SOLANO COLLEGE ACADEMIC PROGRAM REVIEW

BUSINESS, MANAGEMENT, and MARKETING

2017-2018

Assessment Schedule

The following assessment schedule outlines in which year program reviews, curriculum reviews, and student & program learning assessments take place.

School of Applied Technology and Business

2016-2017 – SLO and PLO Assessments
2017-2018 – Program Review
2018-2019 – SLO Assessments
2019-2020 – PLO Assessments+ Abridged Program Review (CTE)
2020-2021 – Curriculum Review
2021-2022 – SLO Assessment + Abridged Program Review (CTE)

School of Health Sciences & Counseling

2016-2017 – SLO Assessments
2017-2018 – SLO Assessments + Abridged Program Reviews (CTE)
2018-2019 – SLO and PLO Assessments
2019-2020 – Program Review
2020-2021 – SLO Assessments
2021-2022 –Curriculum Review + Abridged Program Review

School of Social & Behavioral Sciences

2015-2016 – Curriculum Review
2016-2017 – SLO Assessments
2017-2018 –SLO Assessments + Abridged Program Review
2018-2019 – SLO and PLO Assessments
2019-2020 – Program Review
2020-2021 – SLO Assessments
2021-2022 – Curriculum Review+ Abridged Program Review (CTE)

School of Math & Sciences

2015-2016 – Curriculum Review (1st half), Program Review (2nd half)
2016-2017 –SLO Assessments (1st half), Curriculum Review (2nd half)
2017-2018 – SLO Assessments
2018-2019 – SLO and PLO Assessments + Abridged Program Reviews (CTE)
2019-2020 – Any outstanding PLO/SLO assessments
2020-2021 – Program Review (all)
2021-2022 – SLO Assessments

School of Liberal Arts and Library

2015-2016 – Program Review
2016-2017 – SLO Assessment
2017-2018 – Curriculum Review + Abridged Program Reviews (CTE)
2018-2019 – SLO Assessments
2019-2020 – PLO Assessments + Abridged Program Reviews (CTE)
2020-2021 – Any outstanding SLO/PLO Assessments
2021-2022 – Program Review

CONTENTS

Appendix A: Catalog Program Descriptions
Appendix B: Catalog Course Descriptions
Appendix C: Library Collection Assessment
Appendix D: Advisory Committee Minutes

PROGRAM OVERVIEW & MISSION

1.1 Introduction. Introduce the program. Include the program's catalogue description, its mission, the degrees and certificates offered (including the courses required for the degrees). Include the names of full-time faculty, adjunct faculty, and classified staff. Give a brief history of the program and discuss any recent changes to the program or degrees (Limit to 2-3 pages).

See Appendix A for 2016-17 catalog descriptions of the following programs:

- Associate in Science in Business Administration for Transfer (AS-T)
- Business (General), Transfer
- Business-Insurance: Property & Casualty
- Insurance Specialist Job-Direct Certificate
- Management
- Retail Management
- Small Business Management
- Marketing

The School of Applied Technology & Business is pleased to present the consolidated Program Review for Business, Management and Marketing. These three programs have been consolidated because many of the core courses are similar, they are under the umbrella of business administration, and it is cost effective and efficient to complete all three programs at the same time. All three of these programs have similar challenges and opportunities which are addressed in this program review. In many cases you will find the same information in each program which allows for review of each programs separately or together, but you will have a full review of each program.

The **Business Program** is one of our largest programs. The Management and Marketing programs are considerably smaller and in need of restoration. The substantial difference between the three programs is that the Business program is the only program that has an Associate Science Transfer (AS-T) Degree that was approved by the state chancellor in May of 2015. All three programs have certificates of achievement and associate in science degrees. Each program has specific components offered. The Business program has a Business-Insurance: Property & Casualty component.

The **Management Program** at Solano Community College offers students the opportunity to learn valuable skills that make great leaders, as well as effective communicators. The Management program includes two components which are Retail Management and Small Business Management. A Certificate of Achievement and Associate in Science Degree are available in the Management and Small Business Management programs.   The Management program is designed to emphasize training to improve thought processes and to provide familiarity with the analytical tools of management, sound decision-making and how to get things done through and with people. The Small Business Management option is a specialty within the business administration program. This program is designed for those planning to start their own business, buy an existing business, buy a franchise, or who already own their own

business. The Retail Management program is designed to serve the needs of employers within the retail industry. The program provides the knowledge and skills needed to prepare students for both entry level jobs and upward mobility opportunities in this dynamic and ever-changing segment of our economy. These Programs are designed to emphasize concepts, and practical skills necessary to be successful using a systematic approach that focuses on the integration of theoretical and practical skills for professional and career development.

The **Marketing Program** at Solano College provides a core of business skills along with specific training in marketing and management for employment in sales, customer service, advertising, promotion and other marketing functions and activities.

Students complete course work that emphasizes advertising, marketing segmentation and strategies, branding and product services development, sales, management evaluation, marketing communication, pricing, promotions, distribution, market research, e-marketing, analyzing marketing data, consumer behavior, social media marketing, and global marketing. Career paths include marketing manager, advertising sales agent, marketing researcher, market analyst, and e-marketing specialist.

The Marketing Program offers a Certificate of Achievement/Associate Degree. The challenge of the Marketing program is that it is not a transferable degree, but with more faculty, and more courses offered, we could create a more robust Marketing program to attract students.

The programs have achieved great milestones over the past several years, but have experienced significant loss of faculty and reduction in students' enrollment. The lack of full time faculty has resulted in fewer course offerings and fewer student completions. Additional full time faculty will greater support running the programs to sustain themselves and achieve the various goals listed in their program reviews. With more faculty we can collectively strategize the needs of students, industry and bring our programs into a healthier condition. Listed below are a few of the many tasks we have initiated and are considering, but will require additional faculty and resources to sustain:

- CA State Prison – Solano (CSPS) course in the prison
- Business Information Worker Pathway to Success
- Retail Management Certificate college transfer credit earned lead toward AA/AAS and BA degree programs.
- Associate Science Transfer (AS-T) Degree Program
- Block schedule
- Student Business, Management and Marketing Clubs

Each one of these undertakings will add value to our programs and allow us to attract more students to fill and increase course sections offered to generate more Full Time Equivalent Students (FTES).

The Management Program currently has one full-time faculty and two adjunct business professors. LaVonne Slaton is the full-time faculty and she teaches all business, management and

marketing discipline courses. The two adjunct business professors are Alison Bolton and Michael Garnier and they both have master's degrees and expertise in management. Our Management professors have extensive business experience.

1.2 Relationship to College Mission. Describe two or three components of your program that embody the college's mission: "Solano Community College's mission is to educate a culturally and academically diverse student population drawn from our local communities and beyond. We are committed to helping our students achieve their educational, professional, and personal goals. Solano transforms students' lives with undergraduate education, transfer courses, career-and-technical education, certificate programs, workforce development and training, basic-skills education, and lifelong-learning opportunities." (Limit to 1-2 paragraphs)

The **Business, Management, and Marketing Programs'** mission aligns with the overall mission of the college. We educate a culturally and academically diverse student population drawn from our local communities and beyond. We are committed to helping our students achieve their educational, professional, and personal goals. Whether students are seeking employment with a large corporation, a small organization or want to own their own business, having fundamental business administration skills and the ability to apply them effectively will be important ingredients for success. Our curricula are centered on these business skills, workforce development and training, and transfer-level education. We have excellent faculty dedicated to teaching, innovative programs, broad curricula, and serving and responding to the complex needs of all students at Solano Community College. We support the College strategic goals by offering day, evening and weekend instruction at several campus locations to strengthen community connection and maximize student access. We also optimize the resources and foster excellence in learning by encouraging students to take advantage of the extensive counseling and advising services, free tutoring services to develop better study skills, and the job placement and financial aid services available. The Business Program is dedicated to supporting the College's mission and strategic goals.

In Fall 2014, SCCD entered into a Memorandum of Understanding with CA State Prison –Solano (CSPS) to provide correspondence courses in the prison. In response to a request from the Chancellor's Office and CA Department of Corrections and Rehabilitation, beginning Fall 2015, the college began offering face-to-face Business courses leading to an Associate Degree for Transfer (ADT) in Business and an Associate Degree or certificate in Small Business Management.

In Spring 2016, we entered into another MOU with CA Medical Facility (CMF), another state prison adjacent to CSPS, to provide classes leading to an Associate Degree for Transfer (ADT). Enrollment is limited due to the size of classrooms at the two state prisons.

1.3 Enrollment. Utilizing data from Institutional Research and Planning (ITRP), analyze enrollment data. In table format, include the number of sections offered, headcounts, and the full-time equivalent enrollment (FTES) for each semester since the last program review cycle. If data is available for the number of declared majors in the discipline, please include as well. Compare

the enrollment pattern to that of the college as a whole and explain some of the possible causal reasons for any identified trends. For baccalaureate programs, include any upper division general education courses as part of the analysis. Also, address the efficacy of recruitment and student placement in the program including any collaborations with other colleges.

The Business course offerings pattern remained relatively consistent over the past five years, with a drop in FTES for Business and an increase in Management. To increase enrollment there are plans to participate in college promotional events to inform the community of the business programs and courses available. We will also consider reestablishing a DECA club (also known as Collegiate DECA, and previously known as Delta Epsilon Chi and Distributive Education Club of America). This is an international association of high school and college students. The organization prepares students for careers and education in marketing, finance, hospitality, management and other business areas.

|	Spring				
	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
Sections Offered					
Business	24.000	25.000	23.000	23.000	18.000
Management	4.000	3.000	3.000	3.000	5.000
Marketing	1	1	1	1	1
Headcount					
Business	536	485	493	471	403
Management	91	72	76	80	132
Marketing	28	29	34	30	
FTES					
Business	55.95	50.68	48.76	48.36	39.37
Management	9.300	8.300	7.600	9.000	14.937
Marketing	2.8000	2.9000	3.4000	3.0000	

FTES Pattern Business

Chart shows total percent change by Semester within Business (line) and total for college (bar)
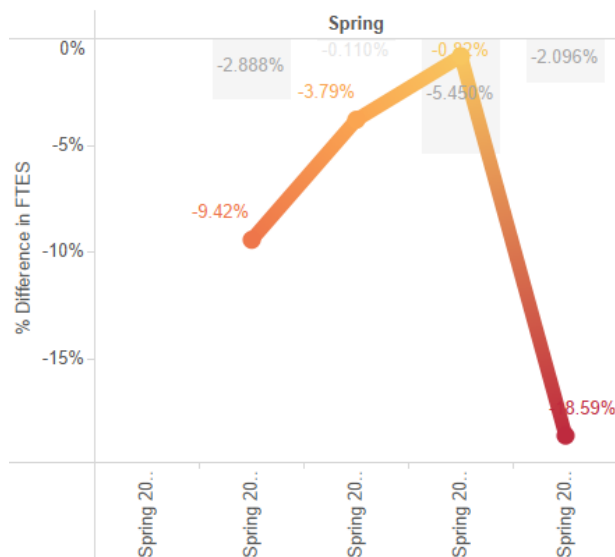
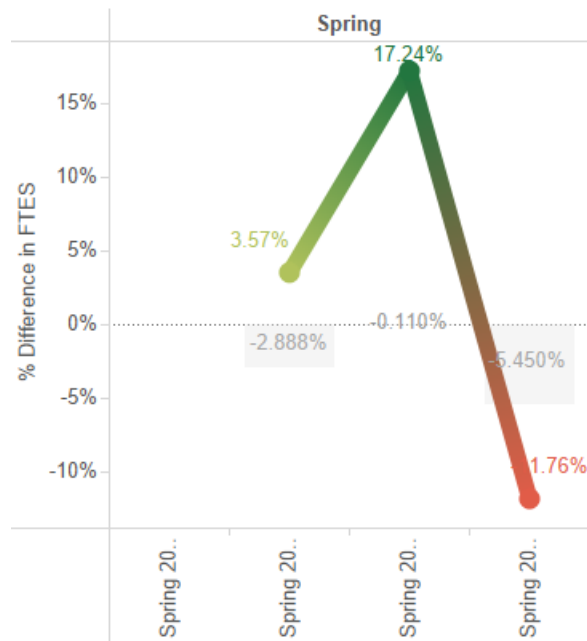
FTES Pattern Management

Chart shows total percent change by Semester within Management (line) and total for college (bar)
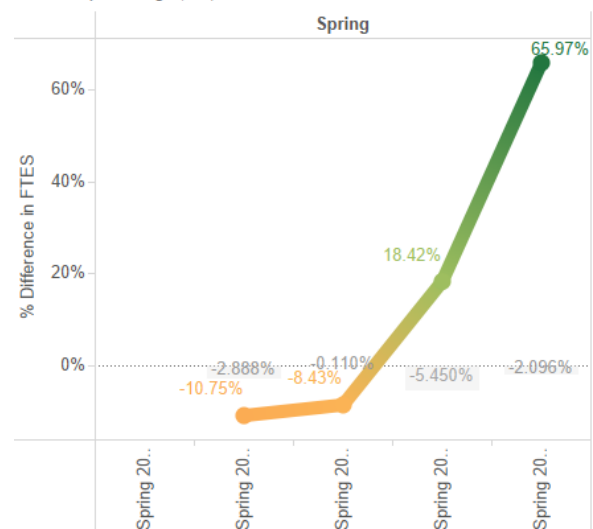
Sections, headcount, and FTES in Management have risen dramatically.

FTES Pattern Marketing

Chart shows total percent change by Semester within Marketing (line) and total for college (bar)

Spring

The Marketing Program enrollment pattern has fluctuated from Spring 2014 to Spring 2016. This cycle is due to a number of factors, including a very limited number of faculty/ Marketing specialists and increased cost of tuition and textbooks. Another major factor of declining Marketing enrollment is that the marketing courses are not transferable; four year colleges will not accept them because they consider marketing an upper division course. Consequently, there are very few marketing jobs for individuals with an AA in marketing. Students have been surveyed as to why they do not take marketing courses and for many the reason is that the courses are not transferable. This situation is system wide throughout California, even though we use the same textbook and teaching materials. Workshops have been attended to discuss the "Declining Enrollment in Marketing" and how we can increase it. The major challenge discussed at these workshops is that we cannot articulate a transfer model for marketing. All community colleges system wide are facing this challenge.

Data on declared majors is shown on the charts on the next page.

Declared Majors - Business

Upper chart shows total headcount by major (bar color) for students taking courses in Business
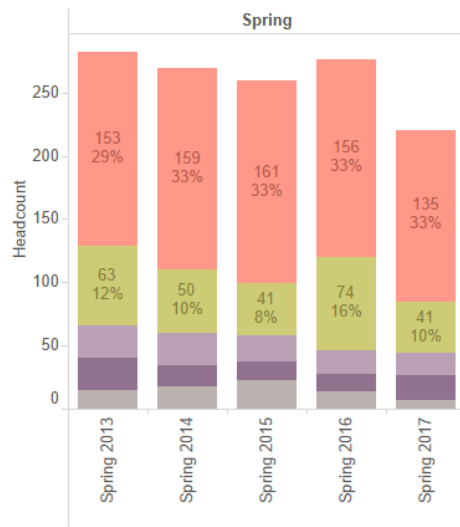
Major Description
- Business General
- Undeclared
- Accounting
- CIS-Computer Programming
- OT: Admin Assist

Declared Majors - Management

Upper chart shows total headcount by major (bar color) for students taking courses in Management
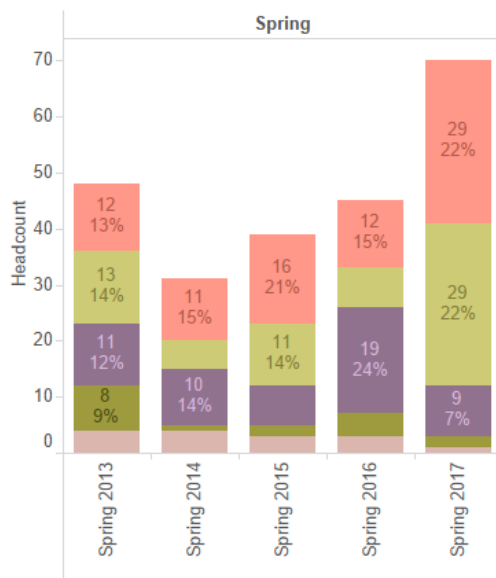
Declared Majors - Marketing

Upper chart shows total headcount by major (bar color) for students taking courses in Marketing
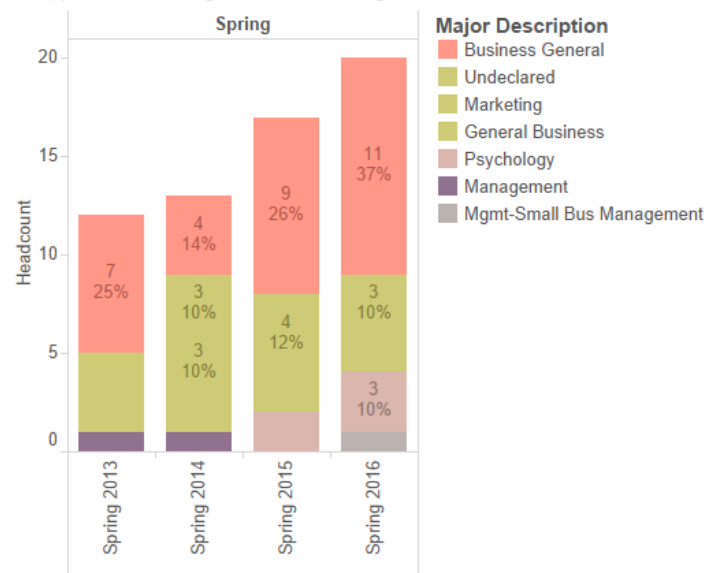
Major Description
- Business General
- Undeclared
- Marketing
- General Business
- Psychology
- Management
- Mgmt-Small Bus Management

Approved by Academic Senate on 12/05/16

1.4 Population Served. Utilizing data obtained from Institutional Research and Planning, analyze the population served by the program (gender, age, and ethnicity) and discuss any trends in demographic enrollment since the last program review. Explain possible causal reasons for these trends, and discuss any actions taken by the program to recruit underrepresented groups.

