

PROGRAM REVIEW FOR BUSINESS INCLUDES:

BUSINESS PROGRAM
MANAGEMENT PROGRAM
MARKETING PROGRAM

Fall 2015



SCHOOL OF APPLIED TECHNOLOGY & BUSINESS - PROGRAM REVIEW SELF-STUDY 2015

EXECUTIVE SUMMARY

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 program separately or together, but you will have a full review of each program. The program review is divided into five sections: 1) Introduction, 2) Curriculum Development, Assessment and Outcomes 3) Student Equity & Success 4) Program Resources and 5) Programmatic Goals & Planning. Each program includes detailed discussion, tables, and additional information of all five sections.

The Business Program is one of our largest programs with over 400 students and over 18 sections offered within the business discipline for Fall 2014. The enrollment and course offering have decreased significantly from over 500 students and 24 course offerings. 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. Although 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 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 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 can 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 have resulted in fewer course offerings and fewer student completions. Additional full time faculty will greatly 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) correspondence course in the prison
- Business Information Worker Pathway to Success (Appendix B)
- Retail Management Certificate college transfer credit earned lead toward AA/AAS and BA degree programs. (Appendix C)
- 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). It is our pleasure to present this program review for the Business, Management, and Marketing to assist in planning, goal setting, resource allocation and needs assessment. With your assistance we can work together to build more robust Business, Management and Marketing programs to meet the needs of students and the industry.

PROGRAM REVIEW: BUSINESS PROGRAM

Fall 2015



BUSINESS ASSOCIATE SCIENCE TRANSFER (AS-T) - PROGRAM REVIEW SELF-STUDY 2015

1.1 Introduction.

The Business Associate Science Transfer (AS-T) Degree Program was approved by the state chancellor's office May 2015 and designed for business students planning to transfer to the University of California and/or the California State University systems and has been established in accordance with SB 1440. The program provides a foundation of knowledge in key business areas such as accounting, marketing, finance and economics, in addition to the core course in science and liberal arts. The Business AS-T Program has a Business-Insurance: Property & Casualty Program component. The Business-Insurance: Property & Casualty 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 Achievements and Associate in Science Degrees are offered in both programs.

Business, AS-T Degree

Program Description

An AS-T in Business Administration opens the door to a range of degree options. Under the umbrella of Business Administration, armed with the skills and knowledge necessary to understand the rapidly changing global business environment, students can specialize in areas such as advertising and marketing, accounting, real estate management, entrepreneurship, and others, depending on the CSU campus to which they are admitted. A business bachelor's degree prepares students to work in any business environment, from a multinational conglomerate to their own company.

Certificate of Achievement and Associate in Science Degree

A Certificate of Achievement can be obtained by completing the 26-unit major with a grade of C or better in each course. 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 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 Certificate of Achievement/Associate Degree 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.

We are aware that the PLO includes a lot of concepts. The reason that the PLO includes so many concepts is that it covers not only the business degree it also includes marketing,

management, economics, and insurance. The measurable skills are assessed by successfully completing projects, research assignments, and exams.

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
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 Transfer AS-T major are MATH 011 (Statistics) and MATH 015 (Finite Math) OR MATH 030 (Analytical Geometry and Calculus). Students should consult a counselor regarding Business Articulation Agreements.**

Business

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.

The School of Business is in the process of revising and updating the catalogue description, as we recognize that improvement is needed and we are go through the process of getting it approved.

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 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. What are 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

1.2 Relationship to College Mission and Strategic Goals.

The Business Program’s 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 is 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. To date, we have offered the following courses:

Fall 2015

- Business 5 Intro to Business: Two sections with a total of 61 students enrolled
- Business 92 Business Communication: Two sections with a total 48 students enrolled

Spring 2016

- Business 5 Intro to Business: Two sections with a total of 41 students enrolled
- Business 18 Business Law: Two sections with a total of 46 students enrolled

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) We offered a Business 5 Intro to Business class with a total of 29 students. Enrollment is limited due to the size of classrooms at the two state prisons.

Total	64.6	62.0	9.1	55.1	62.4	50.1	55.9	9.7	40.6	50.7	18.0	44.1
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1.4 Population Served.

The enrollment gender population served on an average is 55% female and 44% male. The enrollment by student age is predominately age 18-25 which is over 56%. The percentage of enrollment by ethnicity and student type are represented in the table below. Overall our ethnicity and student type are fairly similar to the college as a whole.

Percentage of Enrollment by Gender

	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014
Female	55%	56%	52%	57%	54%	52%	53%	58%	56%	53%	56%	50%
Male	44%	43%	48%	43%	45%	47%	46%	41%	42%	45%	43%	48%
Not Reported	1%	1%		1%	1%	1%	1%	1%	2%	1%	1%	2%

Percentage of Enrollment by Student Age

	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014
0-17	3%	1%	9%	3%	0%	1%	2%	3%	4%	2%	4%	3%
18-25	59%	56%	46%	58%	63%	63%	61%	48%	59%	57%	48%	60%
26-30	13%	14%	12%	12%	12%	11%	9%	10%	8%	14%	19%	15%
31-35	7%	9%	11%	8%	7%	6%	10%	10%	9%	6%	8%	7%

36-40	4%	6%	4%	5%	5%	5%	4%	7%	5%	6%	7%	4%
41-45	5%	5%	8%	6%	5%	4%	4%	7%	3%	4%	5%	5%
46+	8%	10%	10%	9%	7%	9%	10%	15%	12%	11%	8%	6%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Percentage of Enrollment by Ethnicity

	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014
Asian or Pacific Islander	16%	11%	13%	17%	14%	16%	16%	18%	19%	19%	19%	19%
Black Non- Hispanic	29%	23%	27%	24%	26%	22%	28%	25%	24%	26%	24%	24%
Hispanic	14%	12%	23%	16%	16%	24%	18%	24%	18%	20%	19%	19%
Other	9%	24%	11%	12%	11%	8%	6%	6%	5%	5%	3%	2%
White Non- Hispanic	28%	28%	25%	29%	30%	27%	29%	25%	32%	27%	32%	32%

Percentage of Enrollment by Student Type

	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014
Continuing	63%	72%	56%	68%	73%	64%	67%	61%	64%	66%	37%	52%
First Time Student	17%	8%	14%	14%	8%	14%	10%	4%	15%	9%	12%	15%

First Time Transfer	9%	7%	6%	7%	7%	10%	9%	11%	9%	11%	22%	12%
Returning	10%	13%	15%	10%	13%	12%	12%	22%	12%	13%	25%	20%
Special Admit Student K-12	1%	0%	8%	0%	0%	0%	2%	2%	0%	2%	4%	2%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Table 1. SCC's Strategic Directions and Goals

<i>Goal 1: Foster Excellence in Learning</i>	<i>Program Evidence</i>
<i>Obj. 1.1 Create an environment that is conducive to student learning.</i>	Faculty use innovative teaching tools to demonstrate current business trends. We use in-depth learning platform tools to improve learning such as Connect by publish McGraw Hill. The platform offers insight to student performance, recommends improvement and adaptive learning features that customize the student experience. Faculty also teach to a variety of learning styles and make course materials readily available through MySolano and the student work area located on the H: drive of the business/CIS server.
<i>Obj. 1.2 Create an environment that supports quality teaching.</i>	Facility utilize college resources provided to support quality teaching, such as library references, counseling, and disabled student services. We currently us the McGraw Hill Connect Software as a teaching tool. We have two computer labs where students are able to access all the online resources.
<i>Obj. 1.3 Optimize student performance on Institutional Core Competencies</i>	Faculty conduct SLO assessment to evaluate student performance. Faculty also attend presentations, workshops and seminars on the latest technology and trends to improve the Business curriculum.
<i>Goal 2: Maximize Student Access & Success</i>	<i>Program Evidence</i>

<p><i>Obj. 2.1 Identify and provide appropriate support for underprepared students</i></p>	<p>Faculty regularly assesses student learning needs and make appropriate referrals to counseling and DSP. Faculty also make themselves available to assist students and discuss strategic plan to successful achieve their goals.</p>
<p><i>Obj. 2.2 Update and strengthen career/technical curricula</i></p>	<p>Faculty regularly update teaching materials and technology used to strengthen career and technical curricular related to the business environment. Each year we review the latest edition of textbooks and update instructors and students materials to reflect the latest materials and technology.</p>
<p><i>Obj. 2.3 Identify and provide appropriate support for transfer students</i></p>	<p>We currently have articulation agreements with the UC's and CSU's. Classes' numbered 1-49 transfer to UC's and classed numbered 50-99 transfer to the CSU's. Faculty advise student as to which courses are transferable. We have established an AA-T degree in Business.</p>
<p><i>Obj. 2.4 Improve student access to college facilities and services to students</i></p>	<p>Students have access to instructor's files and folders located on the College website. Course data files and syllabi are easily accessible.</p>
<p><i>Obj. 2.5 Develop and implement an effective Enrollment Management Plan</i></p>	<p>Faculty and Department staff are participating in promotional events and developing material about the program to assist in increase enrollment. Some examples are the enrollment management committee (EMC), outreach at Solano Mall, high school visits, Western Association of Food Chains (WAFC) to promote the retail management degree, and virtual enterprise training.</p>
<p><i>Goal 3: Strengthen Community Connections</i></p>	
<p><i>Program Evidence</i></p>	
<p><i>Obj. 3.1 Respond to community needs</i></p>	<p>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 recently had a visit from the Jesse Bethel Finance Club and we shared information about Colleges' Business Program offerings.</p>

Obj. 3.2 Expand ties to the community	Faculty plan to visit the local high schools and attend community event to share information about the Business program and the college's curriculum. The Business department is participating in a promotional event at the Solano Mall. We have regular meeting with industry leaders and discuss internships and employment opportunities.
<i>Goal 4: Optimize Resources</i>	<i>Program Evidence</i>
Obj. 4.1 Develop and manage resources to support institutional effectiveness	With the use of Smart classrooms faculty can take advantage of the resources and increase institutional effectiveness. It allows faculty the benefit of accessing the internet and use audio and video to teaching effectively.
Obj. 4.2 Maximize organization efficiency and effectiveness	The use of Smart classrooms are essential tools for Business classes to gain student interest and meet expectations of an exciting, desirable and rewarding career in Business.
Obj. 4.3 Maintain up-to-date technology to support the curriculum and business functions.	Smart classrooms allow faculty to use up-to-date technology to support curriculum and allow hands on experience, which can lead to increased retention.

1.5 Status of Progress toward Goals and Recommendations. Report on the status of goals or recommendations identified in the previous educational master plan and program review.

Table 2. Educational Master Plan

<i>Educational Master Plan</i>	<i>Status</i>
1. <i>Improve student access to instructional programs and improve degree completion and transfer rates.</i>	<i>Working with counseling department and area high schools to promote the department's certificates and AA degrees and transfer opportunities.</i>
2. <i>Improve transfer opportunities for students.</i>	<i>Developing the Business AA-T degree.</i>
3. <i>Increase student access to programs through the marketing of the degrees and certificates available.</i>	<i>Developing an updated brochure and update the department's website to promote the Degrees and Certificates available through the Business Department.</i>

4. <i>Improve access and student completion rates.</i>	<i>Collaborating with OAR, Marketing and Outreach to inform students about degree and certificate eligibility and processes.</i>
5. <i>Promotes development of workforce-ready graduates.</i>	<i>Working with campus Marketing and Outreach to give students in marketing and business classes an opportunity to develop a marketing plan for the college that will also meet the class requirement for a marketing plan. Coordinating activities targeted at completion of degree and certificates with the Academic Success Center and the Transfer Center.</i>
6. <i>Strengthen Support for Entering Students and Develop and use technology applications to better guide students in educational processes.</i>	<i>Updating technology for classroom and faculty use.</i>
7. <i>Increase student success in online courses.</i>	<i>Assessing student success in online courses and modifying offerings, curriculum and support services (e.g., embedded tutoring, supplemental instruction) in ways that will likely improve student access and success.</i>

Table 3. Program Review Recommendations

<i>Program Review Recommendations (Previous Cycle)</i>	<i>Status</i>
1. <i>Market Business 5 and Business 18 courses. Students from all disciplines can benefit from these CSU and UC transferable courses.</i>	<i>Updating promotional information for courses</i>
2. <i>Increase the number of business courses section offered each semester and evaluate them on an ongoing bases.</i>	<i>More courses are being offered, but student enrollment and faculty must increase to accomplish this recommendation</i>
3. <i>Expand the number of courses offered online in anticipation of a new student population and to have a positive impact on enrollments and fill rates</i>	<i>More online courses have been added</i>

1.6 Future Outlook. 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. This information and other labor market data is from: <http://www.careerinfonet.org/> and <http://www.bls.gov/>. 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.

