislation
- Monitoring industry trends
- Development of BUSI 100 CCAP course with American Canyon High School

Feedback and Follow-up Form

Completed by Supervising Administrator:

Date:

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum:

Areas of concern, if any:

Recommendations for improvement:

Anticipated Resource Needs:

Resource Type	**Description of Need (Initial, Including Justification and Direct Linkage to State of the Program)**
Personnel: Faculty	
Personnel: Classified	
Personnel: Admin/Confidential	
Instructional Equipment	
Instructional Technology	
Facilities	
Operating Budget	
Professional Development/ Training	
Library & Learning Materials	