Gender population data:

Pop Served Gender (Business)

Chart shows % headcount by gender (triangle represents within discipline, grey bar within institution). Disproportionate impact (80% of institution percentage) is noted in triangle color.
Only shows student groups greater than 20 students

Pop Served Gender (Management)

Chart shows % headcount by gender (triangle represents within discipline, grey bar within institution). Disproportionate impact (80% of institution percentage) is noted in triangle color.
Only shows student groups greater than 20 students
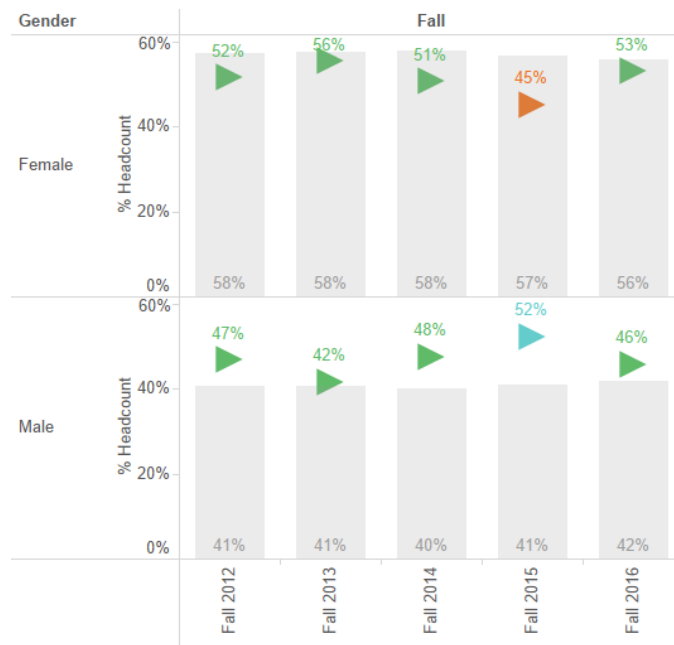
The ratio of female to male students in business, management, and marketing classes is similar to the ratio at the college as a whole. A slightly higher number of women enrolled in marketing classes in the last few years than college-wide.

Pop Served Gender (Marketing)

Chart shows % headcount by gender (triangle represents within discipline, grey bar within institution). Disproportionate impact (80% of institution percentage) is noted in triangle color.
Only shows student groups greater than 10 students

Age population data:

Pop Served Age (Business)

Chart shows % headcount by age group (triangle represents within discipline, grey bar within institution). Disproportionate impact (80% of institution percentage) is noted in triange color. Only shows student groups greater than 18 students

Pop Served Age (Management)

Chart shows % headcount by age group (triangle represents within discipline, grey bar within institution). Disproportionate impact (80% of institution percentage) is noted in triange color. Only shows student groups greater than 7 students

The age of students enrolled in Business courses parallels the age distribution across the college as a whole. Older students are taking Management and Marketing courses.
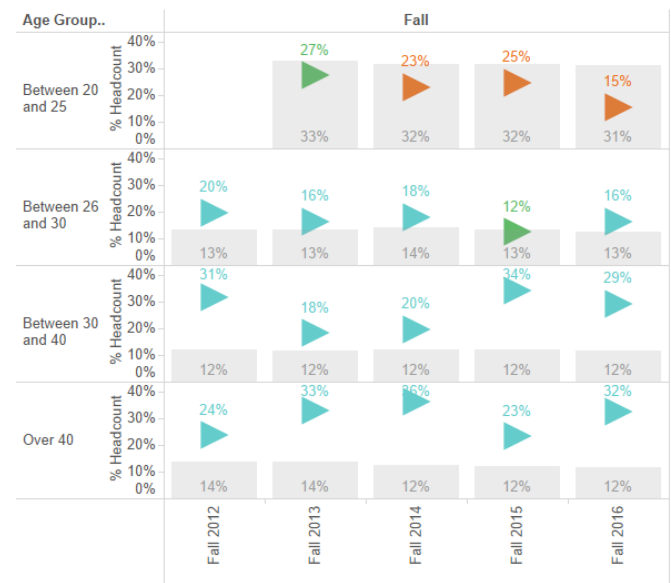
Pop Served Age (Marketing)

Chart shows % headcount by age group (triangle represents within discipline, grey bar within institution). Disproportionate impact (80% of institution percentage) is noted in triange color. Only shows student groups greater than 7 students

Ethnicity population data:
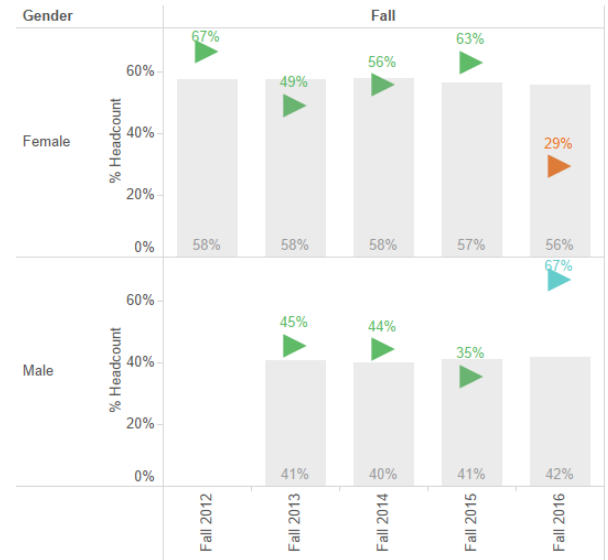
Pop Served Ethnicity (Business)

Chart shows % headcount by ethnicity (triangle represents within discipline, grey bar within institution). Disproportionate impact (80% of institution percentage) is noted in triange color.
Only shows student groups greater than 20 students
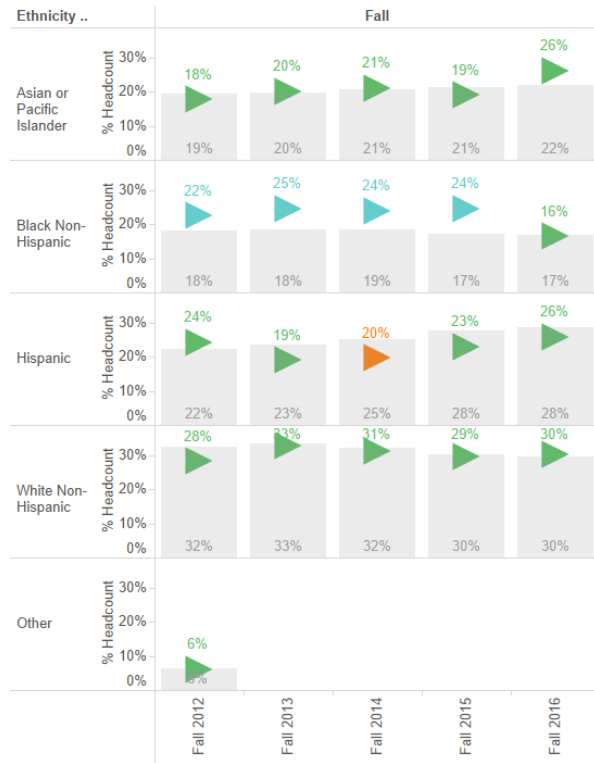
Business,

Pop Served Ethnicity (Marketing)

Chart shows % headcount by ethnicity (triangle represents within discipline, grey bar within institution). Disproportionate impact (80% of institution percentage) is noted in triange color.
Only shows student groups greater than 7 students
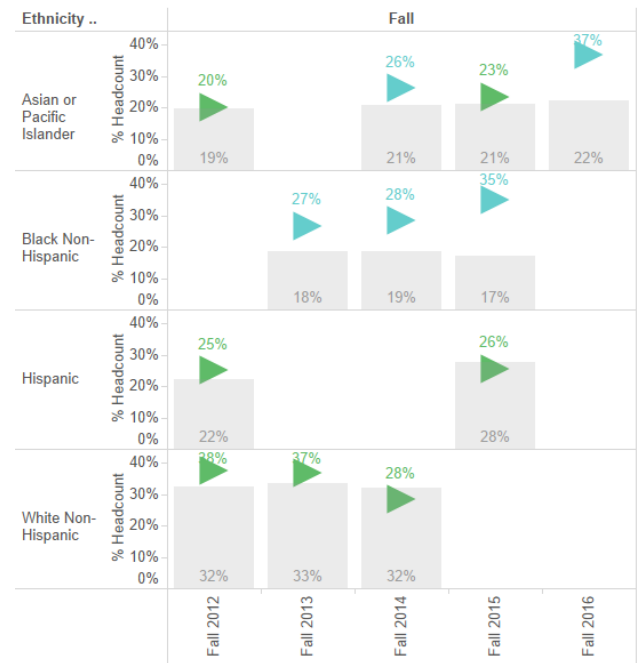
Management, and Marketing courses enroll more Black students than the college as a whole, and
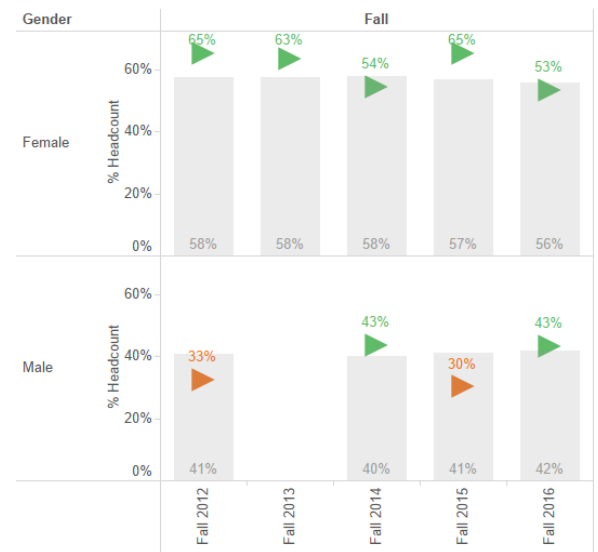
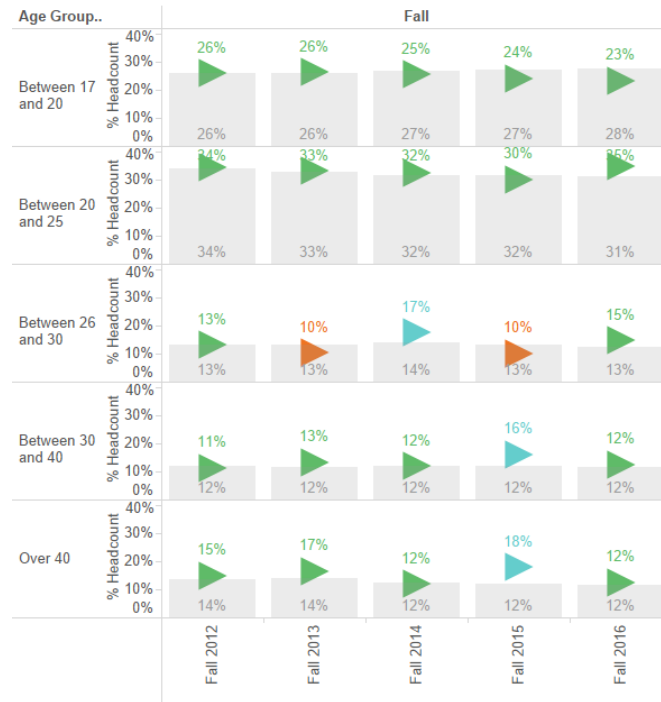**Pop Served Ethnicity (Management)**

Chart shows % headcount by ethnicity (triangle represents within discipline, grey bar within institution). Disproportionate impact (80% of institution percentage) is noted in triange color.
Only shows student groups greater than 7 students

marketing courses also enroll more Asian/Pacific Islander students.

1.5 Status of Progress toward Previous Goals and Recommendations. Report on the status of goals or recommendations identified in the previous program review or in the most recent update. (Please ensure your goals are updated at least yearly.) For status, note if completed, suspended, in progress, or now part of routine department activities. In-progress goals should be added to Table 4.

Table 1. Status of Previous Goals (2015)

Program Goals	Planned Action (s)	Status
Revise degree/certificate	Update Marketing Program required reports and procedures; Develop a check list of required reports and deadlines for the Programs to update	**In progress**
Revise degree/certificate	Review and update the Retail Management Certificate Courses and Outcomes Curriculum for the "ideal" 8-course program.	**Completed**
Assessment Goals	Planned Action (s)	Status
Update/assess SLOs	Review courses offered and SLOs to update and improve curriculum. Review the check list of scheduled SLO reviews and update courses based on review.	**Completed**
Curriculum Goals	Planned Action (s)	Status
Delete/modify course(s)	Continuing to explore feasibility of offering the Small Business Management program online by gathering statistics available.	**In progress; a bootcamp was offered in 2016**
Create new course(s)	Create a Financial Management & Budgeting Course to align with the Degree for Business Professionals	**In progress**
Campus & Community Integration/Outreach Goals	Planned Action (s)	Status
Expand advertising	Network with Departments and Community to increase interest in programs. Participate in College, High School and Community events. The College needs to develop new and better ways to communicate course offering and program benefits. Develop a marketing plan. Continue to examine possible linkages e.g. with local high school, tech-prep program, the bio-tech program and work programs.	**Ongoing**

Other	Identify and recruit members to schedule meeting with Advisory Committee	**Completed; will combine with CTE "Doing What Matters" group events**
Other	Develop ways to increase enrollment and courses offered; Gather information from statistics, advisory committee, other resources and develop a plan to increase enrollment and courses offered	**In progress**
Student Equity & Success Goals	Planned Action (s)	Status
Other	Create a student questionnaire; review possible questionnaire and develop one for Business	**Completed; still need to administer survey**
Professional Development Goals	Planned Action (s)	Status
No professional development goals at this time		
Human Resources Goals	Planned Action (s)	Status
Current staffing is adequate; no HR goals at this time		
Technology & Equipment Goals	Planned Action (s)	Status
Technology and equipment are up-to-date; no goals at this time		
Facilities Goals	Planned Action (s)	Status
Facilities are up-to-date; no goals at this time		
Library Resource Goals	Planned Action (s)	Status
Library resources are up-to-date; no goals at this time		
Other Resource Goals	Planned Action (s)	Status

1.6 Previous Program Review Goals Leading to Improvement. Describe any improvements that were made to the program based on the previous program review goals. Include any available data/evidence about how those improvements had a positive impact on student access and/or student success.

The department has many goals underway, as the program review was last completed recently. Improvements are pending and will be reported in the next program review cycle.

1.7 Future Outlook. Describe both internal and external conditions expected to affect the future of the program in the coming years. Include labor market data as relevant for CTE programs. The California Labor Market website allows employment projections by occupation at the state and county level: http://www.labormarketinfo.edd.ca.gov/ "Cal-PASS Plus offers longitudinal data charts, detailed analysis of pre-K through 16 transitions and workplace outcomes, information and artifacts on success factors, and comparisons among like universities, colleges, K-12 school systems and schools": https://www.calpassplus.org/ . (Limit to one page or less.)

Following is the OES Employment and Wages Data Table for the first quarter of 2016:

Geographic Area Name	SOC Code	Occupational Title	May 2015 Employment Estimates	Mean Hourly Wage	Mean Annual Wage	Mean Relative Standard Error (1)	25th Percentile Hourly Wage	50th Percentile (Median) Hourly Wage	75th Percentile Hourly Wage
California Statewide	13-0000	Business and Financial Operations Occupations	878,080	$40.32	$83,874	0.40	$26.65	$35.92	$48.58

Source: State of CA Employment Development Department, http://www.labormarketinfo.edd.ca.gov/data/oes-employment-and-wages.html#Tool

Following is the Projection of Employment by Occupation, 2014-2024, California Employment Development Department:

TOP Code(s):

- 050100   Business and Commerce, General

Geography: California
Includes: All California Counties

Annual Job Openings by Occupation

SOC Code	Occupation Title (Linked to "Occupation Profile")	2014 Employment	Annual Job Openings (1)
113011	Administrative Services Managers	41,300	1,410
251011	Business Teachers, Postsecondary	6,400	210
111011	Chief Executives	43,000	980
119021	Construction Managers	46,900	1,550
131051	Cost Estimators	25,600	1,340
111021	General and Operations Managers	268,700	11,000
113051	Industrial Production Managers	19,600	640
131111	Management Analysts	119,000	4,440
119199	Managers, All Other	100,500	3,530
112022	Sales Managers	67,700	2,470
119151	Social and Community Service Managers	16,100	720
113071	Transportation, Storage, and Distribution Managers	15,100	540
	Total	769,900	28,830

(1) Total Job Openings are the sum of new jobs from growth plus net replacements. Annual job openings are total job openings divided by the number of years in the projection period.

Source: http://www.labormarketinfo.edd.ca.gov/commcolleges/Projections.asp

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According to the California Employment Development Department, Labor Market Divisions' website that list the occupations with the most opening for the State of California employment of business administrative service managers is projected to grow 12 percent from 2012 to 2022, about as fast as the average for all occupations. Business Administration skills will remain important in a wide range of industries. Contract administrators are expected to be in demand as organizations contract out many services, such as food services, janitorial services, grounds maintenance and equipment repairs.

The new Small Business Development center director is excited to work with us in developing a certificate and degree in entrepreneurship, also they will endeavor in our CTE classes for the non-business majors for example welding and cosmology. To meet the growing demand additional faculty will be needed to provide the courses to gain the business administration skills and degree required.

According to the California Employment Development Department, Labor Market Divisions' website that list the occupations with the most opening for the State of California employment of marketing managers is projected to grow 13 percent from 2012 to 2022, about as fast as the average for all occupations. Marketing positions related to advertising, promotional, and marketing campaigns will continue to be essential for organizations as they look to maintain and expand their share of the market.

Marketing managers will be needed to plan, direct, and coordinate advertising and promotional campaigns, as well as to introduce new products to the marketplace. They will also be needed to manage digital media campaigns, which often target customers through the use of websites, social media, or live chats. Because marketing managers and their departments are important to an organization's revenue, marketing managers are less likely to be let go than other types of managers. Marketing managers will continue to be in demand as organizations seek to market their products to specific customers and localities. Advertising, promotions, and marketing manager positions are highly desirable and are often sought by other managers and experienced professionals. As a result, strong competition is expected. With Internet-based advertising becoming more important, advertising managers who can navigate the digital world should have the best prospects. The internal factors that will affect the Marketing program are not enough faculty and not being able to hire qualified faculty to teach.

Career Technical Education Planning
(Non-CTE program proceed to Section 2, Assessment.)

1.8 Advisory Boards/Licensing (if applicable). Describe how program planning has been influenced by advisory board/licensing feedback. How often are advisory board meetings held, provide membership information and what specific actions have been taken. Attach minutes from the past two years in an appendix.

The curriculum has not been influenced recently by advisory committee recommendations. Advisory meetings were not held regularly but an advisory board has been reconstituted and will

meet once a semester. Members of the advisory board include local business owners, associations, students and members of the community. The advisory committee meetings took place as part of the "Doing What Matters" events sponsored by CTE. There are no minutes from these past events; however, we will record notes from future events, including names of relevant participants.