CURRICULUM DEVELOPMENT, ASSESSMENT, AND OUTCOMES

Program Level Outcomes

2.1 The Business, General (Transfer) and Business-Insurance: Property & Casualty Program Level Student Learning Outcomes (PLSO) are listed below. The assessments are based on the cumulative work completed in the core curriculum for the degree/certificate.

Table 4. Program Level

<i>Program Level Outcomes</i>	<i>ILO (Core 4)</i>	<i>How PLO is assessed</i>
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	<i>IIA - Analysis D IID - Problem Solving</i>	<i>Score of 70% or higher on all coursework, homework assignments, class projects and exams in the required courses. (All business classes listed require homework, assignments and exams)</i>

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

Table 5. Program Courses and Program Level Outcomes

<i>Course</i>	<i>PL01</i>
<i>BUS005</i>	<i>I</i>
<i>BUS018</i>	<i>D</i>
<i>BUS060</i>	<i>I</i>
<i>BUS070</i>	<i>I</i>
<i>BUS071</i>	<i>I</i>
<i>BUS072</i>	<i>I</i>
<i>BUS073</i>	<i>I</i>
<i>BUS074</i>	<i>I</i>
<i>BUS092</i>	<i>M</i>

<i>BUS099</i>	<i>M</i>
<i>BUS100</i>	<i>I / D</i>
<i>BUS148A</i>	<i>M</i>
<i>BUS181</i>	<i>I</i>
<i>BUS182</i>	<i>I</i>

2.3 As a result of the program level assessments, we have determined there is a need to increase group projects and activities to engage student participation in the classroom and online.

Table 6. Program Level Assessments

<i>Program Level Outcomes</i>	<i>Dates Assessed</i>	<i>Results</i>	<i>Action Plan</i>
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	<i>Fall 2014</i>	<i>Written exam, which 80% of students passed. Area of weakness were in accounting/financial reporting area. Students successfully completed the term paper with a grade of C or better. Book report 100% of students completed the survey questionnaire and book report.</i>	<i>To remedy the problem with the written exam, include more participatory techniques of delivery. Less class lecture on accounting and financial reporting and more hands on exercises and lab exercises.</i>

Student Learning Outcomes

2.4 Many of our SLOs were updated during this program review cycle. Any new/updated SLOs will go through the process established by the district and will be reflected in Curricunet. 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 need to increase training on which forms to use and where to input data semester.

2.5 In terms of scheduling, all even-numbered courses are assessed in the Fall and all odd-numbered courses are assessed in the Spring.

2.6 Currently, our course-level SLOs are almost entirely up to date. There are a few outstanding from Spring 2013, and the instructors have been contacted to complete them. We would like to meet as discipline faculty to discuss how we are measuring the SLOs and find greater consistency across sections.

2.7 The goal of every faculty member including adjunct instructors is to complete SLOs every year for gap analysis and to assist in the program’s planning strategy for achieving and maintaining current information. Completing SLOs every year is a new process, but the college administration needs to make sure adjuncts know this expectation and provide support if necessary.

2.8 After reviewing the Business 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.

Curricular offerings

2.9 *Course offerings.* Our department continues to make changes to the curriculum. The current listing for the Business Degree consists of the following core courses:

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
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

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 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.

2.10 Instructional Quality. High quality instruction is one of our program's greatest strengths. Due to the nature of the discipline our faculty must continually updating their skills by attending classes, workshops, training for continued education. We make a rigorous effort to keep our classrooms and textbooks up to date with the current industry technology being used. Class sizes are limited to 40 students and instructors have regular office hours for one on one help outside of the scheduled class.

2.11 Teaching Methodologies. We teach courses to a variety of different learning styles. While instructors have different methodologies, all include a mixture of lecture, group work, and hands-on use of hardware and software in the classroom and laboratories. While teaching, we include demonstrations, follow-on exercises and group collaboration. Special accommodations are made in the classroom for students with disabilities and those that may need extra help.

2.12 Fill rates/Class size. Enrollment fill rates and class size remain low. From 2011 until 2014 we had an average enrollment fill rate was 84 percent. Our program has been affected by administration's cutting of course sections and the economy. We have both traditional and non-traditional students and when sections of course are not offered each year we preclude some students from graduating in a timely manner. Our introduction to Business course typically fills well, particularly on-line offerings. Over the last 2 academic years the number of classes offered and enrollment has trended lower than in the previous 2 years. With the expansion and contractions of the number of sections being offered and variations in enrollment patterns some additional analysis needs to be considered when scheduling courses.

2.13 Course sequencing. 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. However students are encouraged to follow this sequence of Business courses within the degree program:

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

2.14 Basic Skills (if applicable). The Business program does not offer basic skills courses, but students benefit greatly when their reading, writing and problem solving skills are at the college level. We work closely with the tutor center to help unprepared student become prepared, by encouraging them to attend classes at the tutor center and give referrals.

2.15 Student Survey. Business instructors are considering conducting formal surveys regarding when and where students would like Business courses to be offered. Based on the results of these surveys, we will determine our course offerings.

2.16 Four-year articulation (if applicable). Currently, there are eleven Business courses that meet District requirements for General Education and CSU General Education criteria. BUS 5 Introduction to Business and BUS 18 Legal Environment of Business have articulation agreements with both CSU and UC systems. CSU system accepts the following Business courses:

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

2.17 High school articulation (if applicable). 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 articulate with Vanden, Armijo, Rodriguez, Benicia, Dixon, Jepson, and Will C. Wood. These agreements are constantly reviewed and updated.

2.18 Distance Education (if applicable). Currently our program offers eight courses online. Unfortunately, due to limited staffing and the inability of faculty to teach more than three online sections per semester, we have been unable to offer these classes as frequently as we would like. We offer the following 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

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.

2.19 Advisory Boards/Licensing (CTE) (if applicable). The curriculum has not been influenced recently by advisory committee recommendations. Advisory meetings were not held regularly but an advisory board will be reconstituted and will meet once a semester. Members of the advisory board include local business owners, associations, students and members of the community. Below are the minutes from the last advisory meeting. See appendix for committee meeting minutes.

STUDENT EQUITY & SUCCESS

3.1 Course Completion and Retention. Between Fall of 2011 and Fall 2014, success rates in Business courses were between 54-61%. Success rates for male (53-60%) and female (55-62%). In terms of ethnicity, success rates were highest among White non-Hispanic (60-78%) and Asian students (55-66%), followed by Hispanic (53%-63%) and Black non-Hispanic (45-43%). Two other sub-groups did not have a significant number of students with success ranges. For age, success rates, students 36 to 46+ were significantly higher than all other age groups. 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.

3.2 Degrees/Certificates Awarded (if applicable). Business degrees and certificates awarded:

<i>Degree/Certificates</i>	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014
Associate in Science	16	4	1	1	2
Certificates	2	1	1	0	1

This decline is due to a number of factors. At the request of the administration the number of sections offered were reduced in recent years resulting in a drop from 34 sections in Fall of 2010 to 22 in Fall of 2014. The reduction in sections offered likely caused students to turn to other institutions for their educational needs. Some additional possible factors for the reduction in enrollment are the increased cost of tuition, high cost of textbooks, and the recession which impacts the entire country and Solano County in a devastating way. All of these factors and more have had an impact on student's ability to afford higher education and has had an effect on enrollment of the Business Program and Solano College as a whole.

3.3 Transfer (if applicable). Anecdotally, we know that many students in our program transfer to four year universities. Most of these students transfer, however we do not have any quantifiable data. We have an articulation officer to maintain these records. Faculty in our

department communicates with the students regarding opportunities at four year universities and colleges.

3.4 Career Technical Programs (if applicable). The Business provides a foundation of knowledge in key business areas, in addition to core course in science and liberal arts. Students are exposed to the world of business including accounting, marketing, finance and economics. 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. Students are encourage to take advantage of the workforce programs and job placement event at the college using their skills acquired.

PROGRAM RESOURCES

4.1 Human Resources. The Business Program currently has two full-time faculty and several adjunct business professors. LaVonne Slaton is the only the full-time faculty and the adjunct business professors are: Rhuenette Alums, Alison Bolton, Matthew Dudman, Carl Ogden, Stephen Watkins, Greg Parini, Kevin Anderson and Lee Prescott. Our Business professors have extensive business experience and many still work in their respective careers. Many attend workshops, trainings and continued education to stay current in their field of expertise. An example is that former professor Thom Watkins attended two summer classes on Teaching International Business for Community College Faculty (basic and advance classes) at Michigan State University. The outcome was that we now have an Introduction to International Business in our curriculum.

4.2 The limited number of Business faculty has diminished the Business department's ability to offer more courses during the day, evening, online and weekends at the main campus, Vacaville, Vallejo and Travis AFB campuses. We have had two full time faculty retire.

4.3 Equipment. The Business offices and classrooms are in need of technological upgrades, but IT is in the process of upgrading all classroom at the college. If the Business programs are to remain viable, we must offer the latest technology and teaching tools in the industry.

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

4.5 Budget/Fiscal Profile. 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. Budget documents from the finance department from 2010 to 2014 and information from the department dean support this information.

PROGRAMMATIC GOALS & PLANNING

5.1 The Business program continues to provide knowledge and skills for transfer students for all disciplines. The program provides essential skills for business 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. With additional resources we can provide more courses, increase student enrollment and instructors, which will have a positive impact on enrollment and fill rates in the future.

5.2 Based on the self-study analysis, the Business programs prioritized short (1-2 years) and long term goals (3+ years) are listed along with any fiscal resources needed to achieve the goals.

Table 8. Short-Term and Long-Term Goals

<i>Short-Term Goals</i>	<i>Planned Action</i>	<i>Target Date</i>	<i>Person Responsible</i>	<i>Source</i>
<i>1. Network with Departments and Community to increase interest in Business Program</i>	<i>Participate in College, High School and Community events</i>	<i>January 2015</i>	<i>Department</i>	<i>SP</i>
<i>2. Meet with Advisory Committee</i>	<i>Identify and recruit members to schedule meeting</i>	<i>January 2015</i>	<i>Department</i>	<i>NR DB</i>
<i>3. Create a student questionnaire.</i>	<i>Review possible questionnaire and develop one for Business</i>	<i>January 2015</i>	<i>Department</i>	<i>NR</i>
<i>4. Hire Replacement Faculty</i>	<i>Request replacement of retired faculty</i>	<i>Fall 2016</i>	<i>Department</i>	<i>SP DP</i>
<i>Long-Term Goals</i>	<i>Planned Action</i>	<i>Target Date</i>	<i>Person Responsible</i>	<i>Source</i>

<p><i>1. Develop ways to increase enrollment and courses offered</i></p>	<p><i>Gather information from statistics, advisory committee, other resources and develop a plan to increase enrollment and courses offered</i></p>	<p><i>Spring 2016</i></p>	<p><i>Department</i></p>	<p><i>P</i></p>
<p><i>2. Update Business Program required reports and procedures</i></p>	<p><i>Develop a check list of required reports and deadlines for the Business Program to update</i></p>	<p><i>Spring 2016</i></p>	<p><i>Department</i></p>	<p><i>S</i></p>
<p><i>3. Review courses offered and SLOs to update and improve curriculum.</i></p>	<p><i>Review the check list of scheduled SLO reviews and update courses based on review</i></p>	<p><i>Spring 2016</i></p>	<p><i>Department</i></p>	<p><i>S</i></p>
<p><i>4. Develop an International Business Degree</i></p>	<p><i>Internalize the business classes including accounting, economics and business law</i></p>	<p><i>Spring 2018</i></p>	<p><i>Department</i></p>	<p><i>SP DP</i></p>

5. <i>Develop a Business Information Worker program.</i> (see Attached - Appendix B – Program Information)	The Business Information Worker program has been completed, but has not yet been submitted to the curriculum committee. The Pathway program is being developed by the faculty in the department. The programs will be submitted to curriculum committee before the end of the Spring 2016 semester.	<i>Spring 2016</i>	<i>Department</i>	<i>SP DP</i>
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In the source column denote “SP” for Strategic Proposals, “DP” for Department Budget, “P” for Perkins or “NR” for No Additional Resources Needed.