1.9 Core Indicator Report. Review the Perkins core indicator reports for your TOP code: https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx . What are the areas of needed improvement? What efforts have you already made and/or plan to make to support students in these areas? (Limit to 1-2 paragraphs)

		Core 1 Skill Attainment	Core 2 Completion	Core 3 Persistence	Core 4 Employment	Core 5a NT Participation	Core 5b NT Completion
⊟ 05	BUSINESS AND MANAGEMENT	82.56	98.25	97.49	80.26	40.00	44.75
⊞ 0501	BUSINESS AND COMMERCE, GENERAL	100.00		87.50	100.00	62.50	
⊞ 0502	ACCOUNTING	94.62	97.18	96.92	87.50	39.23	43.18
⊞ 0505	BUSINESS ADMINISTRATION	56.52	100.00	100.00	85.71	53.62	53.62
⊞ 0506	BUSINESS MANAGEMENT	100.00	100.00	100.00	60.00	44.44	55.56
⊞ 0509	MARKETING AND DISTRIBUTION	66.67	50.00	100.00	50.00		
⊞ 0511	REAL ESTATE	90.00	100.00	95.00	75.00		
⊞ 0512	INSURANCE	0.00	100.00	100.00	100.00		

Performance Rate Less Than Goal is Shaded
Total Count is 10 or Greater
Total Count is Less Than 10

 Source: https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_coreIndi_TOPCode.aspx#P2e87d5c171724616bb8faf8c31a433bf_22_116iT0R6R0x4

ASSESSMENT

Program Learning Outcomes

2.1 PLOs and ILOs. Using the table provided, list the Program Learning Outcomes (PLOs) and which of the institutional learning outcomes (ILOs) they address. In the same table, specifically state (in measurable terms) how your department assesses each PLO. State the course(s) and assignment(s) where the PLOs are measured. Additionally, please review the PLOs in the college catalogue to ensure they are accurate. If they are not, be sure to add as a goal (Table 4) plans to change PLOs in CurriCUNET and contact the curriculum office to ensure they are updated in the catalogue.

Table 2a-1. Program Learning Outcomes, Business and Management

Program Learning Outcomes	ILO	How PLO is assessed
1. Demonstrate oral and written skills unique in the business community	IA- Reading IB-Write IC- Listen, ID- Speak and Convers IIA - Analysis IID - Problem Solving	BUS 092 Students are evaluated by formal written test 20%, homework assignments 20%, individual term paper 20%, Team project/presentation. Of the students who took the final exam, the average score was 72% with 87% of the students passing the exam.
2. Apply leadership, ethical standards, and team building skills necessary for managerial positions in the 21st century	IIA - Analysis IID - Problem Solving	MGMT 055 & MGMT 191 Students are required to take an exam demonstrating an understanding of the principles of leadership. Most students pass the exam with at least 75% proficiency.
3. Conduct a personal SWOT analysis for a future small business venture.	IIA – Analysis IIB- Computation IIC- Research IID - Problem Solving	Courses are no longer offered.
4. Design a comprehensive business plan for a future small business venture.	IIA - Analysis IIB- Computation IID - Problem Solving	Courses are no longer offered.
5. Demonstrate the ability to use technology in analyzing and solving business problems	IIA - Analysis IIB- Computation IID - Problem Solving	MGMT 050 and 055. Students are required to take an exam demonstrating an understanding of the principles of leadership and technology. Most students pass the exam with at least 75% proficiency.
6. Use basic computation skills to analyze and solve business problems requiring the use of mathematics	IIA - Analysis IID - Problem Solving	MGMT 050 and 055.Students are required to produce a Human Resource Handbook which adheres to industry standard practices. 90% of students excel at completing the task.

Table 2a-2. Program Learning Outcomes, Marketing

Program Learning Outcomes	ILO	How PLO is assessed
1. Apply marketing research principles to a company's product or service.	IVA - Self Management & Self Awareness IIA - Analysis	In MKT 171 & 172: In addition to examination we use Group Project and Cognitive Process Understanding. Student complete a group project. The students are required to develop a marketing plan for a fictitious organization. The projects are well planned and executed. MKT 173 in addition to exam students are required to do a product sales presentation to demonstrate personal selling skills.
2. Apply advertising principles to promote a firm's image and product/service offering.	IVA - Self Management & Self Awareness IIA – Analysis	MKT 173 Principles of Selling Presentation, Group Projects, Written Paper, Multiple Choice, Homework Assignment are used for assessment. Students are evaluated on the quality of a final presentation and final exam paper. 90% of students pass with a grade of B or better. Remainder pass with a C. Weekly quiz and discussion based on textbook readings were used to evaluate performance in the course. Students also successfully completed a signature assignment; which was a culminating term paper
3. Develop a marketing plan for a business using the fundamental elements of the marketing mix	IVA - Self Management & Self Awareness IIA - Analysis	MKT 172 Marketing Management and Planning Presentation, Group Projects, Written Paper, Multiple Choice, Homework Assignment are used for assessment. Students are evaluated on the quality of a final presentation and final exam paper.

		90% of students pass with a grade of B or better. Remainder pass with a C. Weekly quiz and discussion based on textbook readings were used to evaluate performance in the course. Students also successfully completed a signature assignment; which was a culminating term paper based on topics and key elements covered in the course.

2.2 PLO Mapping. Report on how courses support the Program Learning Outcomes at which level (introduced (I), developing (D), or mastered (M)).

Table 2b-1. Program Courses and Program Learning Outcomes, Business and Management

List the Course and SLO that maps to the PLO	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6
MGMT050, SLO --	*I*				*I*	
MGMT055, SLO --		*D/M*			*D/M*	
MGMT191, SLO --	*D*	*D/M*				
MGMT193, SLO --	*D*	*D/M*				

Table 2b-2. Program Courses and Program Learning Outcomes, Marketing

List the Course and SLO that maps to the PLO	PLO 1	PLO 2	PLO 3
MKT 171, SLO --	*I*	*D*	*D*
MKT 172, SLO --		*M*	*M*
MKT 173, SLO --		*M*	*M*
MKT 174, SLO --		*M*	*M*

2.3 PLO Results and Planned Actions. Utilizing Table 2c, summarize the results of program learning assessments and any planned actions to increase student success where deficits were noted. Results should be both quantitative and qualitative in nature, describing student strengths and areas of needed improvement. Action plans should be specific and link to Table 4 (goals) as well as any needed resources (Section 7.2) to achieve desired results. (If PLO Assessments are extensive, then make a note here and use Table 2c as an Appendix.) Then, in Table 2d, complete the assessment calendar.

Table 2c-1. Program Learning Outcomes Assessments, Business and Management

PLO 1	
Program Learning Outcome	Demonstrate oral and written skills unique in the business community
Date(s) Assessed	Spring 2013
Results	Of the student who took the final exam, the average score was 72% with 87% of the students passing the exam.
Action Plan	Addition of team capstone project prior to final exam to cement management concerns

PLO 2	
Program Learning Outcome	Apply leadership, ethical standards, and team building skills necessary for managerial positions in the 21st century.
Date(s) Assessed	Fall 2012
Results	Students are required to take a written exam demonstrating an understanding of the principles of leadership. Most students pass the exam with at least 75% proficiency.
Action Plan	Instructor plans to continue with the same method of assessment. The course will be reevaluated and changes will be implemented as needed.

PLO 3	
Program Learning Outcome	Conduct a personal SWOT analysis for a future small business venture.
Date(s) Assessed	Courses no longer offered that apply to this PLO
Results	n/a
Action Plan	n/a

PLO 4	
Program Learning Outcome	Design a comprehensive business plan for a future small business venture
Date(s) Assessed	Courses no longer offered that apply to this PLO
Results	n/a
Action Plan	n/a

PLO 5	
Program Learning Outcome	Demonstrate the ability to use technology in analyzing and solving business problems
Date(s) Assessed	Fall 2012
Results	Students are required to take a written exam demonstrating an understanding of the principles of leadership. Most students pass the exam with at least 75% proficiency.

Action Plan	Instructor plans to continue with the same method of assessment. The course will be reevaluated and changes will be implemented as needed.

PLO 6	
Program Learning Outcome	Use basic computation skills to analyze and solve business problems requiring the use of mathematics.
Date(s) Assessed	Fall 2012
Results	Students are required to take a written exam demonstrating an understanding of the principles of leadership. Most students pass the exam with at least 75% proficiency.
Action Plan	Instructor plans to continue with the same method of assessment. The course will be reevaluated and changes will be implemented as needed..

Table 2c-2. Program Learning Outcomes Assessments, Marketing

PLO 1	
Program Learning Outcome	Apply marketing research principles to a company's product or service.
Date(s) Assessed	Fall 2010
Results	Student complete a group project. The students are required to develop a Marketing plan for a fictitious organization. The projects are well planned and executed.
Action Plan	The instructor has implemented a new structure for the project. The use of groups versus individual projects has been incorporated into the course.

PLO 2	
Program Learning Outcome	Apply advertising principles to promote a firm's image and product/service offering.
Date(s) Assessed	Spring 2010
Results	The students perform very well on the project and presentation. The instructor feels a need to make the class period longer to allow for adequate time for groups to meet and develop ideas. Students are evaluated on the quality of a final presentation and final exam paper. 90% of students pass with a grade of B or better. Remainder pass with a C.
Action Plan	Instructor will plan to spend more time on group activities. Three weeks before exam/final presentation students worked in Spring 2014 preselected teams to plan the presentation. The instructor selects the team members, carefully pairing students by skillset in order to maximize on each students' strength in order to present a well-rounded presentation.

PLO 3	
Program Learning Outcome	Develop a marketing plan for a business using the fundamental elements of the marketing mix
Date(s) Assessed	Spring 2012
Results	Weekly quiz and discussion based on textbook readings were used to evaluate performance in the course. Students also successfully completed

	a signature assignment; which was a culminating term paper based on topics and key elements covered in the course.
Action Plan	Seventy-five percent of students successfully completed the course. Those students who did not complete the course failed to actively engage in the online discussions or were found to be lacking in attendance. Instructor will provide specific direction regarding the requirements and expectations of the course in the syllabus and in the welcome letter. Four to five hours of active participation is warranted for this DE course.

Table 2d-1. PLO Assessment Calendar, Business and Management

Faculty typically choose to assess all the PLOs during the same academic year. Please mark the year they will take place (refer to the assessment schedule, p. 2).

	F17	S18	F18	S19	F19	S20	F20	S21	F21	S22
PLO1						x				
PLO2						x				
PLO3						x				
PLO4						x				
PLO5						x				
PLO6						x				

Table 2d-2. PLO Assessment Calendar, Marketing

	F17	S18	F18	S19	F19	S20	F20	S21	F21	S22
PLO1					x					
PLO2					x					
PLO3					x					

2.4 PLOs Leading to Improvements. Describe any changes made to the program or courses that were a direct result of program learning outcomes assessments.

 PLOs were assessed several years ago, and improvements have been made in class assignments and other forms of assessment. In the next PLO assessment, using CurricUNET Meta, the faculty will be able to track student needs and improvements.

Student Learning Outcomes

2.5 SLOs Status. Describe the current status of SLOs in your program. If deficiencies are noted, describe planned actions for change and include these in your goals (Table 4).
- Are there 2-4 measurable SLOs for each course in your discipline?
- Have success criteria rubrics been created to standardize the evaluation of student success?
- Have faculty assessed the Student Learning Outcomes according to the published Assessment calendar (at least twice in a program review cycle)? You may wish to

include a SLO assessment calendar for each course in the discipline (Table 3); move to appendix if lengthy. Do the assessments follow the guidelines for quality outlined in the *SLO Quality Assessment Rubric*?

- Have faculty engaged in discussions about SLOs, success criteria, and their assessments as they relate to the improvement of student success and the challenges students face?
- Have faculty disaggregated any of the assessment results to show specific areas of need in the classroom (for example, commonalities among students who are less or more successful such as attendance, use or lack of use of student support services, proficiency or difficulty with writing, role overload or other stressors outside of school, etc.)?
- If deficiencies are noted in any of the above areas, describe planned actions for change.

One of our short term goals is to create a departmental schedule for reviewing SLOs. At this time it was our understanding that courses were to be reviewed every 2 years. One difficulty with the reviews is getting courses assessed that were taught by adjunct faculty. We would like to meet as discipline faculty to discuss how we are measuring the SLOs and find greater consistency across sections.

Table 3: SLO assessment calendar (optional, recommended)
Under relevant assessment semester/year, note initials of likely assessing faculty or FT/PT for unspecified faculty.

Course #	Semester & Year of Assessment	Modality of Course (Face to Face, Online, Hybrid)	Person(s) Responsible (or FT/PT for unspecified faculty)
BUS 005	Fall 2019	Online, face-to-face	
BUS 018	Fall 2019	Face-to-face	
BUS 060	Course not offered regularly		
BUS 070	Course not offered regularly		
BUS 071	Spring 2020	Face-to-face	
BUS 072	Spring 2020	Face-to-face	
BUS 073	Spring 2020	Face-to-face	
BUS 074	Spring 2020	Face-to-face	
BUS 092	Fall 2019	Online, face-to-face	
BUS 099	Course not offered regularly		
BUS 100	Fall 2019	Face-to-face	
BUS 148A	Spring 2020	Face-to-face	
BUS 181	Fall 2019	Face-to-face	
BUS 182	Fall 2019	Face-to-face	
BUS 208	Course not offered regularly		
MGMT050	Fall 2019	Online, face-to-face	
MGMT055	Spring 2020	Face-to-face	
MGMT 191	Fall 2019	Face-to-face	
MGMT193	Fall 2019	Face-to-face	
MKT 171	Fall 2019	Online, Face-to-face	
MKT 172	Spring 2020	Face-to-face	

MKT 173	Fall 2019	Face-to-face	
MKT 174	Spring 2020	Face-to-face	

2.6 SLOs Leading to Improvements. Describe any changes made to the program or courses that were a direct result of student learning outcomes assessments.

After reviewing the Business, Management, and Marketing SLOs, instructors have made changes to their curriculum and syllabi. Instructors provide students with a plethora of resources which are located on the School's server Drive H. Each instructor has a folder and generally will have a sub-folder for each class that they teach which contains course syllabi, class handouts, powerpoints, tutorials, and sample computer programs. This information is available to all students and instructors and the method for accessing the information is given the first week of classes and the instruction are in the syllabi. Business instructors are now looking to move from paper textbooks to an all-digital format which should be less costly. We will survey students to get their input.

- Use of notes for an exam that covered a very large body of information
- Dividing a very large exam into two exams given on different class days
- Complete rewriting of several exams based on an analysis of questions that were incorrect for a large percentage of student
- Study aid handouts
- Adding more scenario-based learning opportunities in several classes.

General Education & Institutional Learning Outcomes

2.7 GELOs and ILOs. Review any general education courses offered by your program to ensure they are accurately linked with the appropriate general education learning outcome (GELO) in the CurriCUNET assessment module, and that the GELO is measurable in the SLO(s) of the course. Then review all courses and their SLOs in CurriCUNET to ensure they are accurately linked with the appropriate institutional learning outcomes (ILOs), and that they are measurable. In most cases there will only be one GELO and/or one ILO link per SLO. Report on changes that need to be made in order to effectively integrate GELOs and ILOs into instruction.

None of the courses in the programs are general education. As the SLOs were updated in CurricUNET Meta, they were linked to the new ILOs. This has been completed.

CURRICULUM

3.1 Course offerings. Attach a copy of the course descriptions from the most current catalogue.

Describe any changes to the course offering since the last program review cycle (course content, methods of instruction, etc.) and provide rationale for deletion or addition of new course offerings. If there are courses in the catalogue that haven't been offered in the past two years, state the course(s) and note the reason(s) they haven't been offered (no faculty to teach, low

enrollment, etc.). State the plans for either offering or inactivating/deleting these courses. Also state whether any new degrees of certificates have been created and the rationale for doing so. For baccalaureate programs, include any upper division general education courses as part of the report.

Our department continues to make changes to the curriculum; the biggest change has been to offer Marketing and Management courses online so that students can complete their major. The Retail Management Certificate can be completed completely online. See **Appendix B: Course Descriptions** for all courses in the programs.

3.2 Scheduling and Sequencing. Discuss efforts to optimize access through scheduling. How have faculty (in collaboration with deans) planned the timing, location, and modality of courses? Report on whether courses have been sequenced for student's timely progression through the major, how students are informed of this progression, and the effic acy of this sequencing. Report on whether curriculum is being offered in a reasonable time frame and if there are plans/goals for scheduling changes. (Limit to 1-2 paragraphs)

Business scheduling and sequencing:

Scheduling (Fall & Spring)

Chart shows number of sections offered by course id, campus and semester.

Course ID	Campus Sched Type	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
BUS 005	Dixon High School						1				
	Main Campus - Fairfi..	4	4	4	5	5	4	6	3	4	3
	Online/Hybrid	1	3	1	1	2	2	2	2	2	1
	Vacaville Center								1		
	Vallejo Center	1	1		1			2	4		2
BUS 018	Main Campus - Fairfi..	2	1	2	2	3	3	3	2	2	3
	Online/Hybrid	2	1	1	2	1	1	2	1	2	
	Vacaville Center		1								
	Vallejo Center								2		
BUS 092	Main Campus - Fairfi..	2	2	1	2	2	2	1	1		1
	Online/Hybrid	1	2	1	2	1	3	1	2	1	1
	Travis Air Force Base										1
	Vallejo Center							2			
BUS 181	Main Campus - Fairfi..	3	3	3	3	3	3	3	3	3	3
BUS 100	Main Campus - Fairfi..				1	1	2	2	1	2	2
	Vallejo Center	2	2	2							
BUS 182	Main Campus - Fairfi..	1	1	1	1	1	1	1	1	1	1
BUS 099	Main Campus - Fairfi..	1	1		1		1		1		
BUS 148A	Main Campus - Fairfi..	1			1						
BUS 070	Online/Hybrid				1						
BUS 071	Online/Hybrid		1		1						
BUS 072	Online/Hybrid		1		1						
BUS 073	Online/Hybrid	1		1							
BUS 060	Main Campus - Fairfi..	1									
BUS 074	Online/Hybrid				1						

Our courses have not been sequenced for student progression and we do not have any prerequisites. Course sequencing is something that has been discussed and will be discussed more in the future. It is something that the department would like to have in place. The chart below shows that Business students tend to take BUS 005, then BUS 092, then BUS 018. This is an adequate sequence for students to take, although it's preferable that students take the courses in the following sequence:

      BUS 005 Introduction to Business
      BUS 018 Legal Environment of Business
      BUS 092 Business Communication

Student Sequencing (Business - Fall 2016 & Spring 2017)

Chart shows % of students by course and attempt number in sequence, blue triangle shows average attempt number.
Shows student major - All

Course ID

BUS 005 — 79.41%, 1.308, 15.93%, 3.43%, 1.72%, 0.49%, 0.25%

BUS 092 — 46.94%, 1.888, 26.53%, 19.39%, 6.12%, 1.02%

BUS 018 — 35.90%, 48.72%, 11.11%, 3.42%, 1.71%, 0.85%, 0.43%, 0.43%

BUS 100 — 62.69%, 2.103, 13.43%, 10.45%, 2.99%, 4.48%, 1.49%, 1.49%, 1.49%, 2.99%

BUS 181 — 22.22%, 20.00%, 2.804, 40.00%, 8.89%, 4.44%, 4.44%, 2.22%

BUS 182 — 20.00%, 20.00%, 20.00%, 20.00%, 4.800, 20.00%

Discipline Attempts

Management scheduling and sequencing:

Course sequencing can be a significant problem during the cycle when courses are cancelled due to lack of students, or faculty available. All courses are offered but they do not fill so most of the time they are cancelled, which disrupts the sequencing for the students. As faculty retire and enrollment increases we anticipate there may be a problem in the near future.