PROGRAM REVIEW: MANAGEMENT PROGRAM

Fall 2015



MANAGEMENT PROGRAM REVIEW SELF-STUDY 2015

1.1 Introduction.

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: 1. Retail Management and 2. Small Business Management. A Certificate of Achievement and Associate in Science Degree are available in the Management and Small Business Management programs. A Certificate of Achievement is available in Retail Management.

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.

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 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
<i>OR</i>	
MGMT 193 Human Resource Management.	3
Total Units	21

Supporting Courses (for the A.S.)*	Units
ACCT 001 Principles of Accounting - Financial.	4
<i>OR</i>	
ACCT 002 Principles of Accounting - Managerial.	4
BUS 018 Legal Environment of Business	3
ECON 001 Principles of Economics (Macroeconomics) ..	3
<i>OR</i>	
ECON 002 Principles of Economics (Microeconomics) ..	3
*Required for the A.S. degree	
Total Units	10

Recommended Electives

OCED 090 Occupational Work Experience

Management

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 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 Strengths, Weaknesses, Opportunities, Threats (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

ACCT 001 Principles of Accounting - Financial.	4
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
MGMT 193 Human Resource Management.	3
MKT 171 Introduction to Marketing	3
MKT 174 Retail Merchandising	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. See Appendix C

Management

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 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 strengths, weakness, opportunities and threats (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 055 Management/Leadership Skills	3
MKT 174 Retail Merchandising	3
ACCT 050 Computer Accounting	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
MGMT 184 Small Business Management and Planning .	3
MGMT 186 Small Business Marketing	3
MGMT 188 Computers in Small Business	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

1.2 Relationship to College Mission and Strategic Goals.

The Management Program's 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 Management skills and the ability to apply them effectively will be important ingredients for success. Our curricula is centered on these Management 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 optimize the resources and foster excellent in learning by encouraging students to take advantage of the extensive counseling and advising services, free tutoring services to develop better study skills, job placement and financial aid services available. The Management Program is dedicated to supporting the College's mission and strategic goals.

1.3 Enrollment.

The enrollment data below reflects the Management Program from 2009-2010 academic year to present. These numbers include the number of sections offered, the number of students enrolled, and the number of full-time equivalent enrollment (FTE) for each semester since the last program review cycle. The Management Program enrollment pattern has declined in recent years which is consist when compared the college enrollment as a whole. This decline is due to a number of factors. The reduction in sections offered likely caused students to turn to other institutions for their educational needs. Some additional possible factors for the reduction in enrollment are the increased cost of tuition, high cost of textbooks, and the recession which impacts the entire country and Solano County in a devastating way. All of these factors and more have had an impact on student's ability to afford higher education and enrollment of the Management Program and Solano Community College as a whole.

To increase enrollment there are plans to participate in college promotional events to inform the community of the management 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.

Management – Table below shows the number of sections offered of a particular course within Management.

	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014
Total	2	4	1	2	4	2	4	2	2	3	2	3

Management – Table below shows the number of students enrolled in courses within Management.

	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014
Total	58	98	26	55	84	51	91	41	55	72	43	62

Management – Number Full Time Equivalent Students (FTES) in courses within Management. for the entire discipline. The FTES is equivalent to 525 hours of instruction.

	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014
Total	6.1	10.0	2.6	5.5	8.4	5.1	9.3	4.2	5.6	8.3	4.3	6.8

1.4 Population Served.

The enrollment gender population served on an average is 58% female and 41% male. The enrollment by student age 18-25 is over 39%, and the ages between 26-30 and over 46 are both 16%. The percentage of enrollment by ethnicity and student type are represented in the table below. Overall our ethnicity and student type are fairly similar to the college as a whole.

Percentage of Enrollment by Gender

Percentage of Enrollment by Ethnicity

	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014
Am. Indian or Alaskan Native	2%	2%	4%	2%	2%	2%	0%	0%	0%	0%	2%	3%
Asian or Pacific Islander	9%	12%	12%	5%	10%	6%	19%	7%	15%	18%	7%	18%
Black Non- Hispanic	21%	17%	23%	31%	23%	24%	26%	37%	18%	19%	23%	18%
Hispanic	10%	12%	23%	9%	17%	18%	19%	5%	24%	15%	19%	19%
Other	16%	21%	12%	16%	6%	10%	5%	12%	5%	7%	5%	8%
White Non- Hispanic	43%	35%	27%	35%	43%	41%	31%	39%	38%	40%	44%	34%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Percentage of enrollment by Student Type

	Fall 2010	Spring 2011	Summer 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014
Continuing	72%	67%	54%	75%	62%	65%	57%	73%	62%	72%	28%	60%
First Time Student	12%	9%	0%	5%	8%	6%	8%	0%	4%	1%	14%	8%
First Time Transfer	9%	6%	19%	13%	10%	16%	19%	12%	15%	8%	14%	6%
Returning	7%	15%	23%	5%	20%	14%	16%	15%	20%	18%	44%	26%

Special Admit Student K-12	0%	2%	4%	2%	0%	0%	0%	0%	0%	0%	0%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Table 1. SCC’s Strategic Directions and Goals

<i>Goal 1: Foster Excellence in Learning</i>	<i>Program Evidence</i>
<i>Obj. 1.1 Create an environment that is conducive to student learning.</i>	Faculty use innovative teaching tools to demonstrate current management trends. Faculty also teach to a variety of learning styles and make course materials readily available through MySolano. We use in-depth learning platform tools to improve learning offered by publishes. The platform offers insight to student performance, recommends improvement and adaptive learning features that customize the student experience.
<i>Obj. 1.2 Create an environment that supports quality teaching.</i>	Facility utilize college resources provided to support quality teaching, such as library references, counseling, and disabled student services.
<i>Obj. 1.3 Optimize student performance on Institutional Core Competencies</i>	Faculty conduct SLO assessment to evaluate student performance. Faculty also attend presentations, workshops and seminars on the latest technology and tends to improve the Management curriculum.
<i>Goal 2: Maximize Student Access & Success</i>	<i>Program Evidence</i>
<i>Obj. 2.1 Identify and provide appropriate support for underprepared students</i>	Faculty regularly assesses student learning needs and make appropriate referrals to counseling and DSP. Faculty also make themselves available to assist students and discuss strategic plan to successful achieve their goals.
<i>Obj. 2.2 Update and strengthen career/technical curricula</i>	Faculty regularly update teaching materials and technology used to strengthen career and technical curricular related to the Management and the business environment.

<p><i>Obj. 2.3 Identify and provide appropriate support for transfer students</i></p>	<p>We currently have articulation agreements with the UC's and CSU's. Classes' numbered 1-49 transfer to UC's and classed numbered 50-99 transfer to the CSU's. Faculty advise student as to which courses are transferable.</p>
<p><i>Obj. 2.4 Improve student access to college facilities and services to students</i></p>	<p>Students have access to instructor's files and folders located on the College website. Course Data files and syllabi are easily accessible.</p>
<p><i>Obj. 2.5 Develop and implement an effective Enrollment Management Plan</i></p>	<p>Faculty and Department staff are participating in promotional events and developing material about the program to assist in increase enrollment.</p>
<p><i>Goal 3: Strengthen Community Connections</i></p>	<p><i>Program Evidence</i></p>
<p><i>Obj. 3.1 Respond to community needs</i></p>	<p>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</p>
<p><i>Obj. 3.2 Expand ties to the community</i></p>	<p>Faculty plan to visit the local high schools and attend community event to share information about the Management program and the college's curriculum.</p>
<p><i>Goal 4: Optimize Resources</i></p>	<p><i>Program Evidence</i></p>
<p><i>Obj. 4.1 Develop and manage resources to support institutional effectiveness</i></p>	<p>With the use of Smart classrooms faculty can take advantage of the resources and increase institutional effectiveness. We use smart learning online tools from the publisher to engage students and enhance the learning experience.</p>
<p><i>Obj. 4.2 Maximize organization efficiency and effectiveness</i></p>	<p>The use of Smart classrooms are essential tools for Management classes to gain student interest and meet expectations of an exciting, desirable and rewarding career in Management.</p>

Obj. 4.3 Maintain up-to-date technology to support the curriculum and business functions.

Smart classrooms allow faculty to use up-to-date technology to support curriculum and allow hands on experience, which can lead to increased retention.

1.5 Status of Progress toward Goals and Recommendations. The Management Program continues to review curriculum for relevance and applicability to students’ career and transfer needs. The department is exploring the feasibility of offering each program and closely monitors and adjust course schedules. The programs goals are to offer management course curriculum that is competitive with other institutions.

Table 2. Educational Master Plan

<i>Educational Master Plan</i>	<i>Status</i>
<p>Human Resources is a rapidly growing field with a projected shortage in individuals with HR</p> <ol style="list-style-type: none"> 1. knowledge and experience. This program could provide students with workforce ready skills and increase transfer opportunities. 	<p>Assessing need for and develop curriculum as needed for a Human Resources Degree and Certificate.</p>

Table 3. Program Review Recommendations

<i>Program Review Recommendations (Previous Cycle)</i>	<i>Status</i>
<ol style="list-style-type: none"> 1. Continue review of curriculum for relevance and applicability to student career and transfer needs. Continue to review transferability of courses. 	<p>Curriculum is continually reviewed and transferability of courses.</p>
<p>The College needs to develop new and better ways to communicate course offering and program benefits.</p> <ol style="list-style-type: none"> 2. 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. 	<p>Communication is improving and a marketing plan is being developed.</p>
<ol style="list-style-type: none"> 3. Continue to explore the feasibility of offering the Small Business Management program online. 	<p>Continuing to explore feasibility of offering the Small Business Management program online by gathering statistics available.</p>
<ol style="list-style-type: none"> 4. The TV Management 50 course has been discontinued. 	<p>TV Management 50 course no longer offered</p>

5. <i>Scheduling will continue to be monitored and adjusted as needed.</i>	<i>Schedules will continue to be monitored to adjust for needs</i>
6. <i>Offer Management online courses in order to keep the curriculum competitive with other institutions.</i>	<i>Online Management courses are being offered.</i>

1.6 Future Outlook. 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 in Management positions is projected to grow 19 percent from 2012 to 2022, faster than the average for all occupations. Growth will be particularly strong of Management positions in smaller consulting companies that specialize in specific industries or type of business functions, such as information technology or human resource. Government agencies will also seek the services of management analysis as they look for ways to reduce spending and improve efficiency. This information and other labor market data is from: <http://www.careerinfonet.org/> and <http://www.bls.gov/>. The internal factors that will affect the program are not enough faculty and not being able to hire qualified faculty to teach.

CURRICULUM DEVELOPMENT, ASSESSMENT, AND OUTCOMES

Program Level Outcomes

2.1 The Management Program Level Student Learning Outcomes (PLOs) are listed below. The assessments are based on the cumulative work completed in the core curriculum for the degree/certificate.

Table 4. Program Level Outcomes

<i>Program Level Outcomes</i>	<i>ILO (Core 4)</i>	<i>How PLO is assessed</i>
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.

<p>2. Apply leadership, ethical standards, and team building skills necessary for managerial positions in the 21st century</p>	<p><i>IIA - Analysis IID - Problem Solving</i></p>	<p><i>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.</i></p>
<p>3. Conduct a personal SWOT analysis for a future small business venture.</p>	<p><i>IIA – Analysis IIB- Computation IIC- Research IID - Problem Solving</i></p>	<p><i>Courses are no currently offered, but the course is being reviews and updated for the PLO.</i></p>
<p>4. Design a comprehensive business plan for a future small business venture.</p>	<p><i>IIA - Analysis IIB- Computation IID - Problem Solving</i></p>	<p><i>Courses are no currently offered, but the course is being reviews and updated for the PLO.</i></p>

<p>5. Demonstrate the ability to use technology in analyzing and solving business problems</p>	<p><i>IIA - Analysis IIB- Computation IID - Problem Solving</i></p>	<p><i>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.</i></p>
<p>6. Use basic computation skills to analyze and solve business problems requiring the use of mathematics</p>	<p><i>IIA - Analysis IID - Problem Solving</i></p>	<p><i>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.</i></p>

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

Table 5. Program Courses and Program Level Outcomes

<i>Course</i>	<i>PL01</i>	<i>PL02</i>	<i>PL03</i>	<i>PL04</i>	<i>PL05</i>	<i>PL06</i>
<i>MGMT050</i>	<i>I</i>				<i>I</i>	
<i>MGMT055</i>		<i>M</i>			<i>M</i>	
<i>MGMT191</i>	<i>D</i>	<i>M</i>				
<i>MGMT193</i>	<i>D</i>	<i>M</i>				

2.3 As a result of the program level assessments, we have determined there is a need to increase group projects and activities to engage student participation in the classroom and online.

Table 6. Program Level Assessments

<i>Program Level Outcomes</i>	<i>Dates Assessed</i>	<i>Results</i>	<i>Action Plan</i>
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<p>1. Demonstrate oral and written skills unique in the business community</p>	<p>Spring 2013</p>	<p><i>Of the student who took the final exam, the average score was 72% with 87% of the students passing the exam.</i></p>	<p><i>Addition of team capstone project prior to final exam to cement management concerns</i></p>
<p>2. Apply leadership, ethical standards, and team building skills necessary for managerial positions in the 21st century.</p>	<p>Fall 2012</p>	<p><i>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.</i></p>	<p><i>Instructor plans to continue with the same method of assessment. The course will be reevaluated and changes will be implemented as needed.</i></p>
<p>3. Conduct a personal SWOT analysis for a future small business venture.</p>	<p><i>Courses and PLO will be updated</i></p>	<p>N/A</p>	<p>N/A</p>
<p>4. Design a comprehensive business plan for a future small business venture</p>	<p><i>Courses and PLO will be updated</i></p>	<p>N/A</p>	<p>N/A</p>

5. Demonstrate the ability to use technology in analyzing and solving business problems	Fall 2012	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.	Instructor plans to continue with the same method of assessment. The course will be reevaluated and changes will be implemented as needed.
6. Use basic computation skills to analyze and solve business problems requiring the use of mathematics.	Fall 2012	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.	Instructor plans to continue with the same method of assessment. The course will be reevaluated and changes will be implemented as needed.

Student Learning Outcomes

2.4 Many of our SLOs were updated during this program review cycle. Any new/updated SLOs will go through the process established by the district and will be reflected in Curricunet. 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, and just one SLO at a time. One difficulty with the reviews is getting courses assessed that were taught by adjunct faculty. We need to increase training on which forms to use and where to input data semester.

2.5 In terms of scheduling, all even-numbered courses that were taught during the Fall 2012 semester should be assessed at the end of the Fall 2014 semester and all odd-numbered courses that were taught should be assessed at the end of the Spring 2014 semester. We will follow the aforementioned assessment schedule until instructed otherwise by administration.

Table 7. SLOs

Course #	Course Name	F2013	S2014	F2014	S2015	F2015	S2016	F2016	S2017
MGMT050	Prin of Management		X				X		
MGMT055	Mgmt Leadership Skills			X				X	
MGMT 191	Human Relations (offered but no filled)			X				X	
MGMT193	Human Resources Mgmt			X				X	

2.6 Currently, our course-level SLOs are almost entirely up to date. There are a few outstanding from Spring 2013, and the instructors have been contacted to complete them. We would like to meet as discipline faculty to discuss how we are measuring the SLOs and find greater consistency across sections.

2.7 The goal of every faculty member including adjunct instructors is to complete SLOs every year for gap analysis and to assist in the program’s planning strategy for achieving and maintaining current information. Completing SLOs every year is a new process, but the college administration needs to make sure adjuncts know this expectation and provide support if necessary.

2.8 After reviewing the Management 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. Management instructors are now looking to move from paper textbooks to an all-digital format which should be less costly.

Curricular offerings

2.9 *Course offerings.* Our department continues to make changes to the curriculum. The current listing for the Management Degree consists of the following core courses:

Management

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
<i>OR</i>	
MGMT 193 Human Resource Management	3
Total Units	21

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.

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 Elective

OCED 090 Occupational Work Experience

Retail Management

REQUIRED COURSES Units

Recommended sequence

ACCT 001 Principles of Accounting - Financial. 4

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
MGMT 193 Human Resource Management.	3
MKT 171 Introduction to Marketing	3
MKT 174 Retail Merchandising	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 Western Association of Food Chains (WAFC) Certificate.

Small Business Management

REQUIRED COURSES Units

Recommended sequence	
MGMT 055 Management/Leadership Skills	3
MKT 174 Retail Merchandising	3
ACCT 050 Computer Accounting	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
MGMT 184 Small Business Management and Planning .	3
MGMT 186 Small Business Marketing	3
MGMT 188 Computers in Small Business	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

2.10 Instructional Quality. High quality instruction is one of our program's greatest strengths. Due to the nature of the discipline our faculty must continually update their skills. We make a rigorous effort to keep our classrooms and textbooks up to date with the current industry technology being used. Class sizes are limited to 40 students and instructors have regular office hours for one on one help outside of the scheduled class.

2.11 Teaching Methodologies. We teach courses to a variety of different learning styles. While instructors have different methodologies, all include a mixture of lecture, group work, and hands-on use of hardware and software in the classroom and laboratories. While teaching, we include demonstrations, follow-on exercises and group collaboration. Special accommodations are made in the classroom for students with disabilities and those that may need extra help.

2.12 Fill rates/Class size. Enrollment fill rates and class size remain low. Our program has been affected by administration's cutting of course sections due to low enrollment and the economy. We have both traditional and non-traditional students and when sections of courses are not offered each year we preclude some students from graduating in a timely manner. None of the classes are filling as well as we would like. Most semesters we have management courses that are canceled due to low enrollment.

2.13 Course 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.

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

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

COURSE SEQUENCING CROSSTAB

The table below shows summary data for all terms. It shows as rows the course in the program and as columns the attempt number in the program of Management. For example, 1 shows the students first attempt in the sequence, 2 the second attempt and so on. The cells show the percent of students taking that particular course.

	Total	1	2	3	4	5
MGMT 050	53.06% 338	47.25% 283	42.40% 53	13.33% 4	25.00% 1	33.33% 1
MGMT 055	53.06% 338	46.24% 277	43.20% 54	26.67% 8	50.00% 2	33.33% 1
MGMT 186	3.30% 21	2.67% 16	3.20% 4	3.33% 1	0	0
MGMT 191	5.65% 36	2.34% 14	7.20% 9	40.00% 12	0	33.33% 1
MGMT 193	3.14% 20	1.50% 9	4.00% 5	16.67% 5	25.00% 1	0

2.14 Basic Skills (if applicable). The Management program does not offer basic skills courses, but students benefit greatly when their reading, writing and problem solving skills are at the college level. The courses do not have prerequisites, we have course advisories or recommendation, but if we had prerequisites there would be a potential to increase students' success. Unprepared student are encouraged to take advantages of the excellent tutor services available.

2.15 Student Survey. 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.

2.16 Four-year articulation (if applicable). Currently, we have two courses that meet District requirements for General Education and CSU General Education criteria. Several of the courses required for the Management degree have articulation agreements with both CSU and UC systems. The CSU system accepts the following Management courses: MGMT 050 Principles of Management and MGMT 055 Management/Leadership Skills.

2.17 High school articulation (if applicable). We have one course in our Management degree program which articulates with one or more of our local high schools. These articulation agreements are current. The BUS 005 course is articulated with the high schools. The high schools that we have articulation agreements with are: Vanden, Rodrigues, Will C. Wood, and Dixon.

2.18 Distance Education (if applicable). Currently our program offers four courses online and these courses meets the comparable requirements for online course. Unfortunately, due to limited staffing and the inability of faculty to teach more than three online sections per semester, we have been unable to offer these classes as frequently as we would like. We offer the following courses online:

MGMT 050 Principles of Management
MGMT 055 Management/Leadership Skills
MGMT 186 Small Business Marketing
MGMT 191 Human Relations

2.19 Advisory Boards/Licensing (CTE) (if applicable). The curriculum has been influenced recently by advisory committee recommendations. Advisory meetings were not held regularly in the past, but an advisory board has be reconstituted and is meeting once a semester. Members of the advisory board include local business owners, associations, students and members of the community. Minutes from the last meeting are included in this report as appendix A.

STUDENT EQUITY & SUCCESS

3.1 Course Completion and Retention. Between Fall of 2011 and Spring 2014, success rates in Management courses were between 66-88%. Success rates for male (64-84%) and female (67-76%). In terms of ethnicity, success rates were highest among Hispanic (80%-92%) and Asian students (75-80%), followed by White non-Hispanic (72-82%) and Black non-Hispanic (50-63%). Two other sub-groups did have a significant number of students with success ranges of (60-83%). For age, success rates, students 36 to 46+ were significantly higher than all other age groups. 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.

3.2 Degrees/Certificates Awarded (if applicable). Business degrees and certificates awarded:

Degree/Certificates	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014
Associate in Science	1	4	1	3	4
Certificates	3	2	1	1	2

3.3 Transfer (if applicable). 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.

3.4 Career Technical Programs (if applicable). The Management program offers 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 encourage to take advantage of the workforce programs and job placement event at the college.

PROGRAM RESOURCES

4.1 Human Resources. 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.

4.2 The limited number of Management faculty has diminished the Business department’s ability to offer more courses at a variety of locations and times. With more faculty more courses can be offered to create a more robust Management program to attract students.

4.3 Equipment. 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 classroom are currently being updated with the latest technology.

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

4.5 Budget/Fiscal Profile. 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. Budget documents from the finance department from 2010 to 2014 and information from the department dean support this information.

PROGRAMMATIC GOALS & PLANNING

5.1 The Management program continues to provide knowledge and skills for students of all disciplines. The program provides essential skills for business 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. With additional resources we can provide more courses, increase student enrollment and instructors, which will have a positive impact on enrollment and fill rates in the future.

5.2 Based on the self-study analysis, the Management programs prioritized short (1-2 years) and long term goals (3+ years) are listed along with any fiscal resources needed to achieve the goals.