Scheduling (Fall & Spring)

Chart shows number of sections offered by course id, campus and semester.

Course ID	Campus Sched Type	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
MGMT 050	Main Campus - Fairfi..				1				1		
	Online/Hybrid	1	1	1		1		1		1	
	Travis Air Force Base							1		1	1
	Vallejo Center									2	1
MGMT 055	Main Campus - Fairfi..	1		1		1	1				
	Online/Hybrid		3		1		2	1	1		1
	Vallejo Center										1
MGMT 191	Online/Hybrid				1				1	1	1
MGMT 193	Main Campus - Fairfi..					1					

Students are encouraged to follow this sequence of Management courses for the Management degree program and the Retail Management certificate program:

MGMT 050 Principles of Management
MGMT 055 Management/Leadership Skills
MGMT 191 Human Relations
OR
MGMT 193 Human Resource Management

The data shows that students are following this sequence.
Students are encouraged to follow sequence of courses for the Small Business Management degree program:

MGMT 184 Small Business Management and Planning
MGMT 186 Small Business Marketing
MGMT 188 Computers in Small Business

Student Sequencing (Management - Fall 2016 & Spring 2017)

Chart shows % of students by course and attempt number in sequence, blue triangle shows average attempt number. Shows student major - All

Marketing scheduling and sequencing:

Scheduling (Fall & Spring)

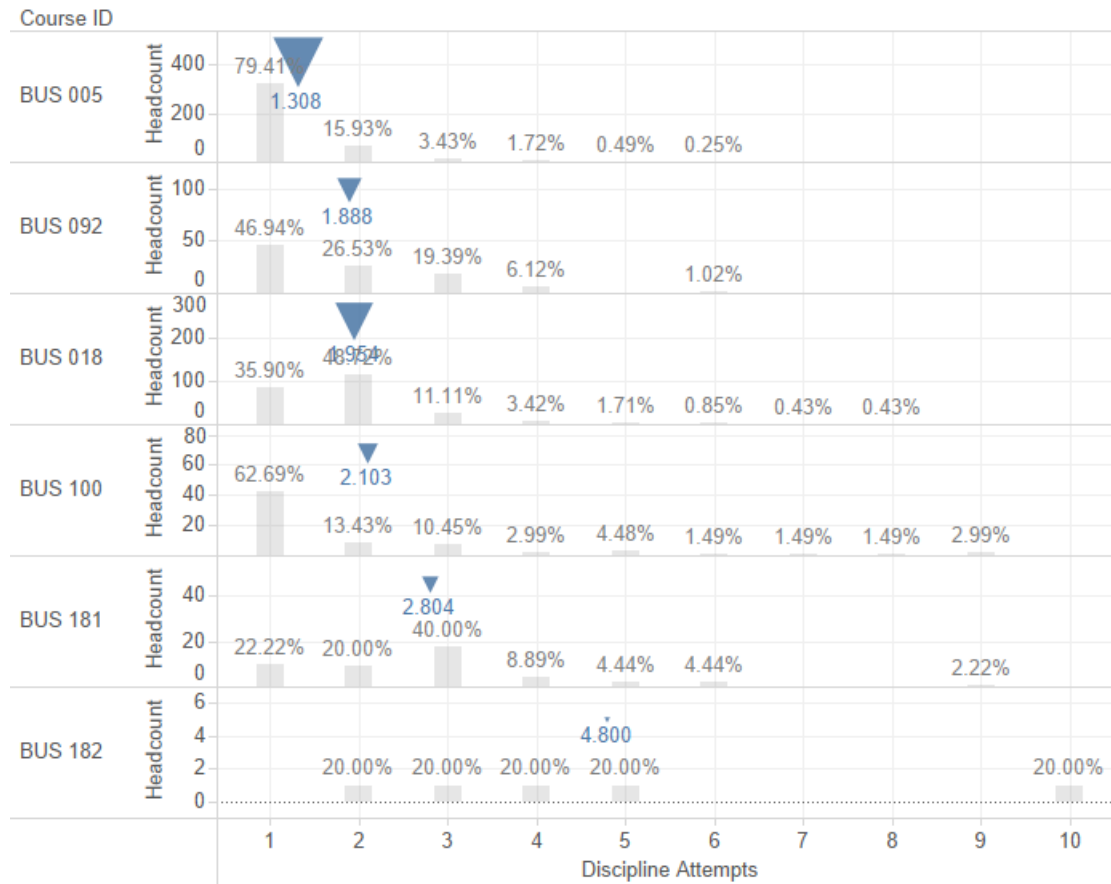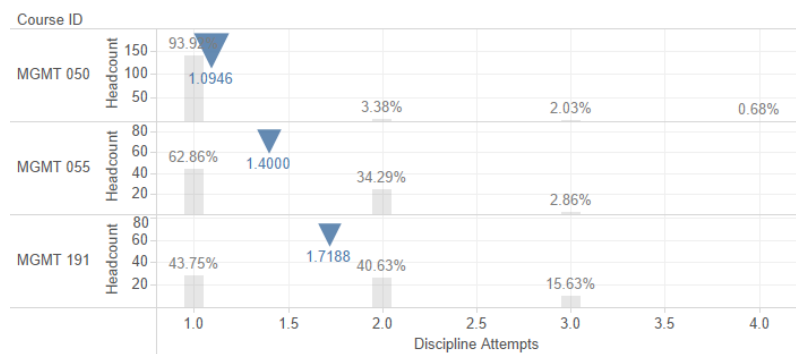*Chart shows number of sections offered by course id, campus and semester.*

Course ID	Campus Sched Type	Fall 2012	Spring 2013	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016
MKT 174	Online/Hybrid	1	1	1	1	1	1	1	1	1
MKT 171	Main Campus - Fairfield					1		1		1
	Vallejo Center	1								

Course sequencing in Marketing can be a significant problem during the cycle when courses are cancelled due to lack of students, or faculty available. Students are encouraged to follow this sequence of Marketing courses within the degree program:

MKT 171 Introduction to Marketing (Offered in Fall)
MKT 172 Market Management and Planning (Offered in Spring)
MKT 173 Principles of Selling (Offered in Spring)
MKT 174 Retail Merchandising (Offered in Fall)

Student Sequencing (Marketing - Fall 2016 & Spring 2017)

Chart shows % of students by course and attempt number in sequence, blue triange shows average attempt number. Shows student major - All

3.3
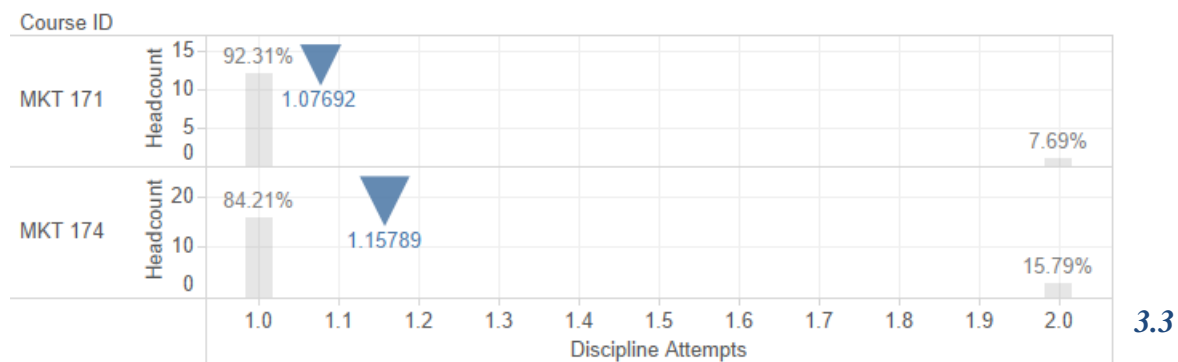
Student Survey. Describe the student survey feedback related to course offerings. In terms of the timing, course offerings, and instructional format, how does what your program currently offer compare to student responses? Please include the student survey and any relevant charts as an appendix.

Management instructors will conduct informal surveys regarding when and where students would like Management courses to be offered. Based on the results of the informal surveys, we will determine our course offerings. We are considering a formal survey.

3.4 Fill rates/Class size. Based on data from ITRP, discuss the trends in course fill rates and possible causes for these trends (include comparison/analysis of courses by modality if

applicable). Address how the size of classes affects courses and if there are any necessary adjustments to course classroom maximums. If there are courses that are historically under-enrolled, discuss strategies that might increase enrollment. (Limit to 1-2 paragraphs)

There are higher fill rates for Business courses, and lower fill rates at the Fairfield campus for Management courses. The online enrollment for Management is much stronger.

Fill Rates Median by Location (Business)

Chart shows median fill rates by course location
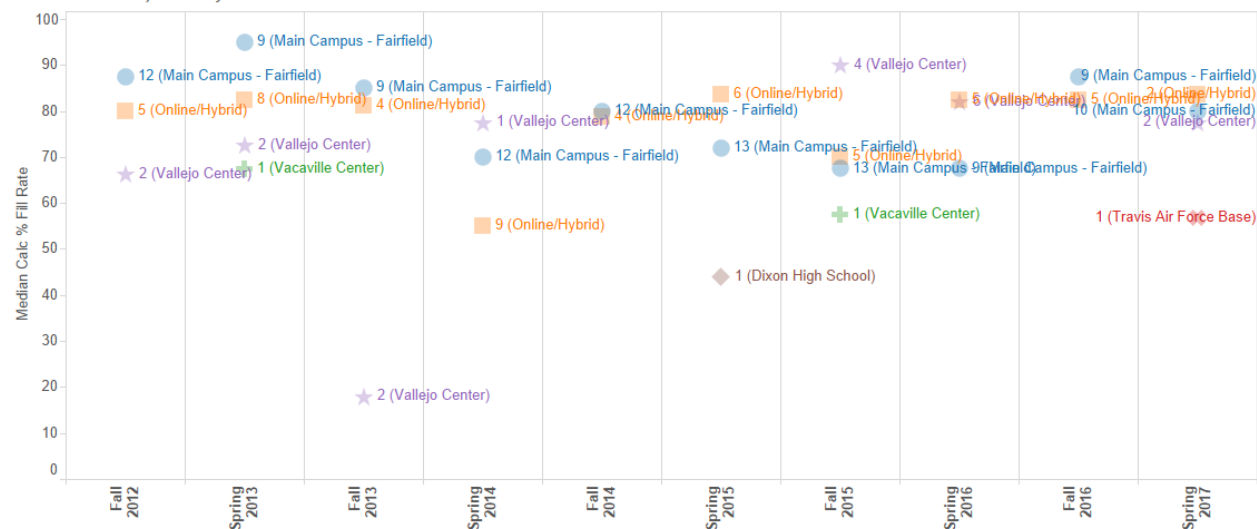
Fill Rates Median by Location (Management)

Chart shows median fill rates by course location
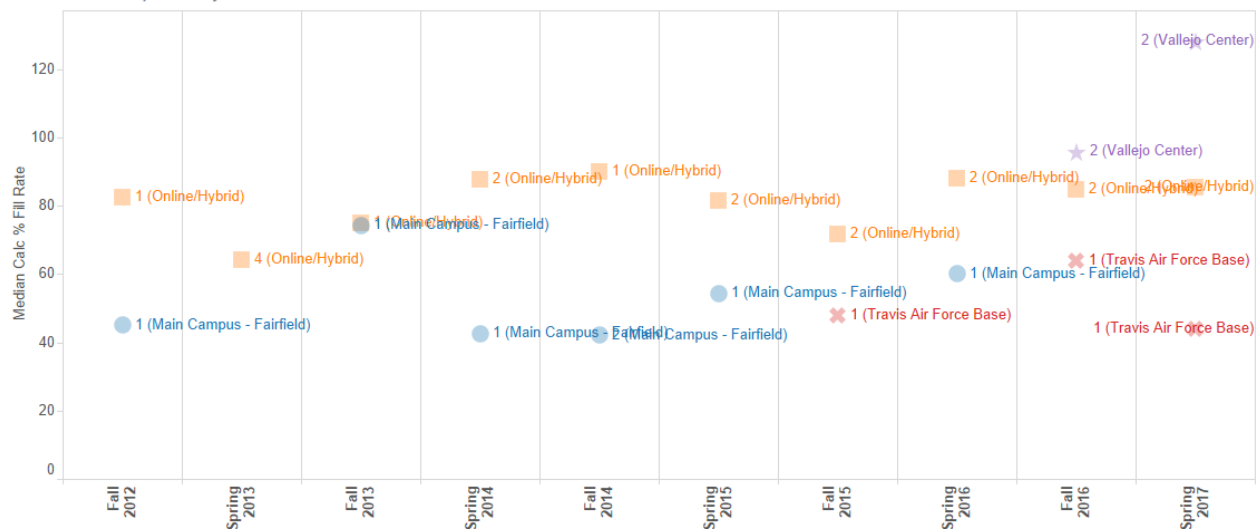
Fill Rates Median by Location (Marketing)

Chart shows median fill rates by course location
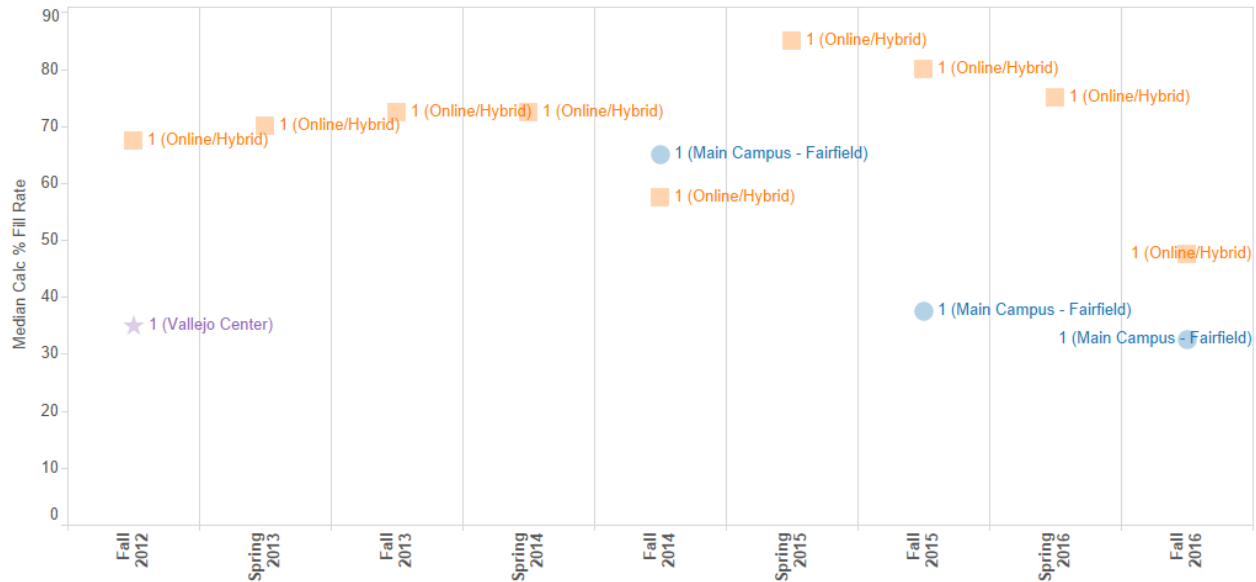
Enrollment fill rates and class size remain low in face-to-face Marketing classes, but significantly higher in online classes. Many of the classes are filling well despite the fact these are not transferable courses.

3.5 Four-year articulation (if applicable). Utilizing the most current data from the articulation officer, and tools such as ASSIST.org, state which of your courses articulate with the local four year institutions and whether additional courses should be planned for articulation (Limit to 1-2 paragraphs).

BUS 5 Introduction to Business and BUS 18 Legal Environment of Business transfer to both CSU and UC systems. CSU system accepts the following Business courses for transfer:

 BUS 005 Introduction to Business
 BUS 018 Legal Environment of Business
 BUS 092 Business Communication
 BUS 060 Introduction to International Business
 BUS 070 Introduction to Insurance
 BUS 071 Principles of Property and Liability Insurance
 BUS 072 Personal Insurance
 BUS 073 Commercial Insurance
 BUS 074 Insurance Code & Ethics
 BUS 099 Business Honors

The CSU system accepts the following Management courses: MGMT 050 Principles of Management and MGMT 055 Management/Leadership Skills.

Though the courses transfer, many business degrees at the four-year level require Economics and Accounting courses for the major; as an example, the articulation agreement between SCC and CSU-East Bay for Business Administration includes just one Business course, Business 018 (Business Law). See
 http://web2.assist.org/web-assist/report.do?agreement=aa&reportPath=REPORT_2&reportScript=Rep2.pl&event=19&dir=1&sia=SOLANO&ria=CSUEB&ia=SOLANO&oia=CSUEB&aay=16-17&ay=16-17&dora=BUSI

3.6 High school articulation (if applicable). Describe the status of any courses with articulation/Tech Prep agreements at local high schools. What (if any) are your plans for increasing/strengthening ties with area high schools and advertising your program to prospective students? (Limit to 1-2 paragraphs).

We have a number of courses which articulate with one or more of our local high schools. For example our Introduction to Business BUS 005 class articulates with Vanden, Armijo, Rodriguez, Benicia, Dixon, Jepson, and Will C. Wood. These agreements are constantly reviewed and updated.

3.7 Distance Education (if applicable). Describe the distance education courses offered in your program, and any successes or challenges with these courses. Discuss any efforts to become involved with the Online Education Initiative (OEI). (Limit to 1-2 paragraphs)

Currently the Business program offers eight courses online:
BUS 005 Introduction to Business
BUS 018 Legal Environment of Business
BUS 092 Business Communication
BUS 070 Introduction to Insurance
BUS 071 Principles of Property and Liability Insurance
BUS 072 Personal Insurance
BUS 073 Commercial Insurance
BUS 074 Insurance Code & Ethics

Currently the Management program offers four courses online and these courses meets the comparable requirements for online courses:
MGMT 050 Principles of Management
MGMT 055 Management/Leadership Skills
MGMT 186 Small Business Marketing
MGMT 191 Human Relations

We offer the following Marketing course online: MKT 174 Retail Merchandising.

All online courses have adapted the assignments and materials as well as the testing and Student Learning Outcome of the face-to-face classes. Online office hours are also offered to make sure that the online student has the same excellent educational experience as the campus

bound student. In many cases the online student through evaluation surveys have expressed that the online class is more rigorous than some face-to-face class due to the nature of how online students are required to respond and address every assignment on a weekly basis. We would like to expand the program, however lack of faculty and limited number of online classes allowed to be taught by each faculty member hinders us from expanding the program.

CAMPUS & COMMUNITY INTEGRATION

4.1 Campus Integration. Describe how the program connects with the campus community. Include any cross-discipline collaborations, faculty representation on committees, student clubs, or other activities that benefit the college as a whole. (Limit to 1-3 paragraphs)

Business faculty serve on multiple committees for the Solano community, including Academic Senate and the task force on Interdisciplinary Degrees. Faculty also serve as advisors for several campus clubs, including Gamers Club and the Entrepreneur Club.

4.2 Counseling. Contact the Dean of Counseling to schedule attendance at a Counseling School meeting to discuss any programmatic changes, possible career/transfer options for students, suggested course sequencing, and/or any other information you think would be important for counselors to know. Please provide a brief narrative of the visit. (Limit 1-2 paragraphs).

Faculty have invited counselors to speak to classes to make the students aware of the services available. Faculty have also participated in the Pathways workshop, meeting with counselors to determine ways to reduce obstacles for students' success.

4.3 Community Ties. Describe how the program connects with the larger community. Include curricular activities, field trips, community/classroom partnerships, marketing efforts, etc. Faculty professional undertakings that support the community should also be included (conference presentations, professional publications, off-campus committee/advisory representation, etc.). (Limit to 1-3 paragraphs)

We plan to continue to update matriculation agreements with high schools in the community to create pathways for high school marketing students. Some students have taken advantage of this avenue in the past. We have regular meetings the managers in the community and use recommendations to improve curriculum and prepare students employment opportunity

STUDENT EQUITY & SUCCESS

5.1 Student Success/Underprepared Students
- Anecdotally describe how the program works to promote student success for *all* students
- Include how program faculty support *underprepared students* in such areas as fundamental writing and/or math competencies through use of teaching innovations, campus support services (library, counseling, DSP, tutoring, SARS, academic success center), etc.

- Have faculty analyzed prerequisites, co-requisites or advisory courses to determine potential need and potential impact on student success?
- If there are designated basic skills courses in your discipline, include how they prepare students for success in transfer courses
- If an assessment process is utilized to place students in discipline courses, comment on the efficacy of the process in achieving student success

The department continually attempts to improve success rates by getting to know our students individually, providing office hours that are convenient to their schedules, being responsive to email communication and by making students aware of support services, such as the library and tutoring. We are also sensitive to students with disabilities and are mindful of the accommodations they need within the classroom. Access to computers and labs, as well as Business textbooks in the library helps our economically disadvantaged students. We are doing all we can to continue to increase completion and retention rates as stated in our program level assessment action plan and goals.

5.2 Success Analysis. Utilizing data from the office of Institutional Research and Planning, report on student success rates in the program as compared to the college as a whole. Then, analyze success by gender, age, ethnicity, and modality (online vs. face-to-face). Provide possible reasons for these trends AND planned action to equalize student success.

The chart below shows very low average success rates in BUS 005 until the past few semesters, which have seen a dramatic rise in success rates (to over 60%). Faculty switched to an updated edition of the textbook, and have been using instructor resources such as videos and activities that were packaged with the book. This has helped students connect the course material and the reading material. Faculty have also been using McGraw-Hill's Connect platform, so students complete homework and quizzes to enhance learning.

There is a continued low success rate in MKT 174, which is not frequently offered. Faculty will look deeper into these success rates when the course is offered again.

Programs' success rates:

Course Success Rates (Business, Management, Marketing)

Chart shows success rate by course ID in Fall & Spring semester.

Course ID	Fall 2012 Enrollments	Fall 2012 Success Rate	Fall 2013 Enrollments	Fall 2013 Success Rate	Fall 2014 Enrollments	Fall 2014 Success Rate	Fall 2015 Enrollments	Fall 2015 Success Rate	Fall 2016 Enrollments	Fall 2016 Success Rate	Spring 2013 Enrollments	Spring 2013 Success Rate	Spring 2014 Enrollments	Spring 2014 Success Rate	Spring 2015 Enrollments	Spring 2015 Success Rate	Spring 2016 Enrollments	Spring 2016 Success Rate	Spring 2017 Enrollments	Spring 2017 Success Rate
BUS 005	207	44%	190	58%	237	53%	304	55%	217	66%	295	38%	229	53%	220	52%	270	69%	196	60%
BUS 018	138	75%	105	65%	113	68%	138	68%	129	65%	100	66%	124	72%	126	71%	139	78%	111	76%
BUS 072											29	28%								
BUS 092	90	73%	71	85%	81	59%	97	61%	25	72%	118	57%	108	63%	128	42%	66	56%	73	53%
BUS 100	24	54%					24	79%	37	70%			26	65%	39	67%			31	84%
BUS 181			25	48%			22	59%	23	87%	30	67%	27	67%	29	66%	23	61%	23	70%
MGMT 050	33	67%	30	57%	36	78%	42	62%	104	71%							24	54%	44	86%
MGMT 055			26	81%			24	58%			73	56%	30	80%	76	67%	33	73%	70	69%
MGMT 191									31	81%			36	81%			35	80%	33	67%
MKT 171					26	62%														
MKT 174	28	64%	30	47%	23	57%	32	53%			28	43%	29	39%	34	47%	30	40%		
Grand Total	520	60%	477	64%	516	60%	683	60%	566	69%	673	48%	609	62%	652	57%	620	68%	581	67%

College-wide success data:

Grand Total	26,755	67%	25,233	67%	26,014	66%	26,160	68%	25,589	69%	26,479	67%	24,734	68%	24,784	68%	23,441	69%	22,863	71%

Business success data by gender, age, ethnicity, modality:

The data shows rising success rate in Business classes across all age groups and ethnicities since Spring 2016.

Success by Gender (Business)

Chart shows success rate by gender (triangle represents within discipline, grey bar within Entire School). Disproportionate impact (80% of comparison group - Entire School) is noted in triangle color. Only shows student groups greater than 20 students

Gender	Success Rate	Spring 2013	Spring 2014	Spring 2015	Spring 2016
Female		50%	62%	55%	63%
		68%	69%	69%	70%
Male		46%	60%	57%	75%
		68%	69%	69%	70%

Success by Age Group (Business)

Chart shows success rate by gender (triangle represents within discipline, grey bar within Entire Dimension). Disproportionate impact (80% of comparison group - Entire Dimension) is noted in triangle color. Only shows student groups greater than 20 students

Age Group..	Comparison S.	Spring 2013	Spring 2014	Spring 2015	Spring 2016
Between 17 and 20		42%	45%	54%	65%
		67%	68%	68%	69%
Between 20 and 25		51%	63%	60%	75%
		67%	70%	69%	70%
Between 26 and 30		48%	65%	43%	48%
		67%	70%	69%	70%
Between 30 and 40		39%	56%	66%	70%
		67%	70%	69%	70%
Over 40		61%	72%	59%	80%
		67%	70%	69%	70%

Success by Ethnicity (Business)

Chart shows success rate by ethnicity (triangle represents within discipline, grey bar within Entire Dimension). Disproportionate impact (80% of comparison group - Entire Dimension) is noted in triangle color. Only shows student groups greater than 20 students

Ethnicity Category	Success Rate	Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017
Asian or Pacific Islander		51%	60%	62%	68%	75%
		69%	73%	73%	74%	76%
Black Non-Hispanic		30%	43%	31%	63%	60%
		54%	56%	57%	59%	62%
Hispanic		47%	65%	61%	68%	61%
		68%	68%	68%	68%	70%
Other		75%				
		72%				
White Non-Hispanic		62%	78%	66%	80%	69%
		73%	75%	75%	76%	76%

Note: Ethnicity success rates in programs are compared with success rates for all students at SCC with that ethnicity.

Success by Modality (Business)

Chart shows success rate by course modality (triangle represents within discipline, grey bar within Entire Dimension). Disproportionate impact (outside of green shading) is noted in triangle color.

Sched Type	Success Rate	Spring 2013	Spring 2014	Spring 2015	Spring 2016
Lecture and/or discussion		49%	59%	59%	73%
		68%	70%	70%	72%
Online		47%	65%	51%	62%
		61%	66%	65%	66%

Note: Online success rates in the program are compared with success rates of online classes at SCC as a whole.

Management success data by gender, age, ethnicity, modality:

Note strong success rates in management across gender, modality, age group and ethnicity.
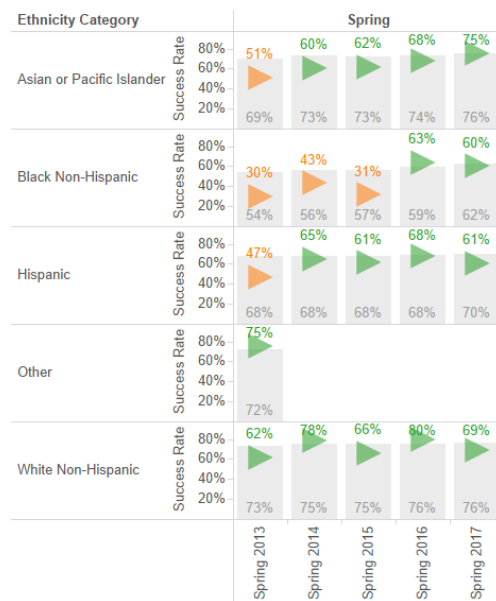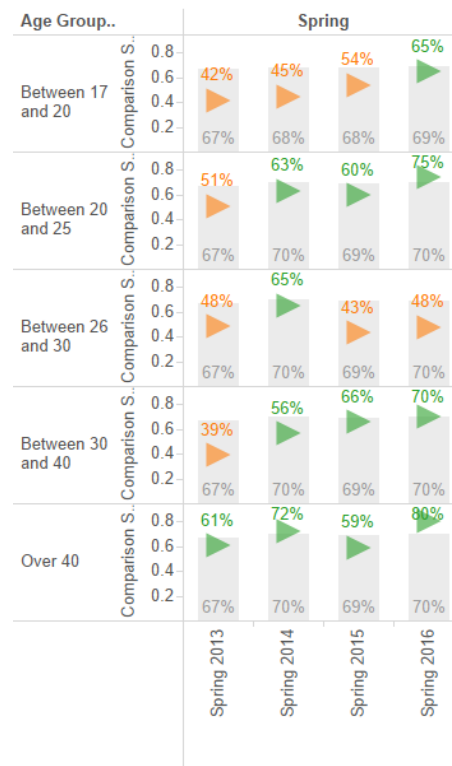
Success by Gender (Management)

*Chart shows success rate by gender (triangle represents within discipline, grey bar within Entire Dimension). Disproportionate impact (**80%** of comparison group - **Entire Dimension**) is noted in triangle color.*
Only shows student groups greater than 9 students

Gender		Spring			
Female	Success Rate	52%	76%	71%	72%
		67%	70%	70%	69%
Male	Success Rate	55%	84%	61%	70%
		67%	70%	69%	69%
		Spring 2013	Spring 2014	Spring 2015	Spring 2016

Success by Modality (Management)

Chart shows success rate by course modality (triangle represents within discipline, grey bar within Entire Dimension). Disproportionate impact (outside of green shading) is noted in triange color.

Sched Type		Spring			
Lecture and/or discussion	Success Rate		76%	74%	54%
			70%	70%	72%
Online	Success Rate	53%	89%	65%	76%
		61%	66%	65%	66%
		Spring 2013	Spring 2014	Spring 2015	Spring 2016

Success by Age Group (Management)

*Chart shows success rate by gender (triangle represents within discipline, grey bar within Entire Dimension). Disproportionate impact (**80%** of comparison group - **Entire Dimension**) is noted in triange color.*
Only shows student groups greater than 9 students

Age Group..		Spring			
Between 20 and 25	Comparison S..	69%	95%	71%	58%
		67%	70%	68%	69%
Between 26 and 30	Comparison S..	56%	67%	56%	73%
		66%	70%	69%	69%
Between 30 and 40	Comparison S..	35%	83%	71%	91%
		67%	68%	70%	71%
Over 40	Comparison S..	53%	80%	67%	65%
		66%	68%	69%	69%
		Spring 2013	Spring 2014	Spring 2015	Spring 2016

Success by Ethnicity (Management)

*Chart shows success rate by ethnicity (triangle represents within discipline, grey bar within Entire Dimension). Disproportionate impact (**80%** of comparison group - **Entire Dimension**) is noted in triangle color.*
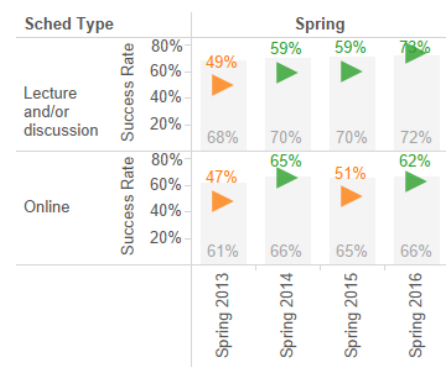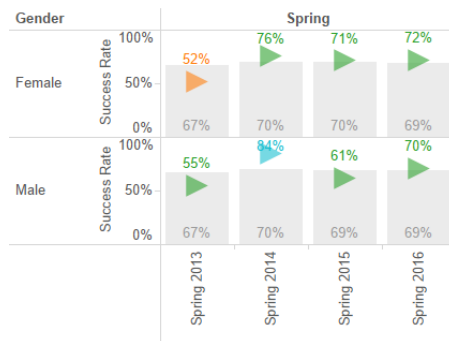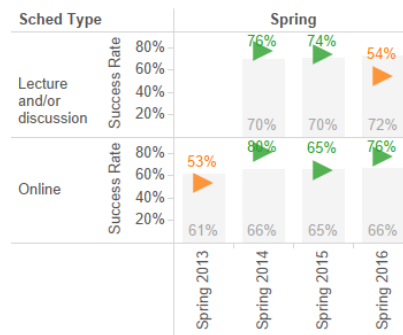*Only shows student groups greater than 5 students*

Ethnicity Category		Spring				
Asian or Pacific Islander	Success Rate	71%	80%	69%	75%	80%
		69%	73%	73%	74%	76%
Black Non-Hispanic	Success Rate	21%	63%	33%	44%	67%
		54%	56%	57%	59%	62%
Hispanic	Success Rate	60%	92%	80%	69%	76%
		68%	68%	68%	68%	70%
White Non-Hispanic	Success Rate	59%	82%	81%	74%	82%
		73%	75%	75%	76%	76%
		Spring 2013	Spring 2014	Spring 2015	Spring 2016	Spring 2017

Approved by Academic Senate on 12/05/16

Marketing success data by gender, age, ethnicity, modality:

In Marketing, there are low success rates, especially for Black and Hispanic students. Faculty will examine these rates to determine steps to improve student success.

Success by Gender (Marketing)

Chart shows success rate by gender (triangle represents within discipline, grey bar within Entire Dimension). Disproportionate impact (80% of comparison group - Entire Dimension) is noted in triangle color.
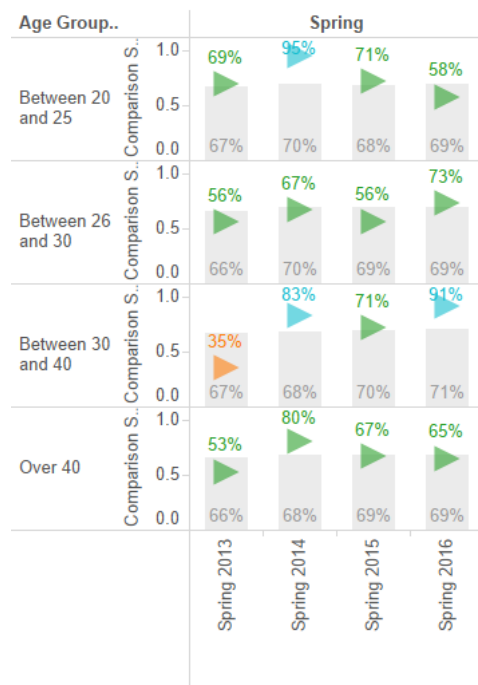*Only shows student groups greater than 9 students*

Gender	Spring			
Female	33% / 66%	29% / 68%	58% / 68%	39% / 69%
Male	64% / 67%	55% / 68%	33% / 68%	42% / 69%
	Spring 2013	Spring 2014	Spring 2015	Spring 2016

Success by Ethnicity (Marketing)

Chart shows success rate by ethnicity (triangle represents within discipline, grey bar within Entire Dimension). Disproportionate impact (80% of comparison group - Entire Dimension) is noted in triangle color.
Only shows student groups greater than 5 students

Ethnicity Category	Spring			
Asian or Pacific Islander	57% / 69%		67% / 73%	
Black Non-Hispanic	14% / 54%	27% / 56%	0% / 57%	11% / 59%
Hispanic			50% / 68%	43% / 68%
White Non-Hispanic	40% / 73%	33% / 75%	80% / 75%	63% / 76%
	Spring 2013	Spring 2014	Spring 2015	Spring 2016

Success by Age Group (Marketing)

Chart shows success rate by gender (triangle represents within discipline, grey bar within Entire Dimension). Disproportionate impact (80% of comparison group - Entire Dimension) is noted in triangle color.
Only shows student groups greater than 9 students

Age Group..	Spring			
Between 20 and 25	53% / 67%	50% / 68%	64% / 68%	57% / 69%
	Spring 2013	Spring 2014	Spring 2015	Spring 2016

Success by Modality (Marketing)

Chart shows success rate by course modality (triangle represents within discipline, grey bar within Entire Dimension). Disproportionate impact (outside of green shading) is noted in triangle color.
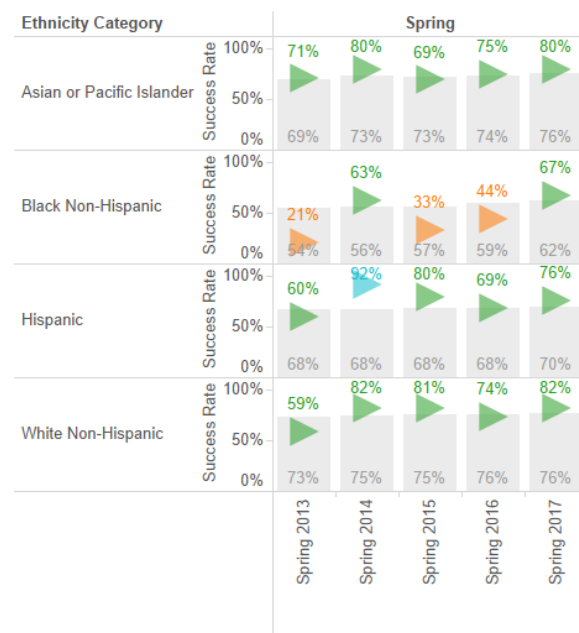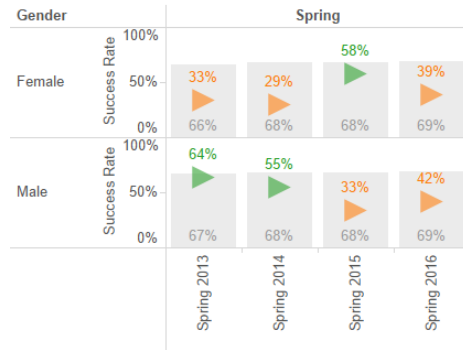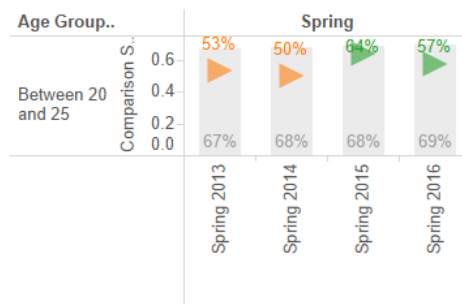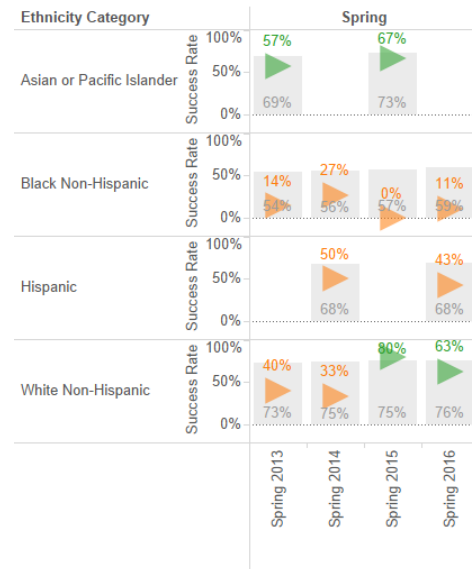
Sched Type	Fall					Spring			
Lecture and/or discussion	50% / 68%		62% / 67%	60% / 70%	62% / 72%				
Online	64% / 64%	47% / 63%	57% / 64%	53% / 65%	32% / 66%	43% / 61%	39% / 66%	47% / 65%	40% / 66%
	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Spring 2013	Spring 2014	Spring 2015	Spring 2016
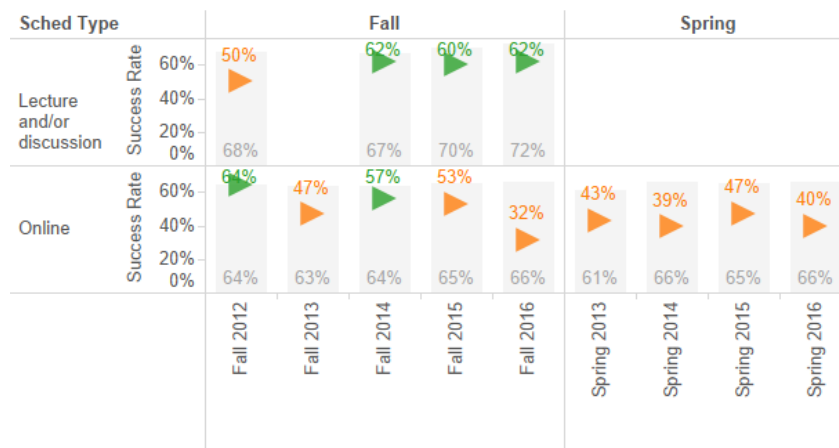
Finally, in courses with many sections (5 or more per semester), compare success rates by CRN. Without naming instructors, note if there is large variance in success rates by section. If so, what are the planned actions to standardize success criteria, and to support student success across all courses?