Table 8. Short-Term and Long-Term Goals

<i>Short-Term Goals</i>	<i>Planned Action</i>	<i>Target Date</i>	<i>Person Responsible</i>	<i>Source</i>
<i>1. Network with Departments and Community to increase interest in Management Program</i>	<i>Participate in College, High School and Community events</i>	<i>January 2015</i>	<i>Department</i>	<i>SP</i>
<i>2. Meet with Advisory Committee</i>	<i>Identify and recruit members to schedule meeting</i>	<i>January 2015</i>	<i>Department</i>	<i>SP</i>
<i>3. Create a student questionnaire.</i>	<i>Review possible questionnaire and develop one for Management</i>	<i>January 2015</i>	<i>Slaton</i>	<i>NR</i>
<i>Long-Term Goals</i>	<i>Planned Action</i>	<i>Target Date</i>	<i>Person Responsible</i>	<i>Source</i>

<p><i>1. Develop ways to increase enrollment and courses offered</i></p>	<p><i>Gather information from statistics, advisory committee, other resources and develop a plan to increase enrollment and courses offered</i></p>	<p><i>Spring 2015</i></p>	<p><i>Department</i></p>	<p><i>SP, P</i></p>
<p><i>2. Update Management Program required reports and procedures</i></p>	<p><i>Develop a check list of required reports and deadlines for the Management Program to update</i></p>	<p><i>Spring 2015</i></p>	<p><i>Department</i></p>	<p><i>SP</i></p>
<p><i>3. Review courses offered and SLOs to update and improve curriculum.</i></p>	<p><i>Review the check list of scheduled SLO reviews and update courses based on review</i></p>	<p><i>Spring 2015</i></p>	<p><i>Department</i></p>	<p><i>SP</i></p>

<p>4. Develop the Retail Management Certificate Course Outcomes/Curriculum Crosswalk - (see Attached -Appendix C - Program Information).</p>	<p><i>Review and update the Retail Management Certificate Courses and Outcomes Curriculum for the "ideal" 8-course program. Create a Financial Management & Budgeting Course to align with the Degree for Business Professionals. Both will be submitted to curriculum committee before the end of the Spring 2016 semester.</i></p>	<p>Spring 2016</p>	<p><i>Department, Western Governors University (WGU) & Western Association of Food Chains (WAFC)</i></p>	<p>SP</p>
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In the source column denote "SP" for Strategic Proposals, "DP" for Department Budget, "P" for Perkins or "NR" for No Additional Resources Needed.

PROGRAM REVIEW: MARKETING PROGRAM

Fall 2015



MARKETING PROGRAM REVIEW SELF-STUDY 2015

1.1 Introduction.

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.

Program Description

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

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 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
- OCED 090 Occupational Work Experience

*If not taken as part of major

1.2 Relationship to College Mission and Strategic Goals.

The Marketing Program’s 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 establish their own business, having fundamental marketing skills and the ability to apply them effectively will be important ingredients for success. Our curricula is centered on these marketing business skills, workforce development and training. 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. The Marketing Program is dedicated to supporting the College mission and strategic goals.

1.3 Enrollment.

The enrollment data below reflects the Marketing Program from 2009-2010 academic year to present. These numbers include the number of sections offered, the number of students enrolled, and the number of full-time equivalent enrollment (FTE) for each semester since the last program review cycle. The Marketing Program enrollment pattern has decreased and increased in recent years. This cycle is due to a number of factors. Some major factors for the reduction in enrollment are the elimination of courses offered in the Summer and Fall of 2011, a very limited number of faculty Marketing specialists, increased cost of tuition and textbooks, and the recession which has impacted the entire country and Solano County in a devastating way. All of these factors and more have had an impact on student’s ability to afford higher education and enrollment of the Marketing Program and Solano Community College as a whole.

Another major factor of declining enrollment is that the marketing courses are not transferable, if 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.

To increase enrollment there are plans to participate in college promotional events to inform the community of the marketing program 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.

Marketing – Table below shows the number of sections offered within Marketing.

	Fall 2010	Spring 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014
Total	1	2	2	2	1	1	1	1	1	2

Marketing – Number of students enrolled in courses within the entire Marketing discipline.

	Fall 2010	Spring 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014
Total	22	47	38	40	28	14	30	29	12	46

Marketing – Number Full Time Equivalent Students (FTES) in courses within Marketing. The total FTES for the entire discipline. The FTES is equivalent to 525 hours of instruction.

	Fall 2010	Spring 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014
Total	2.2	4.9	3.9	4.1	2.8	1.4	2.9	2.9	1.2	4.9

1.4 Population Served.

The enrollment gender population served on an average is 65% female and 34% male. The enrollment by student age is predominately age 18-25, which is over 50%. The percentage of enrollment by ethnicity and student type are represented in the table below. Overall our ethnicity and student type are fairly similar to the college as a whole.

Percentage of Enrollment by Gender

	Fall 2010	Spring 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014
Female	82%	57%	63%	65%	57%	50%	67%	59%	83%	54%
Male	18%	40%	34%	33%	39%	50%	30%	41%	17%	43%
Not Reported		2%	3%	3%	4%		3%			2%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Percentage by Student Age

	Fall 2010	Spring 2011	Spring 2012	Fall 2012	Spring 2013	Summer 2013	Fall 2013	Spring 2014	Summer 2014	Fall 2014
0-17	5%	2%	3%	3%	7%					4%
18-25	59%	45%	45%	50%	61%	57%	47%	62%	42%	397%
26-30	5%	13%	8%	18%	14%	14%	27%	14%	33%	15%
31-35	14%	13%	11%	5%	4%	7%		10%	8%	9%
36-40	9%	9%	3%		7%		13%	7%		9%

Continuing	77%	68%	71%	68%	43%	79%	70%	55%	25%	48%
First Time Student	9%	2%	3%	15%	7%	0%	3%	7%	8%	7%
First Time Transfer	5%	13%	11%	10%	14%	7%	13%	3%	42%	24%
Returning	5%	15%	13%	8%	29%	14%	13%	34%	25%	17%
Special Admit Student K-12	5%	2%	3%	0%	7%	0%	0%	0%	0%	4%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Table 1. SCC's Strategic Directions and Goals

<i>Goal 1: Foster Excellence in Learning</i>	<i>Program Evidence</i>
<i>Obj. 1.1 Create an environment that is conducive to student learning.</i>	Faculty use innovative teaching tools to demonstrate current marketing trends. Faculty also teach to a variety of learning styles and make course materials readily available through MySolano.
<i>Obj. 1.2 Create an environment that supports quality teaching.</i>	Faculty utilize college resources provided to support quality teaching, such as library references, counseling, and disabled student services.
<i>Obj. 1.3 Optimize student performance on Institutional Core Competencies</i>	Faculty conduct SLO assessment to evaluate student performance. Faculty also attend presentations, workshops and seminars on the latest technology and tends to improve the Marketing curriculum.
<i>Goal 2: Maximize Student Access & Success</i>	<i>Program Evidence</i>
<i>Obj. 2.1 Identify and provide appropriate support for underprepared students</i>	Faculty regularly assesses student learning needs and make appropriate referrals to counseling and DSP. Faculty also make themselves available to assist students and discuss strategic plan to successful achieve their goals.
<i>Obj. 2.2 Update and strengthen career/technical curricula</i>	Faculty regularly update teaching materials and technology used to strengthen career and technical curricular related to the Marketing and the business environment.

<p><i>Obj. 2.3 Identify and provide appropriate support for transfer students</i></p>	<p>Faculty advise student as to which courses are transferable.</p>
<p><i>Obj. 2.4 Improve student access to college facilities and services to students</i></p>	<p>Students have access to instructor's files and folders located on the College website. Course Data files and syllabi are easily accessible.</p>
<p><i>Obj. 2.5 Develop and implement an effective Enrollment Management Plan</i></p>	<p>Faculty and Department staff are participating in promotional events and developing material about the program to assist in increase enrollment.</p>
<p><i>Goal 3: Strengthen Community Connections</i></p>	<p><i>Program Evidence</i></p>
<p><i>Obj. 3.1 Respond to community needs</i></p>	<p>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.</p>
<p><i>Obj. 3.2 Expand ties to the community</i></p>	<p>Faculty plan to visit the local high schools and attend community event to share information about the Marketing program and the college's curriculum. Network with the community to create marketing internships.</p>
<p><i>Goal 4: Optimize Resources</i></p>	<p><i>Program Evidence</i></p>
<p><i>Obj. 4.1 Develop and manage resources to support institutional effectiveness</i></p>	<p>With the use of Smart classrooms faculty can take advantage of the resources and increase institutional effectiveness. We use smart learning online tools from the publisher to engage students and enhance the learning experience.</p>

<i>Obj. 4.2 Maximize organization efficiency and effectiveness</i>	The use of Smart classrooms are essential tools for Marketing classes to gain student interest and meet expectations of an exciting, desirable and rewarding career in Marketing.
<i>Obj. 4.3 Maintain up-to-date technology to support the curriculum and business functions.</i>	Smart classrooms allow faculty to use up-to-date technology to support curriculum and allow hands on experience, which can lead to increased retention.

1.5 Status of Progress toward Goals and Recommendations.

The Marketing Program’s major goals are to increase students’ interest and retention in a Marketing careers. Updating the offering in the Marketing curriculum may assist in student enrollment and retention. The goals and recommendations below were not part of the previous educational master plan, but are part of the current program review.

Table 2. Educational Master Plan

<i>Educational Master Plan</i>	<i>Status</i>
1. <i>Improve student access to instructional programs and improve certificate and degree completion rates.</i>	<i>Working with counseling department and area high schools to promote the department’s certificates and AS degree.</i>
3. <i>Increase student access to programs through the marketing of the degrees and certificates available.</i>	<i>Developing an updated brochure and update the department’s website to promote the Degrees and Certificates available through the Business Department.</i>

Table 3. Program Review Recommendations

<i>Program Review Recommendations (Previous Cycle)</i>	<i>Status</i>
1. <i>Increase retention by gaining students interest in Marketing as a career and commitment to the certificate or AS degree.</i>	<i>Plans are being made to participate in promotional events to increase interest.</i>
2. <i>Present the first Marketing class period of the semester as a “commercial” and discussion about Marketing as a career. Provide handouts outlining the different careers available within Marketing.</i>	<i>Handouts and other resources are being provided outlining different careers available within Marketing.</i>
3. <i>Guest speakers to discussing with the students the different jobs and personal experience from the corporate marketing world: Marketing Planning, Market Research and Market Forecasting.</i>	<i>Developing a list of guest speakers interested in sharing job and personal experiences.</i>

Update the offering in the Marketing curriculum may assist in student enrollment and retention by offering:

4. *e-Marketing course*
- Develop new online courses*
- Develop a course in Public Relations*
- Revitalize the DE program*

Courses are being developed such as International Marketing to be in line with the trend of International business.

1.6 Future Outlook. 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. This information and other labor market data is from: <http://www.careerinfonet.org/> and <http://www.bls.gov/>. The internal factors that will affect the program are not enough faculty and not being able to hire qualified faculty to teach.

CURRICULUM DEVELOPMENT, ASSESSMENT, AND OUTCOMES

Program Level Outcomes

2.1 The Marketing Program Learning Outcomes (PLOs) are listed below. The assessments are based on the cumulative work completed in the core curriculum for the degree/certificate.