The chart at right shows a wide range of grades in BUS 005—in one class, success rates are over 80%, while in another, success rates are below 50%. Faculty will collaboratively discuss SLOs to see how we can create more consistent assessments for students.

5.3 Cross-Discipline Collaboration (if applicable). For certificates or degree programs with required courses outside the discipline, look at the success rates of students in those classes. Note if there are courses that students seem to struggle with, and describe any collaborations with those discipline faculty to talk about strategies for success (ex. establishing cohort groups, tutoring, curriculum additions/examples that may make learning meaningful cross-disciplines, etc.). (Limit to 1-2 paragraphs)

The courses in Business that are required are ACCT 001 and 002, BUS 005 and 018, and CIS 001 or 050, as well as ECON 001 and 002. Among those courses, students perform particularly well in Accounting 002.
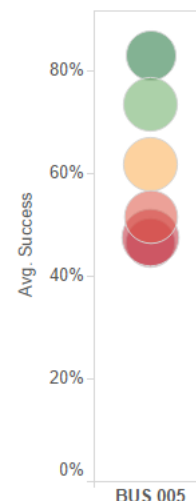
Course ID	Spring									
	13		14		15		16		17	
	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate	Enrollments	Success Rate
ACCT 001	206.00	50%	197.00	57%	190.00	59%	170.00	59%	166.00	55%
ACCT 002	109.00	76%	95.00	87%	96.00	81%	49.00	88%	73.00	88%
CIS 001	293.00	60%	332.00	59%	262.00	61%	242.00	64%	204.00	63%
CIS 020										
CIS 022	53.00	62%	77.00	58%	62.00	58%	108.00	53%	85.00	56%
CIS 023	23.00	61%	20.00	60%	33.00	79%	26.00	58%	41.00	85%
CIS 050	118.00	61%	150.00	64%	150.00	72%	158.00	60%	173.00	78%
CIS 073	107.00	60%	81.00	49%	70.00	53%	55.00	49%	53.00	81%
ECON 001	328.00	54%	248.00	56%	177.00	58%	159.00	64%	157.00	64%
ECON 002	169.00	56%	133.00	76%	102.00	60%	115.00	62%	108.00	69%
MATH 011	578.00	64%	562.00	62%	586.00	59%	565.00	56%	524.00	57%
MATH 020	100.00	58%	94.00	31%	128.00	44%	125.00	50%	122.00	49%
MATH 021	80.00	61%	87.00	57%	109.00	49%	118.00	50%	125.00	62%
MATH 030	121.00	63%	96.00	76%	90.00	70%	99.00	72%	85.00	62%
MATH 031	25.00	84%	27.00	41%	17.00	53%	36.00	92%	25.00	80%
OCED 090	103.00	64%	91.00	79%	96.00	67%	89.00	82%	69.00	77%
OCED 091	63.00	63%	38.00	62%	62.00	71%	49.00	71%	39.00	72%

5.4 Degrees/Certificates Awarded (if applicable). Include the number of degrees and certificates awarded during each semester of the program review cycle. Describe the trends observed and any planned action relevant to the findings.

Degrees Awarded	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2017
Bus Admin-Management A.S.	3								
Bus Admin-Small Bus Mgt A.S.					1				
Bus Admin-Small Bus Mgt Cert.	1				1				
Bus Insur-Prop & Casualty A.S.				2		2			
Bus Insur-Prop & Casualty Cert.	1		1	1					
Bus Mgmt & Administration A.S.	1		1					1	
Bus Admin for Transfer A.S.-T								1	45
Business-General A.S.	58	39	46	50	63	62	77	28	9
Business-General Cert	15	6	11	12	17	7	21	5	2
Management A.S.	5		4	1	3	4	2	4	4
Management Cert.	1	3	2	1	1	2	3	2	1
Management-Retail									
Marketing A.S.		2	2		1	1	1	1	
Marketing Cert.		1	2				1	1	

Students are now getting the AS-T degree, which became available in 2016. The number of AS degree recipients has dropped in proportion to the new number of AS-T awardees.

5.5 Transfer (if applicable). Describe any data known about students in your program who are transfer eligible/ready (have 60 transferable units with English and math requirements met). Include how your program helps students become aware of transfer opportunities (limit to one or two paragraphs). For baccalaureate programs, address any efforts to support students seeking to transfer to graduate programs. (Limit to 1-2 paragraphs)

Anecdotally, we know that many students in our program transfer to four year universities. However, we do not have any quantifiable data. Faculty in our department communicates with the students regarding opportunities at four year universities and colleges.

As the chart below shows, students move through the Business program quickly, compared with college-wide degree attainment rates.

Time to Degree (Months) (Business General - All)

Shows time to degree in months from first entry at SCC to graduation. **Each circle represents one graduate, the color of the circle indicates whether the student entered SCC with transfer work. Median for the group in red.**

Transfer Work Exists
☐ N
☐ Y
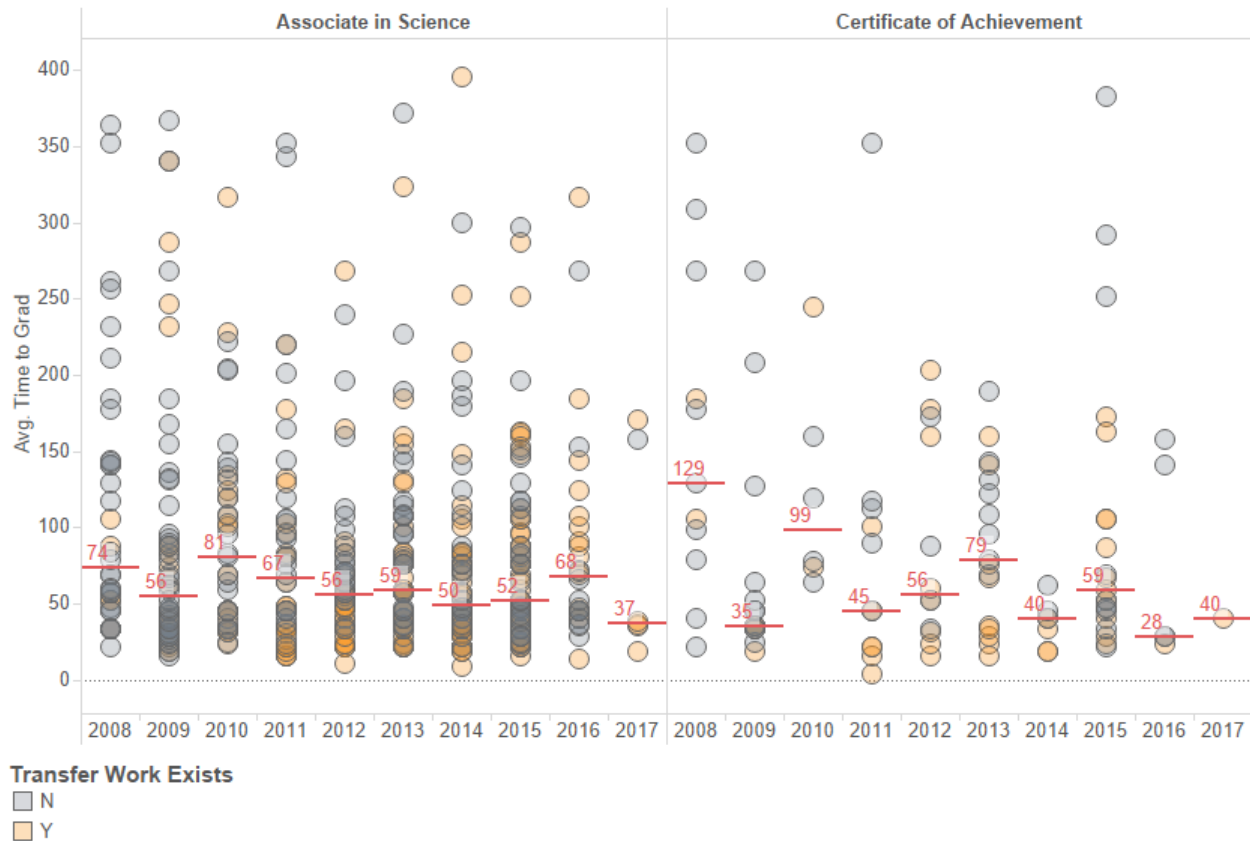
5.6 Career Technical Programs (if applicable). For career technical programs, describe how graduates are prepared with the professional and technical competencies that meet employment/ licensure standards. State if there are any efforts made to place students in the workforce upon graduation, including any applicable placement data. (Limit to 1-2 paragraphs)

The Business and Management programs offer students the opportunity to learn valuable skills that make great leaders, as well as effective communicators. Some of the courses focus more on the human relations of management, the importance of developing leadership qualities, understanding, receptivity, and necessary verbal, non-verbal, and writing skills to communicate. The programs are designed for initial employment upon graduation and for job advancement opportunities. Students are encouraged to take advantage of the workforce programs and job placement event at the college.

The Marketing Program provides a core of business skills along with specific training in marketing and management for employment in sales, customer service, advertising, promotion and other marketing functions and activities. The program meets the needs of businesses in our

community and the interest of students, preparing them to thrive in the competitive and dynamic global business environment. A Certificate of Achievement and Associate in Science Degree prepares students for career opportunities. Career paths include marketing managers, advertising sales agent, marketing researcher, market analyst and e-marketing specialist. Students are encouraged to take advantage of the workforce programs and job placement event at the college.

RESOURCES

6.1 Human Resources. Describe the adequacy of current staffing levels and a rationale for any proposed changes in staffing (FTEF, full-time/part-time ratio, retirements, etc.). Address how current staffing levels impact the program and any future goals related to human resources. (Limit to 1-2 paragraphs)

The limited number of Management and Marketing adjunct faculty has diminished the department's ability to offer more courses at a variety of locations and times. With more faculty more courses can be offered to create more robust Management and Marketing programs to attract students.

FTEF (Business)

Chart shows total FTEF by contract type
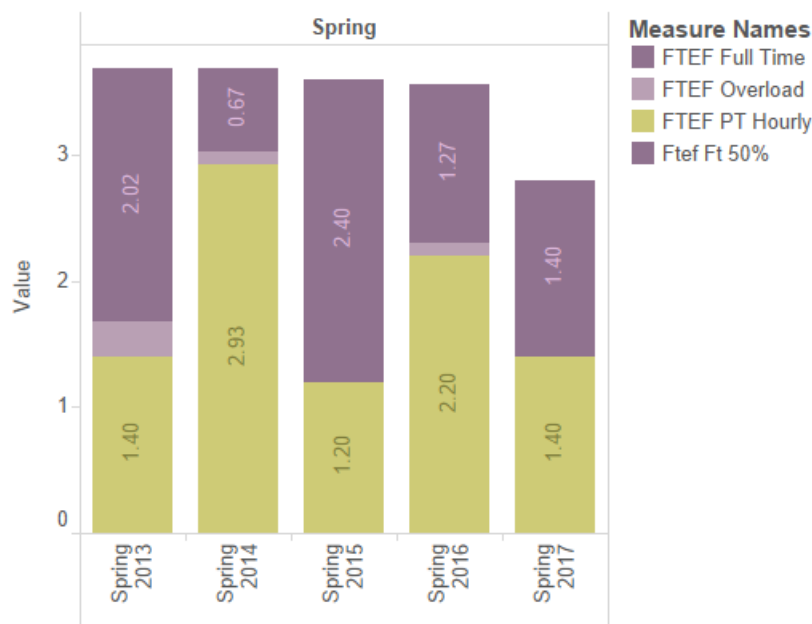
6.2 Technology & Equipment. Address the currency of technology and equipment utilized by the program and how it affects instruction and/or student success. Make recommendation (if relevant) for resources that would improve quality of education for students. (Limit to 1-2 paragraphs)

The Business offices and classrooms are in need of technological upgrades. If the Business programs are to remain viable, we must offer the latest technology and teaching tools in the industry. All classrooms are currently being updated with the latest technology.

6.3 Facilities. Describe the facilities utilized by your program. Comment on the adequacy of the facilities to meet program's educational objectives. (Limit to 1-2 paragraphs)

The facilities in the buildings utilized by the Business Department are adequate to our needs.

6.4 Library Resources. Schedule a meeting with library faculty to review discipline-specific library resources. Provide a brief narrative about the status of library resources and plans to supplement the collection. Include the library collection evaluation form as an appendix.

Textbooks are on two-hour reserve in the Fairfield campus. Faculty are considering adding resources at the Vallejo and Vacaville centers.

6.5 Budget/Fiscal Profile. Provide a five year historical budget outlook including general fund, categorical funding, Perkins, grants, etc. Discuss the adequacy of allocations for programmatic needs. This should be a macro rather than micro level analysis.

In the past the majority of funding was from VTEA. We have had a minimum footprint on the general fund. In recent times the college has chosen to diversify the use of VTEA funds across the campus and we have not received any increase in our general fund or other institutional funding for equipment or technology. Faculty will inquire regarding the availability of Perkins funds.

GOALS & PLANNING
This section will be submitted to the Superintendent-President as an overview of programmatic strengths and areas of growth.

7.1 Program Strengths and Areas for Improvement. Summarize what you believe are your program's strengths and major accomplishments in the last 5 years. Next, state the areas that are most in need of improvement. Include any professional development opportunities that would support these areas of needed improvement.

The Business, Management, and Marketing programs continues to provide knowledge and skills for students of all disciplines. The Business and Management programs provide essential skills for business professionals, while the marketing program provides essential skills for marketing professionals. Overall with some support and rearrangements we can provide full county coverage for a well-balanced schedule program with the assistance of additional resources and outreach. With additional resources and outreach we can provide more courses, increase student enrollment and instructors, which will have a positive impact on enrollment and fill rates in the future.

7.2 Program Goals. Based on the program review self-study analysis, list any goals from the six focal areas: Program Overview and Mission, Assessment, Curriculum, Campus and Community Integration, Student Equity and Success, Resources, and Professional Development. Then for all goals provide a priority ranking. These goals will be utilized in multiple aspects of the integrated planning process. They will be discussed with the dean, inputted in CurriCUNET and shared with the relevant planning committees (tech committee, professional dev, etc.). They will also be utilized by the Academic Program Review Committee and the Vice President of Academic Affairs to determine themes and areas of need across campus. Yearly, faculty will collaboratively update the goals during fall flex in CurriCUNET.

Table 4. Program Goals

PROGRAM OVERVIEW & MISSION (Sections 1.1-1.9)

Program Goals (click on text below for drop-down options, add goals as necessary)	Planned Action (s)	Person(s) Responsible	Priority ranking of program goals
Other	Update Marketing Program required reports and procedures; Develop a check list of required reports and deadlines for the Programs to update	Slaton	

ASSESSMENT (Sections 2.1-2.7)

Assessment Goals (click on text below for drop-down options, add goals as necessary)	Planned Action	Person(s) Responsible	Priority ranking of assessment goals
Update/assess PLOs	Update PLOs and map to SLOs in CurricUNET Met	faculty	

CURRICULUM (Sections 3.1-3.7)

Curriculum Goals (click on text below for drop-down options, add goals as necessary)	Planned Action	Person(s) Responsible	Priority ranking
Delete/modify course(s)	Continuing to explore feasibility of offering the Small Business Management program online by gathering statistics available.	Slaton	

Create new course	Create a Financial Management & Budgeting Course to align with the Degree for Business Professionals	Slaton	

CAMPUS & COMMUNITY INTEGRATION (Sections 4.1-4.3)

Campus & Community Integration/Outreach goals (click on text below for drop-down options, add goals as necessary)	Planned Action	Person(s) Responsible	Priority ranking
Create bridge/pathway	Network with Departments and Community to increase interest in programs. Participate in College, High School and Community events. The College needs to develop new and better ways to communicate course offering and program benefits. Develop a marketing plan. Continue to examine possible linkages e.g. with local high school, tech-prep program, the bio-tech program and work programs.	Faculty	
Expand advertising	Develop ways to increase enrollment and courses offered; Gather information from statistics, advisory committee, other resources and develop a plan to increase enrollment and courses offered	Faculty	

STUDENT EQUITY & SUCCESS (Sections 5.1-5.6)

Student Equity & Success Goals (click on text below for drop-down options, add goals as necessary)	Planned Action	Person(s) Responsible	Priority ranking
Other	Survey students in all programs	faculty	

PROFESSIONAL DEVELOPMENT (all sections)

Professional Development Goals (click on text below for drop-down options, add goals as necessary)	Planned Action	Person(s) Responsible	Priority ranking

| Development in best practices/ pedagogy | Attend national conference of business educators | Slaton | |
| Development in building/teaching Distance Education course | Get additional training for DE | Faculty | |

RESOURCES (Sections 6.1-6.5)

Human Resources Goals (click on text below for drop-down options, add goals as necessary)	Planned Action	Person(s) Responsible	Priority ranking
Expand part-time pool	Hire PT instructors for Management and Marketing courses	Dean	
Technology & Equipment Goals (click on text below for drop-down options)	Planned Action	Person(s) Responsible	Priority ranking
Technology and equipment are up-to-date; no goals at this time			
Facilities Goals (click on text below for drop-down options)	Planned Action	Person(s) Responsible	Priority ranking
Facilities are up-to-date; no goals at this time			
Library Resource Goals (click on text below for drop-down options)	Planned Action	Person(s) Responsible	Priority ranking
Add/update library resources	Talk with librarians about adding reserve materials at the centers	faculty	
Other Resource Goals (add below)	Planned Action	Person(s) Responsible	Priority ranking

Signature Page

Please include all full-time faculty and as many part-time faculty as possible.

The undersigned faculty in the Business, Management, and Marketing Programs, have read and have had the opportunity to provide feedback on the attached program review self-study, dated 12/12/17.

_____

LaVonne Slaton

_____

Faculty Name

_____

Faculty Name

_____

Faculty Name

APPENDICES

Appendix A: Catalog Program Descriptions

Associate in Science in Business Administration for Transfer (ADT: A.S.-T)

Program Description
This curriculum is designed to provide an opportunity for Business majors to achieve an associate in science degree in business administration while completing the requirements for transfer to a California State University (CSU) or other four-year college or university. A baccalaureate degree is recommended preparation for those considering careers in business. Completion of this curriculum will demonstrate commitment to the field and provide comprehensive preparation for upper-division work.

Associate in Science in Business Administration for Transfer
A Solano College student who has earned the associate in science degree in business administration for transfer will be granted priority admission to the CSU into a similar (BA) degree program as long as the student meets all prescribed admission requirements. Once admitted the student will only be required to complete 60 additional upper-division units to qualify for the similar BA degree. The A.S.-T degree does not guarantee admission to a specified major or campus, but does require the California State University to grant a student priority admission consideration to a CSU campus and to a major that is similar to the transfer degree.

To earn the Associate in Arts in Business for Transfer degree, students must:
1. Complete 60 semester units that are eligible for transfer to the California State University, including both of the following:
   a. The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements
   b. A minimum of 18 semester units in a major or area of emphasis, as determined by the community college district.
2. Obtain a minimum grade point average of 2.0.

Program Outcomes
Students who complete the Associate in Science in Business Administration for Transfer degree will be able to:
1. Recognize and describe the importance of marketing, law, economics, accounting, business administration, finance, risk analysis, and personnel management in business and formulate hypotheses based on these concepts.
2. Analyze practical business problems and utilize research and critical thinking to evaluate and recommend alternative solutions.
3. Use appropriate computer software to create and or modify relevant business documents.
4. Apply accounting concepts and principles in making business decisions.

REQUIRED COURSES	Units
ACCT 001 Principles of Accounting – Financial	4
ACCT 002 Principles of Accounting – Managerial	4
BUS 005 Introduction to Business	3
BUS 018 Legal Environment of Business	3
CIS 050 Microcomputer Applications	3
ECON 001 Principles of Economics (Macroeconomics)	3
ECON 002 Principles of Economics (Microeconomics)	3
MATH 011 Elementary Statistics	4
Required Major Total Units	**27**

CSU General Education
    or IGETC Pattern Units . . . . 37 – 39
CSU Transferable Electives
    (as needed to reach 60 transferable units)* . . . . 3 – 5
        Total Degree Units 60

* *9 units may be double counted toward both the major area of emphasis and CSU General Education or IGETC Pattern. Consult with a counselor for more information on completing this degree.*

Business, General (Transfer)

Program Description
This program is designed for business students planning to transfer to the University of California and/or the California State University systems.

Certificate of Achievement
A Certificate of Achievement can be obtained by completing the 26-unit major with a grade of "C" or better in each course or a P if taken on a Pass/No Pass basis.

Program Outcomes
Students who complete the Business, General Certificate of Achievement will be able to:
1. Recognize the importance marketing, legal, economics, accounting, business forms, financing, risk, and personnel management is in business and formulate hypotheses based on these concepts.

REQUIRED COURSES . . . . Units
ACCT 001 Principles of Accounting - Financial. 4
ACCT 002 Principles of Accounting - Managerial. 4
BUS 005 Introduction to Business 3
BUS 018 Legal Environment of Business 3
CIS 001 Introduction to Computer Science. 3
OR
CIS 050 Microcomputer Applications 3
ECON 001 Principles of Economics (Macroeconomics) . . 3
ECON 002 Principles of Economics (Microeconomics) . . 3
Elective(s) selected from the recommended electives. . . . 3
    Total Units **26**

Recommended Electives
(Select three units). . . . . **Units**
BUS 092 Business Communication 3
CIS 020 Assembly Programming 3
CIS 022 Introduction to Programming 3
CIS 023 Data Structures and Algorithms 4
MATH 011 Elementary Statistics 4
MATH 020 Analytic Geometry and Calculus I 5
MATH 021 Analytic Geometry and Calculus II. 5
MATH 030 Analytic Geometry and Calculus. 3
MATH 031 Analytic Geometry and Calculus 3
OCED 090 Occupational Work Experience 1-8
OCED 091 General Work Experience. 1-6

*Suggested general education math courses for the Business, General (Transfer) major are MATH 011 (Statistics) OR MATH 030 (Analytical Geometry and Calculus). Students should consult a counselor regarding Business Articulation Agreements.

Business-Insurance: Property & Casualty

Program Description

This program provides essential background information needed by those wishing to work in an insurance office. Extensive employment opportunities are available in a variety of job areas from sales to accounting to database or project management.

Certificate of Achievement and Associate in Science Degree

A Certificate of Achievement can be obtained by completing the 31-unit major below. The Associate in Science Degree can be obtained upon completion of 60 units, including the major, and the general education requirements and electives. All courses in the major must be completed with a grade of C or better or a P if the course is taken on a Pass/No Pass basis.

Program Outcomes

Students who complete the Business-Insurance: Property & Casualty Certificate of Achievement/Associate Degree will be able to:

1. Understand the insurance process, the segments of insurance, and the consequences of insurance contracts in mitigating loss.
2. Understand the risk management techniques available to handle exposure to loss and the use of risk modification.
3. Understand the financial and human consequences of loss. Proper and casualty exposures.
4. Apply the insurance principles in potential and real business and personal loss exposures.
5. Understand the exposures to loss faced by an individual and/or corporation.

REQUIRED COURSES . . . . **Units**
ACCT 001 Principles of Accounting - Financial. 4
BUS 005 Introduction to Business 3
BUS 018 Legal Environment of Business 3
BUS 070 Introduction to Insurance 1
BUS 071 Principles of Property and Liability Insurance. . 3
BUS 072 Personal Insurance 3
BUS 073 Commercial Insurance 3
BUS 074 Insurance—Code & Ethics. 1
BUS 092 Business Communication 3
CIS 050 Microcomputer Applications 3
CIS 073 Microsoft Excel 3
OCED 090 Occupational Work Experience. 1
    Total Units **31**

Recommended Electives
MKT 171 Introduction to Marketing
MKT 173 Principles of Selling

Insurance Specialist Job-Direct Certificate
All courses must be completed with a C or better

REQUIRED COURSES . . . . **Units**
BUS 070 Introduction to Insurance 1
BUS 071 Principles of Property and Liability Insurance. . 3
BUS 072 Personal Insurance 3
BUS 073 Commercial Insurance. 3
BUS 074 Insurance—Code & Ethics. 1
    Total Units **11**

Management

Program Description
This program is designed to emphasize training to improve thought processes and to provide familiarity with the analytical tools of management, sound decision-making, and how to get things done through and with people. Also, this option is designed for initial employment upon graduation and for job advancement opportunities.

Certificate of Achievement and Associate in Science Degree
A Certificate of Achievement can be obtained by completing the 21-unit major listed below. The Associate in Science Degree can be obtained by completing a total of 60 units, including the major, the supporting courses and the general education requirements. All courses for this major must be completed with a grade of C or better or a P if the course is taken on a Pass/No Pass basis.

Program Outcomes
Students who complete the Management Certificate of Achievement/Associate Degree will be able to:
1. Demonstrate oral and written skills unique in the business community.
2. Apply leadership, ethical standards, and team building skills necessary for managerial positions in the 21st century.
3. Conduct a personal SWOT analysis for a future small business venture.
4. Design a comprehensive business plan for a future small business venture.
5. Demonstrate the ability to use technology in analyzing and solving business problems.
6. Use basic computation skills to analyze and solve business problems requiring the use of mathematics.

REQUIRED COURSES . . . . **Units**
BUS 005 Introduction to Business 3
BUS 092 Business Communication 3
BUS 181 Business Mathematics 3
CIS 050 Microcomputer Applications 3
MGMT 050 Principles of Management 3
MGMT 055 Management/Leadership Skills 3
MGMT 191 Human Relations. 3
OR
MGMT 193 Human Resource Management. 3
    Total Units **21**

Supporting Courses (for the A.S.)* . . . . **Units**
ACCT 001 Principles of Accounting - Financial. 4
OR
ACCT 002 Principles of Accounting - Managerial. 4
BUS 018 Legal Environment of Business 3
ECON 001 Principles of Economics (Macroeconomics) . . 3
OR
ECON 002 Principles of Economics (Microeconomics) . . 3

*Required for the A.S. degree
    Total Units **10**

Recommended Electives
OCED 090 Occupational Work Experience

Retail Management

Program Description

Designed to serve the needs of the employees and employers within the retail industry. The program provides the knowledge and skills needed to prepare students for both entry level jobs and upward mobility opportunities in this dynamic and ever changing segment of our economy. Program emphasis is placed on professional and career development.

Certificate of Achievement and Associate in Science Degree

A Certificate of Achievement in Retail Management can be obtained by completing the 31-unit major listed below. The Associate in Science Degree can be obtained by completing a total of 60 units, including the major, general education requirements, and electives. All courses for this major must be completed with a grade of C or better or a P if the course is taken on a Pass/No Pass basis.

Program Outcomes

Students who complete the Retail Management Certificate of Achievement/Associate Degree will be able to:
1. Demonstrate oral and written skills unique in the business community.
2. Apply leadership, ethical standards, and team building skills necessary for managerial positions in the 21st century.
3. Conduct a personal SWOT analysis for a future small business venture.
4. Design a comprehensive business plan for a future small business venture.
5. Demonstrate the ability to use technology in analyzing and solving business problems.
6. Use basic computation skills to analyze and solve business problems requiring the use of mathematics.

REQUIRED COURSES .... **Units**
Recommended sequence
BUS 092 Business Communication 3
BUS 181 Business Mathematics 3
CIS 050 Microcomputer Applications 3
MGMT 050 Principles of Management 3
ACCT 001 Principles of Accounting - Financial........ 4
MKT 171 Introduction to Marketing 3
MKT 174 Retail Merchandising 3
MGMT 191 Human Relations......................... 3
MGMT 055 Management/Leadership Skills 3
MGMT 193 Human Resource Management........... 3

Total Units **31**

Recommended Electives
BUS 182 Small Business Mathematics
OCED 090 Occupational Work Experience
OCED 091 General Work Experience

NOTE: This program is approved by the Western Association of Food Chains for awarding of the industry WAFC Certificate.

Small Business Management

Program Description

This program is designed for those planning to start their own business, buy an existing business, buy a franchise, or who already own their own business. This option emphasizes learning the concepts and practical skills necessary to be a successful, professional entrepreneur. Specifically designed for working adults, the courses emphasize a systematic approach to business which focuses on the integration of theoretical and practical skills.

Certificate of Achievement and Associate in Science Degree

A Certificate of Achievement can be obtained by completing the 28-unit major listed below. The Associate in Science Degree can be obtained by completing a total of 60 units, including the major, general education requirements, and electives. All courses for this major must be completed with a grade of C or better or a P if the course is taken on a Pass/No Pass basis.

Program Outcomes

Students who complete the Small Business Management Certificate of Achievement/Associate Degree will be able to:
1. Demonstrate oral and written skills unique in the business community.
2. Apply leadership, ethical standards, and team building skills necessary for managerial positions in the 21st century.
3. Conduct a personal SWOT analysis for a future small business venture.
4. Design a comprehensive business plan for a future small business venture.
5. Demonstrate the ability to use technology in analyzing and solving business problems.
6. Use basic computation skills to analyze and solve business problems requiring the use of mathematics.

REQUIRED COURSES . . . . Units
Recommended sequence
MGMT 184 Small Business Management and Planning . 3
MGMT 186 Small Business Marketing 3
MGMT 188 Computers in Small Business 3
BUS 005 Introduction to Business 3
BUS 018 Legal Environment of Business 3
BUS 181 Business Mathematics 3
BUS 182 Small Business Mathematics 1
BUS 092 Business Communication 3
Electives selected from list of Recommended Electives . . 6
    Total Units 28

Recommended Electives
ACCT 001 Principles of Accounting - Financial
ACCT 002 Principles of Accounting - Managerial
ACCT 180 Introduction to Accounting
BUS 060 Introduction to International Business
ECON 001 Principles of Economics (Macroeconomics)
ECON 002 Principles of Economics (Microeconomics)
MGMT 055 Management/Leadership Skills
MGMT 191 Human Relations
MKT 173 Principles of Selling
MKT 174 Retail Merchandising
OCED 090 Occupational Work Experience
OCED 091 General Work Experience
OT 054A Beginning Keyboarding A
OT 054B Beginning Keyboarding B
OT 055A Intermediate Keyboarding/Word Processing A
OT 055B Intermediate Keyboarding/Word Processing B

Marketing

Program Description
Marketing involves a variety of activities including selection of target customer, product development, promotion, pricing and distribution. It applies equally to services, ideas, non-profit organizations, and the individual.

Certificate of Achievement and Associate in Science Degree
A Certificate of Achievement can be obtained by completing the 30–unit major below. The Associate in Science Degree can be obtained by completing a total of 60 units, including the major, general education requirements, and electives. All courses for this major must be completed with a grade of C or better or a P if the course is taken on a Pass/No Pass basis.

Program Outcomes
Students who complete the Marketing Certificate of Achievement/Associate Degree will be able to:
1. Apply marketing research principles to a company's product or service.
2. Apply advertising principles to promote a firm's image and product/service offering.
3. Develop a marketing plan for a business using the fundamental elements of the marketing mix.

REQUIRED COURSES . . . . Units
BUS 005 Introduction to Business 3
BUS 018 Legal Environment of Business 3
BUS 181 Business Mathematics 3
CIS 050 Microcomputer Applications 3
OR
CIS 001 Introduction to Computer Science. 3
ECON 002 Principles of Economics (Microeconomics) . . 3
MGMT 050 Principles of Management 3
OR
MGMT 191 Human Relations. 3
MKT 171 Introduction to Marketing 3
MKT 172 Market Management and Planning 3
MKT 173 Principles of Selling. 3
MKT 174 Retail Merchandising 3
    Total Units 30

Recommended Electives
ACCT 001 Principles of Accounting - Financial
BUS 060 Introduction to International Business
BUS 092 Business Communication
CIS 060 Introduction to the Internet
ECON 001 Principles of Economics (Macroeconomics)
MGMT 050 * Principles of Management
MGMT 191 * Human Relations
MKT 170 Advertising
OCED 090 Occupational Work Experience

*If not taken as part of major

Appendix B: Course Descriptions

ACCT 001 4.0 Units
Principles Of Accounting—Financial
Course Advisory: Eligible for English 001 and Elementary Algebra. A study and analysis of accounting as an information system, its importance and use by external uses such as investors, creditors, and other making decisions. The course covers of the accounting cycle, application of the generally accepted accounting principles, financial reporting, and statement analysis. The course will include issues relating to the valuation of assets, liabilities, and equity, the recognition of revenue and expenses, cash flow, internal controls, ethics, and International Financial Reporting Standards. Four hours lecture.

ACCT 002 4.0 Units
Principles Of Accounting—Managerial
Prerequisite: ACCT 001 with a minimum grade of C or P. Course Advisory: Working knowledge of Excel helpful. A study and analysis of how managers use accounting information in decision-making, planing, directing operations, and controlling, to include the following: terms and concepts; job order cost accounting; process cost accounting; departmental accounting; product analysis; pricing decisions; flexible budgeting; standard cost analysis; cost-volume-profit analysis; preparation of operational, capital and financial budgets; and analysis of financial reporting in manufacturing and service environments. Four hours lecture.

Many courses formerly listed under the Business discipline appear under the disciplines "Accounting," "Management," "Marketing," or "Office Technology."