Table 4. Program Level Outcomes

<i>Program Level Outcomes</i>	<i>ILO (Core 4)</i>	<i>How PLO is assessed</i>
<p>1. Apply marketing research principles to a company's product or service.</p>	<p><i>IVA - Self Management & Self Awareness</i></p> <p><i>IIA - Analysis</i></p>	<p><i>In MKT 171 & 172: In addition to examination we use Group Project and Cognitive Process Understanding.</i></p> <p><i>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.</i></p> <p><i>MKT 173 in addition to exam students are required to do a product sales presentation to demonstrate personal selling skills.</i></p>
<p>2. Apply advertising principles to promote a firm's image and product/service offering.</p>	<p><i>IVA - Self Management & Self Awareness</i></p> <p><i>IIA – Analysis</i></p>	<p><i>MKT 173 Principles of Selling Presentation, Group Projects, Written Paper, Multiple Choice, Homework Assignment are used for assessment.</i></p> <p><i>Students are evaluated on the quality of a final presentation and final exam paper.</i></p> <p><i>90% of students pass with a grade of B or better. Remainder pass with a C.</i></p> <p><i>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</i></p>

<p>3. Develop a marketing plan for a business using the fundamental elements of the marketing mix</p>	<p><i>IVA - Self Management & Self Awareness</i></p> <p><i>IIA - Analysis</i></p>	<p><i>MKT 172 Marketing Management and Planning Presentation, Group Projects, Written Paper, Multiple Choice, Homework Assignment are used for assessment.</i></p> <p><i>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.</i></p> <p><i>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.</i></p>
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2.2 Report on how courses support the Program Level Outcomes at which level (introduced (I), developing (D), or mastered (M))

Table 5. Program Courses and Program Level Outcomes

<i>Course</i>	<i>PL01</i>	<i>PL02</i>	<i>PL03</i>
<i>MKT171</i>	<i>I</i>	<i>D</i>	<i>D</i>
<i>MKT172</i>		<i>M</i>	<i>M</i>
<i>MKT173</i>		<i>M</i>	<i>M</i>
<i>MKT174</i>		<i>M</i>	<i>M</i>

2.3 As a result of the program level assessments, we have determined there is a need to increase group projects and activities to engage student participation in the classroom and online.

Table 6. Program Level Assessments

<i>Program Level Outcomes</i>	<i>Dates Assessed</i>	<i>Results</i>	<i>Action Plan</i>
<p>1. Apply marketing research principles to a company's product or service.</p>	<p>Fall 2010</p>	<p><i>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.</i></p>	<p><i>The instructor has implemented a new structure for the project. The use of groups versus individual projects has been incorporated into the course.</i></p>
<p>2. Apply advertising principles to promote a firm's image and product/service offering.</p>	<p>Spring 2010</p>	<p><i>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.</i></p>	<p><i>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.</i></p>

<p>3. Develop a marketing plan for a business using the fundamental elements of the marketing mix</p>	<p>Spring 2012</p>	<p>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.</p>	<p>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.</p>
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Student Learning Outcomes

2.4 Many of our SLOs were updated during this program review cycle. Any new/updated SLOs will go through the process established by the district and will be reflected in Curricunet. 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, and just one SLO at a time. One difficulty with the reviews is getting courses assessed that were taught by adjunct faculty. We need to increase training on which forms to use and where to input data semester.

2.5 In terms of scheduling, all even-numbered courses that were taught during the Fall 2012 semester should be assessed at the end of the Fall 2014 semester and all odd-numbered courses that were taught should be assessed at the end of the Spring 2014 semester. We will follow the aforementioned assessment schedule until instructed otherwise by administration.

Table 7. SLOs

Course #	Course Name	F2013	S2014	F2014	S2015	F2015	S2016	F2016	S2017
MKT171	Intro to Marketing			X				X	
MKT172	Mktng Mgmt & Plan		X				X		
MKT173	Principles of Selling			X				X	
MKT174	Retail Merchandising		X				X		

2.6 Currently, our course-level SLOs are almost entirely up to date. There are a few outstanding from Spring 2013, and the instructors have been contacted to complete them. We would like to meet as discipline faculty to discuss how we are measuring the SLOs and find greater consistency across sections.

2.7 The goal of every faculty member including adjunct instructors is to complete SLOs every year for gap analysis and to assist in the program's planning strategy for achieving and maintaining current information. Completing SLOs every year is a new process, but the college administration needs to make sure adjuncts know this expectation and provide support if necessary.

2.8 After reviewing the 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. Marketing instructors are now looking to move from paper textbooks to an all-digital format which should be less costly.

Curricular offerings

2.9 *Course offerings.* Our department continues to make changes to the curriculum. One change that was made to update curricular offering over the past 5 years was the deletion of MKT 170 Advertising effective Fall 2014. The comprehensive advertising principles are also covered in other courses offered such as MKT 173 principles of Selling. The current list of courses offered for the Marketing Degree consists of the following core courses:

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

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.

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

2.10 Instructional Quality. High quality instruction is one of our program's greatest strengths. Due to the nature of the discipline, our faculty must continually updating their skills. We make a rigorous effort to keep our classrooms and textbooks up to date with the current industry technology being used. Class sizes are limited to 40 students and instructors have regular office hours for one-on-one help outside of the scheduled class.

2.11 Teaching Methodologies. We teach courses to a variety of different learning styles. While instructors have different methodologies, all include a mixture of lecture, group work, and hands-on use of hardware and software in the classroom and laboratories. While teaching, we include demonstrations, follow-on exercises, and group collaboration. Special accommodations are made in the classroom for students with disabilities and those that may need extra help.

2.12 Fill rates/Class size. Enrollment fill rates and class size remain low. Our program has been affected by administration’s cutting of course sections and the economy. We have both traditional and non-traditional students and when sections of coursed are not offered each year we preclude some students from graduating in a timely manner. None of the classes are filling well due to the fact these are not transferable courses.

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

COURSE SEQUENCING CROSSTAB

The table below shows summary data for all terms. It shows as rows the course in the program and as columns the attempt number in the program of Marketing. For example, 1 shows the students first attempt in the sequence, 2 the second attempt and so on. The cells show the percent of students taking that particular course.

	Total	1	2	3	4	5
MKT 171	13.84% 40	11.87% 33	25.00% 7	0 0	0 0	0 0
MKT 173	13.84% 40	12.23% 34	14.29% 4	0 0	33.33% 1	100.00% 1

MKT 174	77.85% 225	75.90% 211	60.71% 17	100.00% 4	66.67% 2	0
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2.14 Basic Skills (if applicable). The Marketing program does not offer basic skills courses, but students benefit greatly when their reading, writing and problem solving skills are at the college level. The courses do not have prerequisites, we have course advisories or recommendation, but if we had prerequisites there would be a potential to increase students' success.

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

2.16 Four-year articulation (if applicable). Marketing is an upper division class at the four year institutions, so as a result marketing courses are not transferable. We have no articulation agreement for Marketing courses, but several of the courses required for the Marketing degree have articulation agreements with both CSU and UC systems. These courses are:

- BUS 005
- BUS 018
- CIS 050
- CIS 001
- ECON001 and 002

2.17 High school articulation (if applicable). We have one course in our Marketing degree program which articulates with one or more of our local high schools. These articulation agreements are current. The BUS 005 course is articulated with the high schools. The high schools that we have articulation agreements with are: Vanden, Rodrigues, Will C. Wood, and Dixon.

2.18 Distance Education (if applicable). Currently our program offers one course online. Unfortunately, due to limited staffing and the inability of faculty to teach more than three online sections per semester, we have been unable to offer these classes as frequently as we would like. We offer the following course online: MKT 174 Retail Merchandising. This course meets the comparable requirements for online course.

2.19 Advisory Boards/Licensing (CTE) (if applicable). The curriculum has been influenced recently by advisory committee recommendations. Advisory meetings were not held regularly in the past, but an advisory board has been reconstituted and is meeting once a semester. Members of the advisory board include local business owners, associations, students and members of the community. Minutes from the last meeting are included in this report as appendix A.

STUDENT EQUITY & SUCCESS

3.1 Course Completion and Retention. Between Spring of 2011 and Fall 2014, retention rates in Marketing courses have declined from 65% to 38%. Retention rates have declined for male from 65% to 50% and female 68% to 29%. This huge drop is contributed to the cancelation of courses. In terms of ethnicity, retention rates declined but were highest among Asian students from 75% to 60%, and Hispanic that remained the same at 50%, followed by White non-Hispanic from 79% to 33% and Black non-Hispanic from 38 to 25%. Two other sub-groups did not have a significant number of students with retention ranges. For age, retention rates, students 36-40 were higher than all other age groups. The department continually attempts to improve retention 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 Marketing textbooks in the library helps our economically disadvantaged students. We are doing all we can to increase completion and retention rates considering all the challenges that face this program as stated in our program level assessment action plan and goals.

3.2 Degrees/Certificates Awarded (if applicable). Marketing degrees and certificates awarded: When classes are not offered, cancelled, and are not transferable the results are low enrollment and graduation rates.

<i>Degree/Certificates</i>	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014
Associate in Science	2	2	0	2	1
Certificates	1	2	0	0	0

3.3 Transfer (if applicable). Transfer is not applicable. The transfer is not applicable due to the fact that, students that transfer to 4 year colleges do not take marketing courses because the courses are not transferable.

3.4 Career Technical Programs (if applicable). 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.

PROGRAM RESOURCES

4.1 Human Resources. The Marketing Program currently has one full-time faculty and one adjunct business professor. LaVonne Slaton is the full-time faculty and she teaches all business, management and marketing discipline courses and Peter Cain is the adjunct business professor with expertise in marketing. Our Business professors have extensive experience. Instructors attend workshops, trainings and continued education in the Marketing field to stay current.

4.2 The limited number of Marketing 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 a more robust Marketing program to attract students.

4.3 Equipment. The Marketing 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 classroom are currently being updated with the latest technology.

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

4.5 Budget/Fiscal Profile. 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. Budget documents from the finance department from 2010 to 2014 and information from the department dean support this information.

PROGRAMMATIC GOALS & PLANNING

5.1 The Marketing program continues to provide knowledge and skills for students for all disciplines. The program provides essential skills for marketing professionals. With additional resources we can provide more courses, increase student enrollment and instructors, which will have a positive impact on enrollment and fill rates in the future. As stated before the challenge of this program is that it is not a transferable degree, but with more faculty, and more courses offered we can create a more robust Marketing program to attract students.

5.2 Based on the self-study analysis, the Marketing programs prioritized short (1-2 years) and long term goals (3+ years) are listed along with any fiscal resources needed to achieve the goals.

Table 8. Short-Term and Long-Term Goals

<i>Short-Term Goals</i>	<i>Planned Action</i>	<i>Target Date</i>	<i>Person Responsible</i>	<i>Source</i>
1. <i>Network with Departments and Community to increase interest in Marketing Program</i>	Participate in College, High School and Community events	January 2015	Department	SP
2. <i>Meet with Advisory Committee</i>	Identify and recruit members to schedule meeting	January 2015	Department	SP
3. <i>Create a student questionnaire.</i>	Review possible questionnaire and develop one for Business	January 2015	Slaton	NR
<i>Long-Term Goals</i>	<i>Planned Action</i>	<i>Target Date</i>	<i>Person Responsible</i>	<i>Source</i>
1. <i>Develop ways to increase enrollment and courses offered</i>	Gather information from statistics, advisory committee, other resources and develop a plan to increase enrollment and courses offered	Spring 2015	Department	SP, P
2. <i>Update Marketing Program required reports and procedures</i>	Develop a check list of required reports and deadlines for the Business Program to update	Spring 2015	Department	SP
3. <i>Review courses offered and SLOs to update and improve curriculum.</i>	Review the check list of scheduled SLO reviews and update courses based on review	Spring 2015	Department	SP

In the source column denote “SP” for Strategic Proposals, “DP” for Department Budget, “P” for Perkins or “NR” for No Additional Resources Needed.

Appendix A

CIS, OT, BUS ADVISORY COMMITTEE MEETING MINUTES

DATE: Tuesday, April 28, 2015

ATTENDEES:

Kevin Anderson, CTE School Coordinator	Maire Morinec, SCC Dean	Kelly Penwell, SBDC
Mark Berrett, SCC Instructor	Debra Berrett, SCC Instructor	Gabe Griess, USAF
Thomas Watkins, SCC Instructor	Geff Freire, SCC Student	J.D. Miller, CPA
Guy Gray, Horizon Charter	Edwin MacKnight, Retired	
Robert Briseno, BB&B Business Group	Marylou Francisco, SCC Instructor	
Brian Horn, WISP Trancon	Patricia Ceja, SCC OT Instructor	
Adrienne Cary, SCC Instructor	LaVonne Slaton, SCC Instructor	

MINUTES:

I. Open Business Advisory Committee

Meeting called to order by LaVonne Slaton, SCC Professor at 4:00pm. LaVonne welcomed everyone and announced parking requirements and passed out permits before introducing Maire Morinec, SCC Dean.