BUS   005   3.0 Units
Introduction To Business
Course Advisory: Eligibility for English 001 and SCC minimum Math standard. A comprehensive study and analysis of the principles of business. The course introduces students to contemporary business principles, practices, and terminology. Students will gain an understanding and appreciation of the private enterprise system, and how the functional areas of business work and interrelate. The course explores business career opportunities, provides the prerequisite knowledge needed for success in other business courses, and prepares students for transfer to upper-division business degree programs. Assigned readings, class participation, written homework, and written examinations are required. *Three hours lecture.*

BUS   018   3.0 Units
Legal Environment Of Business
Course Advisory: Eligibility for English 001 and SCC minimum Math standard. A comprehensive introduction to the study of law, with specific emphasis on the legal environment of business. Includes the legal process, legal institutions, ethics, jurisdiction, U.S. Constitution, contracts, agency, the Uniform Commercial Code (UCC), torts, employment law, property, bankruptcy law, forms of business organization, corporations, consumer protection, government regulation and Alternative Dispute Resolution (ADR), along with ethical concerns and current public policy issues. Written examinations required. C-ID BUS 120. *Three hours lecture.*

BUS   060   3.0 Units
Introduction To International Business
Course Advisory: Eligibility for English 001 and SCC minimum Math standard. A comprehensive overview designed to provide a global perspective in a continuously emerging international marketplace, including topics such as foreign investing, impact of financial markets, international marketing, cultural understanding, and operation of multinational and small companies. *Three hours lecture.*

BUS   070   1.0 Unit
Introduction To Insurance
Course Advisory: Eligibility for English 001 and SCC minimum Math standard. Provides students with the background needed prior to taking the other insurance courses. Included are topics such as property/casualty insurance, distribution of insurance products and services to the consumer, how insurance company departments function, civil laws or tort and contract, basic commercial and personal Insurance Services Office (ISO) contracts, and the risk management process. *Three hours lecture (6-week course).*

BUS   071   3.0 Units
Principles Of Property And Liability Insurance
Course Advisory: Eligibility for English 001 and SCC minimum Math standard. One of five insurance courses that are designed to prepare students for employment in the insurance industry, which consists of many different types of employment opportunities, from selling insurance to working in a variety of positions in an insurance company. *Three hours lecture.*

BUS   072   3.0 Units
Personal Insurance
Course Advisory: Eligibility for English 001 and SCC minimum Math standard. Assists individuals in learning basic information regarding personal insurance. It includes information about automobile insurance; homeowners' insurance; other residential insurance, such as fire and earthquake insurance; marine insurance; and other personal property. *Three hours lecture.*

BUS   073   3.0 Units
Commercial Insurance
Course Advisory: Eligibility for English 001 and SCC minimum Math standard. One of five insurance courses designed to prepare students for employment in the insurance industry. Emphasis for this course is on commercial insurance. The insurance industry offers many different types of employment opportunities, from selling insurance to working in an insurance office. *Three hours lecture.*

BUS   074   1.0 Unit
Insurance-Code & Ethics
Course Advisory: Eligibility for English 001 and SCC minimum Math standard. Designed to enable students to understand and apply proper ethical business behavior and obligations, especially as they relate to those working in the field of insurance. *Three hours lecture (6-week course).*

BUS   092   3.0 Units
Business Communication
Course Advisory: Eligibility for English 001 and SCC minimum Math standard. A study of communication theory in the planning and preparation of various types of letters, reports, resumes, and oral presentations along with analysis of group dynamics, symbolic communication, interview techniques and listening skills. Stresses audience analysis, style, appearance, and the importance of grammar, punctuation and vocabulary. Strong focus on gender and cultural communication issues and strategies in the workplace. Critical thinking encouraged through written and oral assignments and case studies on business communication and ethical issues. *Three hours lecture.*

BUS   099   1.0 - 3.0 Units
Business Honors
Prerequisite: Completion of 24 units of college credit with a minimum GPA of 3.3; a minimum of 5 units in the discipline with a minimum grade of B; an ability to work independently; permission of the School Dean based on instructor availability. A comprehensive study and analysis of a topic of student scholarship which is centered on important topics or issues within the business field. Students may take this course up to the maximum number of units over multiple semesters. *Three to nine hours by arrangement.*

BUS   100   1.5 Units
Work Readiness
Course Advisory: SCC minimum English and Math standards. Covers the process of assessing the job market and completing a resume and application. Topics include how to be successful on the job and to gain satisfaction and rewards from work. The skills needed in the workplace are emphasized along with the social and communication skills, personal characteristics and habits, and expectations of the employer. *Three hours lecture (8-week course).*

BUS   148A   3.0 Units
**Small Business Project-Based Path
for Entrepreneurs**
Course Advisory: SCC minimum English and Math standards. This course emphasizes activities and techniques through project management that develops competencies needed to become a successful leader. Students receive instruction and project-based activities in the areas of entrepreneurship, project management, personal and workplace skill, oral and written techniques, and networking. *Three hours lecture.*

BUS   181   1.0 to 3.0 Units
Business Mathematics
Course Advisory: SCC minimum English standard. This course requires students to apply essential mathematical skills necessary for success in business. Includes a review of fractions, decimals, percents, ratios, the percentage formula, and general business applications; covers advanced business applications such as interest, discount, markup, payroll, pricing policies, cash and trade discounts, and financial statements. This is a self-paced, programmed learning class. Students may take this course up to the maximum number of units over multiple semesters. This is an Open Entry/Open Exit, Variable unit course; Online course is not Open Entry/Open Exit. *One to three hour(s) lecture.*

BUS   182   1.0 Unit
Small Business Mathematics
Course Advisory: SCC minimum English and Math standards. This course requires students to apply essential mathematical skills necessary for persons operating a successful business. It includes asset and inventory management; ratio analysis, depreciation, taxation applied to sales, excise, and real property; investments and insurance, and basic statistics. This is a self-paced, programmed learning class. This is an Open Entry/Open Exit course; Online course is not Open Entry/Open Exit. *One hour lecture.*

BUS   208   0.5 Unit
Employee Relations And Personnel Policies
Good employees are made through effective training, development, and relations. This course explores techniques used in training and developing good employees. The elements that comprise a sound employee relations program are presented. *This is a Pass/No Pass only course. Eight hours lecture (2-week course).*

CIS 001 3.0 Units
Introduction To Computer Science
Course Advisory: SCC minimum English and Math standards; keyboarding 30 wpm. An introduction to the hardware and software components of basic computer information systems. Also, an examination of information systems and their role in business. A review of historical, social and cultural implications of computer technology in today's society. Course content will include hands-on familiarization with a computer operating system and common application software. Additionally, the course includes an introduction to computer programming using the Visual Basic .Net language. Students will learn to develop problem specifications, detailed analysis, design algorithms, and construct structured computer programs. Three hours lecture, one hour lab.

CIS 020 3.0 Units
Assembly Programming
Prerequisite: CIS 015 or 022 or 035 with a minimum grade of C. Course Advisory: SCC minimum English and Math standards. A hardware-oriented programming course dealing with programming a computer at the assembler language level. Emphasis will be on the assembly language of computers. Three hours lecture, one hour lab.

CIS 022 3.0 Units
Introduction to Programming
Prerequisite: CIS 001 with a minimum grade of C. Course Advisory: SCC minimum English and Math standards. An introduction to computer programming. The course's content will include 'hands-on' development of structured algorithms and programs through topdown design, modular and object oriented programming, and standardized control structures. (Taught using an object-oriented computer programming language such as C++, C#, Java, etc.). Three hours lecture, one hour lab.

CIS 023 3.0 Units
Data Structures And Algorithms
Prerequisite: CIS 022 with a minimum grade of C. Course Advisory: SCC minimum English and Math standards. A study of the basic concepts associated with the creation and manipulation of data structures and their related processing algorithms. Topics include software engineering principles, the selection, design, and

implementation of data structures including arrays, sequential and random access files, strings, stacks, queues, linked lists, and binary trees, and the development of efficient algorithms for sorting, searching, and manipulating these data structures. (Taught using an object-oriented computer programming language such as C++, C#, Java, etc.) Two hours lecture, three hours lab.

CIS 050 3.0 Units
Microcomputer Applications
Course Advisory: Basic keyboarding skills at 30 wpm; SCC minimum English and Math standards. This course will serve as an introduction to microcomputers and the more frequently used applications software. The course is designed for the microcomputer user who is not a computer science major. The purpose of this course is to help students to understand the concepts and fundamentals of working with: an operating system with its associated graphical user interface, word processing, spreadsheets, databases and presentation software. Three hours lecture.

CIS 073 3.0 Units
Microsoft Excel
Course Advisory: CIS 001 with a minimum grade of C or P; ability to keyboard at 30wpm. Provides a thorough study of spreadsheet operation and enables the student to use the spreadsheet to perform mathematical computations and analysis. Students will create graphic representations of the information contained in a spreadsheet, perform list management routines, use functions, perform 'what if' analysis, customize toolbars and menus, and create macros using Visual Basic for Applications. Three hours lecture.

ECON 001 3.0 Units
Principles Of Economics (Macroeconomics)
Prerequisite: MATH 330 with a minimum grade of C. Course Advisory: Eligibility for ENGL 001. An introductory course focusing on aggregate economic analysis. Topics include: market systems, aggregate measures of economic activity, macroeconomic equilibrium, money and financial institutions, monetary and fiscal policy, international economics, and economic growth. Online work may be required. C-ID ECON 202. Three hours lecture.

ECON 002 3.0 Units
Principles Of Economics (Microeconomics)
Prerequisite: MATH 330 with a minimum grade of C.

Course Advisory: Eligibility for ENGL 001. This is an introductory course focusing on choices of individual economic decision-makers. Topics include scarcity, specialization and trade, market equilibrium, elasticity, production and cost theory, market structures, factor markets, and market failure. Online work may be required. C-ID ECON 201. Three hours lecture.

MGMT 050   **3.0 Units**
Principles Of Management
Course Advisory: Eligibility for English 001; SCC minimum Math standard. An introduction and comprehensive survey of the theory and practices relevant to the management principles of: planning, organizing, staffing, directing and controlling. The course explores the nature and role of management/supervision in a contemporary environment focusing on the strategic planning, decision-making and problem-solving processes that affect organizational effectiveness and efficiency. Includes quantitative and qualitative methodology used in systems and contingency approach to management. *Three hours lecture.*

MGMT 055   **3.0 Units**
Management/Leadership Skills
Course Advisory: Eligibility for English 001. A comprehensive development, analysis, and application of fundamental skills needed for the successful practice of supervision/leadership. This course addresses the quality principles of leadership applied to work processes, decision making and problem solving, communication, stress and time management, and delegating/facilitating in a team environment. The focus of the course is on job-relevant skills. Class exercises are employed to teach the various skills. *Three hours lecture.*

MGMT 191   **3.0 Units**
Human Relations
Course Advisory: SCC minimum English and Math standards. A comprehensive study and analysis of the concepts and skills associated with human behavior and relationships. The course stresses effective supervision and leadership practices as applied to human interaction. *Three hours lecture.*

MGMT 193   **3.0 Units**
Human Resource Management
Course Advisory: SCC minimum English and Math standards. Human resource administration of public and private organizations including personnel and administrative practices. The student will examine the evolution of unions including the various labor relations acts, collective bargaining processes, grievance procedures, and arbitration. Supervisor's and the steward's roles are emphasized for effectively maintaining negotiated contracts. The course focuses on actual personnel problems, principles and methods involved in recruitment, selecting and placement of employees with regard to affirmative action programs, training, experience and aptitude. *Three hours lecture.*

MKT 171   **3.0 Units**
Introduction To Marketing
Course Advisory: SCC minimum English and Math standards. A comprehensive study and analysis of initiating the marketing process (for both profit and non-profit organizations) with special emphasis on understanding the consumer and detailed studies of demographics and target marketing. Includes the role of marketing research, the process of defining a marketing problem and then systematically collecting and analyzing information to recommend actions to improve an organization's marketing activities. *Three hours lecture.*

MKT 172   **3.0 Units**
Marketing Management And Planning
Course Advisory: SCC minimum English and Math standards. Covers marketing methodology related to all channels of distribution including pricing strategies, new product/services, and the development and evaluation of breakthrough opportunities. Practical applications in dealing with government regulations and the career field of sales, promotion/advertising. *Three hours lecture.*

MKT 173   **3.0 Units**
Principles Of Selling
Course Advisory: SCC minimum English and Math standards. The application of traditional selling skills including the approach, demonstrating the product, answering the customer's objections, and closing the sale to the customer's satisfaction. *Three hours lecture.*

MKT 174   **3.0 Units**
Retail Merchandising
Course Advisory: SCC minimum English and Math standards. A comprehensive study of the principles and practices of merchandising management of product/services, with emphasis on store location analysis, layout, customer services, buying, sales promotion, consumer credit, and understanding consumer needs and wants. Course includes practical applications related to start-up of a new business and legal constraints of organizing, selling, advertising, consumer relations and personnel practices. *Three hours lecture.*

MATH 011 4.0 Units
Elementary Statistics
Prerequisite: MATH 104 with a minimum grade of C. Course Advisory: Eligibility for English 001. An introduction to elementary probability and statistics including the basic rules of probability, probability distributions, descriptive statistics, hypothesis testing, estimation, correlation and regression analysis. Lab hours may be scheduled or TBA, depending upon the section. Students are expected to complete both the lecture and lab portions of the course. Four hours lecture, one hour lab.

MATH 020 5.0 Units
Analytic Geometry And Calculus I
Prerequisite: A minimum grade of C in both MATH 002 and MATH 051, or MATH 004 with a minimum grade of C. Course Advisory: SCC minimum English standard. MATH 020, the first of the three-semester sequence in Analytic Geometry and Calculus for students majoring in mathematics, engineering, and most physical sciences, is the study of the differential and integral calculus of functions of one variable. Topics covered are limits, continuity, differentiation of algebraic and transcendental functions, applications of the derivative, definite and indefinite integrals,

fundamental theorem of calculus, and applications of the definite integral. Lab hours may be scheduled or TBA depending on the section. Students are expected to complete both the lecture and lab portions of the course. Five hours lecture, one hour lab.

MATH 021 5.0 Units
Analytic Geometry And Calculus II
Prerequisite: MATH 020 with a minimum grade of C. Course Advisory: SCC minimum English standard. Math 021, the second of the three-semester sequence in Analytic Geometry and Calculus for students majoring in mathematics, engineering, and most physical sciences, continues the study of the differential and integral calculus of functions of one variable. Topics included are introduction to differential equations, computing area and volume, applications and techniques of integration, polar coordinates, infinite series, improper integrals, and L'Hopital's Rule. Lab hours may be scheduled or TBA depending on the section. Students are expected to complete both the lecture and lab portions of the course. C-ID MATH 220. Five hours lecture, one hour lab.

MATH 030 3.0 Units
Analytic Geometry And Calculus
Prerequisite: Math 104 with a minimum grade of C. Course Advisory: SCC minimum English standard. MATH 030 and 031 is a two-semester sequence in analytic geometry and calculus for students majoring in business, biological, and social sciences. This is not the calculus course for students majoring in mathematics, engineering or the physical sciences. MATH 030 covers differential and integral calculus of a single variable. Topics include limits, continuity, derivatives of algebraic and transcendental functions and their applications, integrals and their applications, and plane analytic geometry. Lab hours may be scheduled as TBA depending upon the section. Students are expected to complete both the lecture and lab portions of the course. NOTE: Not open to students who have completed MATH 020 with a minimum grade of C. Three hours lecture, one hour lab.

MATH 031 3.0 Units
Analytic Geometry And Calculus
Prerequisite: MATH 030 with a minimum grade of C. Course Advisory: SCC minimum English standard. A continuation of the calculus of functions of one variable (MATH 030). Topics included are the fundamental theorem of calculus, techniques of

integration, numerical methods of integration, functions of several variables, elementary differential
equations, and infinite series. Lab hours may be scheduled or TBA depending on the section. Students
are expected to complete both the lecture and lab portion of the course. Three hours lecture, one hour lab.

OCED 090 1.0 to 8.0 Units
Occupational Work Experience
Corequisite: Student must be working (paid or unpaid) from 5 to 40 hours per week for a licensed business for a total of 75 hours per unit for paid work and 60 hours per unit for unpaid work.
Duties must relate to student's major field.
Course Advisory: SCC minimum English and Math standards. To Qualify for Occupational Work Experience credit, the student must be working (paid or unpaid) for a legal business in a position directly related to the declared major. Students must work 75 hours per unit of credit for paid work and 60 hours per unit of credit for unpaid work. Students will attend a weekly coordination seminar and develop job-oriented objectives. OCED 090 may be required for some majors and is an elective for all occupational education certificate and degree programs. Qualified students who are not working or volunteering may seek placement assistance from the Student Placement Office. 1 unit of credit may be earned for each 75 hours paid or 60 hours unpaid work per semester to a maximum of 8 units per semester to a total of 16 units over multiple semesters. NOTE: Students enrolled in OCED 90 may not enroll in OCED 91 or any other experiential or practicum course and count the same hours during the same semester. Lab hours are the hours students spend on their job sites. Students wishing to take the maximum OCED units may continue OCED 090 over multiple semesters not to exceed 16 units total for all work experience courses. Students wishing to continue OCED 090 in subsequent semesters must contact the Work Experience Coordinator for enrollment assistance.

OCED 091 1.0 to 6.0 Units
General Work Experience
Corequisite: Student must be available to work from 5 - 30 hours or more per week for a licensed business for a semester total of 75 hours per unit for paid work and 60 hours per unit for unpaid work. Job does not need to be related to major. Course Advisory: SCC minimum English and Math standards. To Qualify for General Work Experience credit, the student must be working (paid or unpaid) for a legal business. Students must work 75 hours per unit of credit for paid work and 60 hours per unit of credit for unpaid work. Work does not need to be related to major. Students will attend a weekly coordination seminar and develop job-oriented objectives. OCED 091 is an elective for all occupational education certificate and degree programs. Qualified students who are not working or volunteering may seek placement assistance from the Student Placement Office. 1 unit of credit may be earned for each 75 hours paid or 60 hours unpaid work during the semester to a maximum of 6 units. OCED 091 may be taken over multiple semesters for a maximum of 6 units. NOTE: Students enrolled in OCED 91 may not enroll in OCED 90 or any other experiential or practicum course and count the same hours during the same semester. Total work experience units may not be more than 16. Lab hours are the hours students spend on their job sites. Note: CSU will accept up to 12 units for transfer.

Appendix C: Library Collection Assessment for Program Review (PR)

PURPOSE:

- **to aid the librarians in ensuring we are adequately meeting the needs of the curriculum and the college community;**
- **to provide insight into the strengths and weakness of the Library's collections;**
- **to support budget allocations and funding requests;**
- **to strengthen faculty participation in the vitality of the Library and its collections;**
- **and to provide faculty an opportunity to familiarize themselves with Library resources available to them and their students.**

STEPS:

1. Program under review alerts a Librarian that they have started the process and have appointed faculty to the *Library Collection Evaluation* section of the PR document.
2. Librarian and appointed program faculty meet to tour and review the collection.
3. Librarian will write a report on the status of the collection using meeting notes and evaluation form below. Report will be disseminated to program faculty.
4. Librarians will allocate collection funding towards areas identified as weak or needing updates.
5. Assessment of the Library collection will continue through the Program Review process.

DISCLAIMER:

The Solano Community College Library is not equipped, suited, or used as a repository of archival materials. We all love old books, however we don't have the supplies or space to adequately store them. The SCC Library is linked to national and international Interlibrary Loan services to help students and faculty locate materials outside the scope of our collection.

The acquisition budget for the Solano College Library is small for an institution of SCC's size. We cannot buy everything, and we need to spread money out across the curriculum. We promise to do our best for departments, programs, and students. The inclusion of a library review in a department's Program Review will allow for data-driven decision making in the allocation of the library's limited funds.

Ultimately, it is the responsibility of the college librarians to maintain the collections. Final decisions on acquisitions and discards reside with the librarians and their professional expertise in such matters.

LIBRARY COLLECTION EVALUATION FORM FOR PROGRAM REVIEW

PROGRAM: DATE:
REVIEWED BY (PROGRAM FACULTY):   REVIEWED BY (LIBRARY FACULTY):

Please answer YES or NO to the questions in the table below for each collection listed. Please follow-up any "NO" answers with written explanation. Answer N/A when applicable.

Collection Types:	Are core subject materials represented?	Currency (are items up to date? Outdated?)	Appropriateness for student needs and learning levels?	Gaps in subject coverage?	Adequacy for faculty professional development?	Adequate for meeting the needs of DE and Center students?
Books (online/print)						
Databases						
Reference Materials (online/print)						
Periodicals (print)						
Media (online/physical)						
Textbooks						
Other (bones/rocks/misc)						

I/we have reviewed the library's holdings for the program and do:
_____ recommend additional resources in the subject areas on the attached list.
_____ recommend the withdrawal of items on the attached list.

Summary of Evaluation Findings:

Appendix D: Advisory Committee Minutes