Welcome

Dean Morinec welcomed everyone, explained the importance of them participating as advisors for SCC and thanked everyone for coming.

Purpose of Meeting

Kevin Anderson, SCC Professor welcomed everyone and explained that CIS, OT, CTE & BUS Advisory Committees were all meeting together for a common purpose.

Introduction: Thomas Watkins, SCC Professor started the introductions and announced that food and drinks were available. Each person shared their name and company.

Program Brochures were available for members. Professor Watkins opened the discussion with the purpose of advisory board and welcomed comments from member, summary of topics covered and discussion notes are below.

Advisory Boards. The curriculum influence by advisory committee recommendations. Advisory meetings held regularly. Advisory board will be reconstituted and will meet

once a semester. Increase enrollment and courses offered by gathering information from advisory committee and develop a plan to increase enrollment and courses offered.

Summary of Topics Covered were:

- A. Investing Time & Coaching.
- B. Creating Win-Win-Win Situations
- C. Recommended Courses for Businesses on How to Manage Interns
- D. Mentor Process
- E. Milestone in Curriculum
- F. Shadowing, Collaboration & Giving Back
- G. Job Placement Process - Debra Berrett
- H. What Skill Set Are You Looking For? Curriculum - Life Long Learners
- I. Technology & Teaching People How to Think
- J. Job Placement of Graduates - Adrienne Carey (Authentic & Project base Learning)
- K. If you think of Solano Community College Students, what do you think?
- L. Structure of Programs
- M. The Solano College Student
- N. Computer Technology & Engagement of Companies and Graduates
- O. Life Skills & Communication

Adjournment 6:00pm by Thomas Watkins

Discussion Notes:

A. Investing Time & Coaching

We discussed investing time and time as business owners is incredibly tight. It's challenging to invest that time especially when we know we're only going to invest that time for six months, no matter how good the person is. We want to get something out of it. Coaching the business owners is what the expectation is, and of course coaching the staff members for the internal, that would be application of this. It's not always going to be the best relationship, managing that field. We're going to have different business owners out there that are going to react in different ways. It is for us to educate the business owner.

B. Create Win-Win-Win Situations

We need to do is a program that is going to be a win-win-win situation; a win for the student, a win for the business owner and a win for the college. You've got different environments here.

To summarize this again, things we have to do;

1. educate our students before they go out
2. we need to educate small businesses of what to expect from the students that we send out there

Win-win, or lose-lose. We want to collaborate. To see if we can make our students better and to give them an edge. Our generation's goal should be giving something back to the community.

C. Discuss Recommending Courses for Businesses on How To Manage Interns

Sometimes we need to teach people how to manage small businesses. We can ask them to come and take a financial course. There might be a two-to-one-one day, two day weekend where any businesses can accept in an intern. You run through a basic management course on, "Here is how we expect you to handle this person." Example of millennials vs. older generation. There could be some sort of rules of the road on how this engagement process will look and what milestone should exist on both sides of the fence.

D. Mentor Process

It's important that there's a mentoring component attached to our students going in, working with the business owner, whether it's paid or unpaid, but it's not for them just to provide a service. They're looking for some mentoring as well. Understanding how small business works. At the same time they're providing the service to you that they would also be in turn mentored.

It's a two-way street and win-win situation. "What do our students get out of it?" They get the experience, but I think just working with the business owner and being mentored and saying, "I can see myself five years from now, see myself where you are."

Many small businesses won't have a problem with mentoring. Anybody that's spending time working in my practice, talking to assistants and administrative assistant, they are mentoring people all the time. Mentoring is not a problem, it's whether the student is ready to learn.

E. Milestone in Curriculum- Debra Berrett

What is the milestone in the curriculum in when this workplace happens?

When they start the program, they're working with a supervisor. In the first two to three weeks is when they sit down and they define what their learning objectives for the semester are going to be. Then the expectation is that they're checking in routinely. Students choose it multiple different times. Generally, we have some students who want to do it their first semester. We have some do it at the end. They're successful at all levels and areas. We don't have a requirement for that. I generally recommend that a student at least be a couple of courses into their program before they go out and want to do this but some of them go out and find their own and they come back in and they're doing great and it's their first semester.

We don't have a requirement on how long they have to be here or how many courses they have to have. That's usually up to the business owner. The way that I handle it and I know that different schools do it different is that you as the business owner are going to be working with this person so we never say, "You agreed to take an intern. Here is the person you're going to take." You choose the person. If they come in and you interview and you don't like them, you don't take them.

That's your choice because it's your business and you're going to work with them. We do ask however that if you accept them, that you realize that there's that learning curve for some of them and that like Kelly mentioned, if you're not paying them, the labor code is really specific that an unpaid internship in a for-profit company is completely for the benefit of the student. Businesses do benefit because the students get in there to learn and they do want to do stuff and they do want to help.

The law is really clear that it's for the benefit of the student that it's being done, so the student is learning something and that is the core tenet all the way through that. There's different levels at which students can help. We have some companies that take students in and they do nothing but job-shadow. They're there and all they're doing is observing. And then we get some that are jumping in with both feet. It just depends on where the student is. Again that's part of what you discovered during the interview because you pick your intern. We don't ever say, "Here is the person that you've got to take.

F. Shadowing, Collaboration & Giving Back

There is a shadowing part of the process also. In the prior semester when they did the internship, you might have them do three, one-day or two-day shadows in different types of businesses maybe? Part of that works is that they order them to enroll in a particular course for credit. We are talking about maybe having some non-credit courses which I'm thinking might work for some of the short type job shadowing. If they're in an internship, they're required, in order to get that credit, to work a certain number of hours. They have to work if they're not paid 60 hours for one unit of credit. If they work 59 hours they don't get the credit. Doing those short term things doesn't work under California law for how to get credit. If we can work into some of the non-credit stuff, we might be able to work into some short term sorts of things like that.

The ones that are interns, because they're getting paid and they're getting the college credit, I guess they're probably more reliable. Part of the problem that you have or might have, as you get this part-time people or short-term people, is that because you're pulling them out of this big population and some of them aren't very reliable, having been trained, that you're going to have the same problem with or without the internship, but the internship seems to help dramatically. One thing to consider is that if a student is in your area job shadowing or in an unpaid or stipend, the school doesn't cover the worker's comp. The workers comp is covered for those students. That is part of it. For a for-profit business, the unpaid is complicated.

There should be a one or two day programs that takes the prospective employers through that, that's important. You've got to know the rules.

G. Job Placement Process – Debra Berrett

We don't see the students until they're ready for placement. When I get a business that comes to me, I send it out to all the instructors who have them and I say, "Please see if there's any students." It's interesting because sometimes I will have students standing on my door begging and pleading and no businesses. Sometimes I have businesses that are really wanting students and we can't get the students to be interested at that particular time. People think when they come in that they're going to have this line of students standing at the door. It's not really. It could be that you say, "We'd like to have an intern." It could take us a couple of semesters to actually get that word out to those students.

The other thing is we cannot function as an employee agency. You're not allowed to say to us, "Find me the gold star." There are accreditation standards and different bodies that govern what we do. We have to make the opportunity open in a wide way. You decide if punctuality is really important to you, because I'm hearing that loud and clear, that should be the first thing in your description so that we can find a student that. You can say, "I want somebody with a certain GPA or certain personal characteristics," but we're not allowed to do any vetting whatsoever. We can get in trouble for that.

If students come to us, we pass the information on to you. We post things on bullet boards. We post things on a website. We don't even always see the students who want to come to your business until after they've come to you.

They're not looking for a placement agency, although there will be businesses out there and that's another thing that you've got to make sure they understand. We are not a placement agency, you can't expect that from us. I get a referral, I'll interview just like any other job application.

H. What Skill Set Are You Looking For? Curriculum- Life Long Learners

Things that we would like to see in our curriculum. What skill set are you looking for? What skills and abilities do you want people that you might hire, what do you want them to have here in Solano County? That's what we need to know and we need to beef up our curriculum. If it's not doing that, than what do we need to do?

When we think of technology; What's going to exist tomorrow and a year from now and et cetera? It's challenging to think about what is needed in the future and how much different the business experience will be five years from now.

What is the different technologies we will face and have to encounter to help successfully manage or run a business or operation?

One of the most profound things that somebody said was "Don't worry about learning what the book says because the book is going to be different a year from now or two years down. Learn how to learn, learn how to ask questions, learn how to find answers. We're not here to teach you something specific, we're here to teach you how to think." As a business owner, we often do a lot of different things; from marketing to finance to how to interact with

Facebook or how to sell things, et cetera. It's like a myriad of different skills that are not going to be well served by a finite curriculum that you're going to teach here. It's that learning how to find answers to questions as they appear. How to ask the questions.

As professors, we need to make sure we teach our students how to be lifelong learners. Be open to learning new things. Always striving to improve. All those things that help people to grow and continue to develop and be prepared for whatever opportunity may come their way. The goal is to teach students to continue to grow and learn and develop. Some things that we have to deal with on an ongoing basis in the industry is evolving technology. It always evolves when a new generation of CPU comes out. It always evolves when Windows releases their new OS. When Windows 8 came out a lot of games went on to adapt Windows 8. Business-wise now, it's called the Indie revolution. Independent developers have been releasing games. The biggest place you can find these Indie games likely is on a big consular gaming service called Steam. There, anyone, if you know a programming license you can literally rip up a game. You get a little team together, build it and then market it over to Steam. If enough people like them it becomes marketable, and it becomes sellable the next week's it's up for sale.

I. Technology & Teaching People How to Think

Kinder people have been found surrounding the community college for business training needs. Companies do work worldwide and need well trained people. The world's become very small with the internet. One goal is teaching people how to think. It's amazing what you can do with technology. Teaching people to think and where to find their information and how to apply it is key. Programming in the world today, such as computers, cars, aircraft, refrigerator, microwave, it's everything. In medical electronics alone there's a tremendous amount programming there. The skills that you get in programming, you can use and move into any industry.

J. Job Placement of Graduates Authentic and Project based Learning – Adrienne Carey

We have a course called Business 100 work readiness, which addresses some of the issues that you've already spoke of. What does the employer expect from you and what can you expect from the employer? One of the things that employers would always say is, "We don't care what the Grade Point Average is. We want to know can they learn something? Are they teachable?" That's one of the things that we infuse into courses. We want people that are teachable; we want people that can take criticism, constructive criticisms and will learn things and integrate what they've learnt and then apply it to the job at the job site. That's something that we incorporate into our courses as well.

Managing the communications is a really big thing. If we understood and knew the tools that we were using better, it would be a little bit better. Being able to understand some of Google forms and they'll be connected all the things that they can do. The IT courses to develop things like games or something like that are definitely along the lines of supporting business things and this is something that's useful. Today's students are

beyond busy. It's not that common anymore for a young person to get a job. We have a lot of students now that don't have those same experiences.

We're talking about **authentic learning**. Students who have initiative are willing to take on projects because they've had that experience. I think that's a very relevant topic in business. It would be good if we discuss how we can integrate and create more **project-based learning** and what the business community can do to support Solano.

K. If you think of a Solano Community College student, what do you think?

What do you think of when you think of a Solano Community college student? It's important for our branding to know where we're starting from.

1. Unprepared
2. Someone that's on a path to get somewhere but if someone said to me, Solano Community college, it wouldn't bother me.

Is this because it's not a four year degree or because it's Solano College? Most students are coming here are using this as a stepping stone to get some place else, or at least they should be using this as a stepping stone to get to someplace else. This is not seen as a trade school this teaching a hard skill.

Today, when our students come here, most of our students don't know what they want to do when they come. It's a little bit more difficult than for someone that's been accepted to Berkeley or Stanford or Harvard or a four year school and their path is real clear for them. The students are intelligent, but they're just all over the place and they just need some guidance. They not only come here for an education, but they come for mentoring, they come for guidance and just to help them find their career path or establish some goals and objectives.

Some students don't get that at home. They don't live in an environment where their goals and objectives will be reinforced. They just don't have it. Sometimes we have to be everything to everybody. The positive things we do are outweighed by the small things that we don't do well and we could improve on, but we hear more about the negativity.

That's why we ask you these things, "What do people really think about Solano College?" Because we know the good that we do, because we've had people give us testimonials about, "I would have never made it had it not been for the instruction I received here." It maybe one bad experience that may have had with a student that came from Solano. We hear about those but we're trying to minimize those. What can we do to improve, get the word out that we can be what businesses and this county needs?

L. Structure of Programs

We discussed program structured to be results driven. Where anybody going through the program could immediately go out and get a job. Results driven program is the type of thing that the committee is thinking about. We can measure success based on results. We can invite kids to get involved, let them know what direction we're going in and it could lead them to a career. We need to be clear on what the end result is going to be.

We currently do this when we design our programs by listing of classes needed in order to get this certificate or AA in this particular term and it's based upon recommendations from advisory committees as well as the chancellor's office.

We just completed the CIS program review. One of the things we found, is the Department of Labor and Statistics the field of computer technology, it's probably the fastest growing field. We cannot specifically train all of our students to meet the demands of every area in the field of technology. Generically, we can give them a solid foundation in this field. That's what we need to be doing. If only you can measure that, look in the market place and see if students are actually being placed where we wanted them to be placed. The challenge is measuring the results.

Example. Kaiser has this radiology program and students take the foundation class introduction to computer science, at the recommendation of Kaiser. They get into the program. Now we can't measure their results because they're gone from us, but we laid a foundation for them to be successful! We have partnered with Kaiser and we are looking for other businesses in Solano County, maybe North Bay Healthcare and other entities that may be doing some specialized training.

We pointed out that, 86% to 96% of the jobs are not Kaiser or North Bay, they're the businesses with fewer employers.

M. The Solano College Students

We discussed the four year college versus Solano. Solano college students can adapt to whatever status your businesses is in such as higher productivity, higher efficiency. Some students may just need a little more inspiration to push forward. If you can show them they're in a place they're welcome at, they can adapt faster. Give them a good environment and they'll push through, they'll adapt and they'll be your best employees ever.

Part of the benefit of being in a school like Solano is that students have the opportunity to learn from one another and create an environment where they can come together. This is something we are happy about and proud of. We are finding a ways to nurture that so more students are successful.

N. Computer Technology & Engagement of Companies and Graduates

We have a computer technology business related job proof that has just been created. We also have a higher propensity hiring companies or companies that tend to come back. We have done some engagement with them to determine, if we are hitting the mark or missing the mark. This is a great place to go for curriculum revision. The other piece on filling in a gap on where are people and what are they doing, the education foundation is beginning to roll out some branding and some outreach and ultimately some fund-raising pieces.

It was suggested to have a cohort of graduates to contact, and may be partner with the education foundation for a few questions. Was Solano Community College effective? Did it prepare you? Etc. We may be able to piggyback on the manpower and outreach of efforts. The last question might be, "If you're interested in giving back more would you please email, contact, go to this link," or whatever to go and get more in-depth feedback.

O. Life Skills & Communication

We discussed who's on the learning curve and teaching youngsters life skills more than technical. We give them the foundation of technical computers, iPhones, iPads and so on, but what about life skills? What about relationships with people? Over the last 48 years we have seen breakups, breakdowns of relationships, aggravation, violence, violence everywhere; violence on their games, violence on television, violence in the world. You got to have the foundations and technical skills. It's about quality of life and getting along with people.

Effective communication as well. In this age of mass communication we still don't listen. We need to talk about relationships, about interacting with other people and not all this win-win, win, win, win. Not everybody can win. For every winner, there's probably a hundred thousand losers. Not because they're any worse, it's just how the system has been developed. We need to bring students, this whole business of quality of life. It's about being aware of your fellow human beings. We're missing respecting people, being communicative, open communication. Even your body language says a lot about you. We have students that work at fast food restaurants and they have two jobs. Then they come to class because they don't want to do that for the rest of their lives. We want to help students, businesses and the college to be successful.

Adjournment 6:00pm

Appendix B:

CALIFORNIA COMMUNITY COLLEGES

Business Information Worker

PATHWAY TO SUCCESS



In just two semesters gain marketable skills to get hired or advance within your company.

Solano Community College

Business Information Worker Pathway Courses

Course Title	Course Number	Skill Sets Achieved
Beginning Keyboarding	OT 54 A & B	Keyboarding
Computer Literacy	CIS 106	Microsoft Windows
Microsoft Word	CIS 66	Microsoft Word
Microsoft Excel	CIS 73	Microsoft Excel
Microsoft Outlook	CIS 91	Microsoft Outlook
Introduction to PowerPoint	CIS 90	Microsoft PowerPoint
Computer Literacy	CIS 106	Information Systems, Basic
Business Communications	BUS 92	Business Communications
Human Relations	MGMT 191	Human Relations/Customer Service

The Business Information Worker is a job readiness pathway or certificate for office workers, developed in conjunction with local employers.

Enrolled students are prepared in a broad range of entry-level office skills and applications which promote success in a variety of office environments.

With a solid foundation in Microsoft Windows and Office as well as strong digital and web literacy skills, the Business Information Worker brings efficiency and productivity to the workplace.

Completion of the Business Information Worker pathway also brings indispensable critical thinking, problem solving, and interpersonal skills to the workplace, essential components of the curriculum.



The Information and Communication
Technology & Digital Media
Solano Community College
1000 UNIVERSITY AVENUE



DOING WHAT MATTERS
OF SMALL BUSINESSES



4000 Suisun Valley Rd.
Fairfield, CA 94534

707-864-7000
www.solano.edu

Appendix C :



WGU®



DEGREES FOR BUSINESS PROFESSIONALS

Online, Affordable, and Accredited

Western Governors University (WGU) is a nonprofit university committed to making affordable higher education available to working adults. In pursuit of this goal, we offer online degree programs that are respected, recognized, affordable, and accredited. In fact, WGU is half the cost of other online universities, so you can earn your bachelor's or master's degree in business with little or no new student debt.

A Better Learning Experience

At WGU, our focus is on you and your success. We design all our degree programs with input from industry-leaders, so when you graduate, you'll have the skills that employers seek. A degree from WGU gives you the credentials you need to get a job that more than pays for your education.

WGU & WAFC— Committed to Your Success

WGU is proud to support the Western Association of Food Chains (WAFC). We encourage you, as a Western Association of Food Chains (WAFC) Retail Management Certificate holder, to build on the knowledge and skills you have gained and continue your studies at WGU; a bachelor's or master's degree will help further your professional opportunities in business.

Together, WGU and WAFC are committed to your future success. Because you've earned the WAFC Retail Management Certificate, WGU is pleased to offer you a **5% tuition discount**.

Learn more: www.wgu.edu/wafc or 1-866-225-5948

COLLEGE OF BUSINESS

Eligible Degree Programs:

Bachelor's Degree Programs:

- B.S. Business Management
- B.S. Business—Human Resource Management
- B.S. Business—Information Technology Management
- B.S. Sales and Sales Management
- B.S. Marketing Management
- B.S. Accounting

Master's Degree Programs:

- Master of Business Administration
- MBA Information Technology Management
- M.S. Management and Leadership
- M.S. Accounting

Visit the website for the most current list.

Profile of Average Bachelor's Degree in Business: Our self-paced approach allows you to accelerate your progress—you'll have the opportunity to lessen your time to graduation. Competency units, or CUs, are WGU credit equivalents. Your tuition is the same each term, regardless of how many CUs you complete. *Since 2010, WGU has recommended StraighterLine to students who need to establish a better foundation in college-level math or accounting before beginning a degree program at WGU. 90% of StraighterLine students who enroll at WGU go on to graduate, and because you can receive credit at WGU for courses completed at StraighterLine before enrolling at WGU, you can save yourself time and money. Additionally, WGU will reimburse \$50 per StraighterLine course transferred to WGU, up to \$200.*

Business degree:	120 CUs
WAFC Transfer credits:	-23 CUs
StraighterLine credits:	<u>-12 CUs</u>
Total CUs remaining:	85 CUs

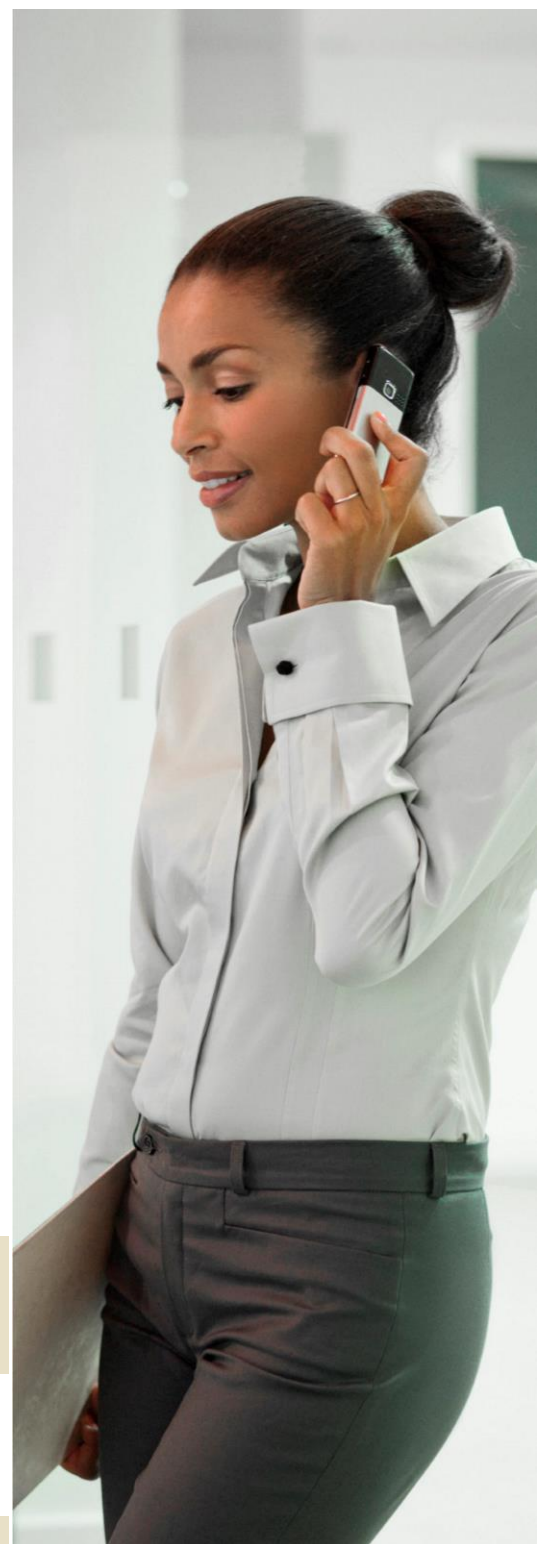
At 15 CUs per term, this is equivalent to 6 terms, or 3 years.

6 terms x \$2,890 per term
= Total Tuition: \$17,340

First Term Tuition Scenario:

Tuition per term:	\$2,890
Resource fee per term:	+\$145
5% tuition discount:	-\$145
App. fee waiver:	-\$65
StraighterLine Reimbursement:	<u>-\$200</u>
Student Responsibility:	\$2,625

Please note: this scenario is for example purposes only. Each student's circumstances, and resulting out-of-pocket costs, will be unique.



For more information, please contact:

www.wgu.edu/wafc
 1-866-225-5948



WESTERN GOVERNORS UNIVERSITY