

Program Review Business Administration

1. Program Description and Scope

The Business Administration program offers courses required for an A.A. transfer degree to upper division and elective courses for business majors. Courses are also available for faculty, staff and others from the community to brush up on skills required in business. A number of students have been placed in positions at Ohlone College after completing courses in the Business Administration program.

The courses are held in classrooms with the latest in presentation technology. Online courses are offered to accommodate students who need a more flexible schedule.

Employers recruit students in the Business Administration program for work in the community. Students benefit from on-the-job work experience and companies get temporary/part-time workers when needed.

2. Relationship to Ohlone College Mission and Goals

Goal 1: Promote appreciation for and understanding of diverse races and cultures by expanding the diversity of college personnel, international education offerings and exchanges, cross-cultural curricula, and ethnic/cultural events

A new course in International Economics has been recently added to the Business Administration curriculum. Program faculty have visited educational institutions in China. Students are encouraged to include international business and economic activities in class discussions and projects.

Goal 2: Develop across the curriculum the Learning College Model, utilizing methods and technologies that hold the most promise for improving student course and program completion success rates

The Business Administration program has supported student learning by providing tutoring opportunities since its inception in 1967. The tutoring takes place in a dedicated lab equipped with computers. Internet access is available for research.

To utilize technology to enhance the learning process, most of the classes are now offered online as well as on campus. In addition, many on-campus classes are now Web-enhanced so that students can utilize this additional method of learning. Most classes are held in smart classrooms so that the instructors can use PowerPoint, access the Internet, play educational DVDs, and so on.

Goal 3: Develop strategies to increase the proportion of full-time students including learning communities, cohort groups, enhanced facilities and improved course availability

The program provides opportunities for students to participate in learning communities and cohort groups, e.g. Business and Biotechnology. Also, class sections are offered in a variety of formats and times, including fully online classes, Web- enhanced classes, 9 week sections, weekend classes, night classes, and classes at off-site locations.

Goal 4: Provide continuous learning for all personnel associated with the District and promote an organizational structure that is adaptable, collegial, and supportive off the Learning College Model

Division faculty utilize an innovative method of peer-evaluations that centers on the development of a particular project/problem important to the faculty being evaluated in an effort to make peer evaluation meaningful and productive. This approach will be showcased as a part of the Fixed Flex presentations on January 13, 2006. Additionally, faculty members participate in professional development programs approved by the Vice-President of Instruction to improve their teaching skills and broaden their knowledge.

Goal 5: Promote the health, environmental, cultural and economic vitality of the communities served by the District through programs of outreach, community service and partnership ventures

Courses are offered off campus in surrounding communities as a way of reaching out to students. Courses are offered as a community service on a fee basis. Partnerships permit courses to be taught to employees of companies such as NUMMI and APPLE at their facilities.

Goal 6: Promote and maintain a clean safe and healthy college environment through continuous engagement of students and college personnel in campus preparedness, wellness, beautification and environmental sustainability

Several of the courses cover the topic of environmental sustainability as part of the content. (Introduction to Business, Macroeconomics, and Microeconomics.)

Goal 7: Increase public and private funds for educational programs, equipment and facilities through entrepreneurial activities, grants and the college foundation

The Business Administration program has been able to obtain two grants in recent years. These grants allowed us to update the Lab and equip the classrooms with computer projectors etc.

3. Program Student Learning Outcomes

1. Demonstrate mastery of accounting procedures and practices.
2. Evaluate the global economy and its impact on the U.S economy.
3. Demonstrate an understanding of and familiarity with the world of business and its related terminology.
4. Analyze theories, principles, and policies of the United States economic system.
5. Critically assess the relationship between the individual, business, and the global economy.
6. Apply the methods of effective business communication.
7. Describe the legal aspects of business operation.
8. Consider the ethical and social responsibility issues affecting the current business environment.

4. Analysis of Student Success in Reaching Program Outcomes

Student level of achievement will be measured by using different methods of assessment and testing strategies. Typical assignment may include, but are not limited to, the following:

- a. Homework assignments designed to give students practice in applying the concepts presented in the texts.
- b. In-class practice of concept application through word problems and case studies.
- c. Computational problem solving exercises.
- d. Class discussions to evaluate student's ability to reason, analyze, and apply economic principles.
- e. Pop quizzes, midterms, and final exams designed to measure students' understanding of the course material.
- f. Group presentations on a variety of topics that demonstrate understanding of the material.
- g. Individual oral presentations that demonstrate the ability to effectively communicate.
- h. Writing assignments that demonstrate competence in effective written business communication.
- i. Term projects that require the analysis of a real business through review of its annual report and 10K report.
- j. Short written projects that demonstrate understanding of GAAP and the ability to conduct research and analyze the findings.

5. Analysis of Program through Review of the Teaching Learning Process

The Business Administration Lab has a great potential to increase student learning. Students can make use of the lab on a drop-in basis. The opportunity to work with the tutors and other students provides an excellent learning environment for each student. The tutors will be well trained in tutoring techniques after completing a tutoring course. The tutors should be able to tutor in the three major business areas – Accounting, Economics and Introduction to Business.

The Lab is equipped with computers that have access to the Internet. Students will be able to practice solving problems, completing assignments, and researching business information to enrich their classroom experience. Students will be able to make use of the online supplements that are available.

Varieties of teaching strategies are and should continue to be used to reach a diverse group of learners. Lecture, demonstration, Socratic method, quizzes, assignments, projects, group activity, etc. can all be a part of the teaching-learning experience. Guest speakers from the private sector and field trips to different industries help increase relevancy of the material. A field trip to the Federal Reserve Bank in San Francisco has already been scheduled for Spring 2006 macroeconomics students.

All Business Administration course outlines are being revised and updated to focus on measurable student learning outcomes. This process will be completed by the end of May 2006.

The Math program is planning on developing a certificate aimed at students majoring in Business. We plan to inform students about the certificates available in specific areas and encourage students to obtain as many certificates as appropriate.

The number of degrees and certificates has increased significantly in the Business Administration program this year. Degrees increased from 40+ to 62. Certificates increased from 15 to 33.

To maintain the quality of instruction faculty in the program expect to be involved in hiring, mentoring, and evaluating adjunct faculty. In addition, it is important to provide support to faculty to attend professional development workshops for educators.

The use of technology in the classroom is can be facilitated by scheduling more classes in smart classrooms. If smart classrooms are not available, it is essential to have at least whiteboards in classrooms where economics courses are scheduled. It is also important that the faculty expand the use of Web-enhanced courses. Currently, classroom-based sections of BA102A, BA102B, and BA 125 courses have been Web-enhanced, and thus offer some web components to supplement class materials and activities. Providing students with lecture notes, study guide, and resources relevant to the subject enables active learning. With the use of active learning students are more willing to discuss the subject matter and better prepared for in-class discussion.

6. Assessment of Program Improvement Since Previous Program Review

This step will be implemented during the next program review cycle using the new guidelines.

7. Describe Review and Dissemination Team Involvement

The Business Administration Program has selected the following people to serve on the Review and Dissemination Team.

Division Dean: Walter Birkedahl

Faculty members in the program: Carolyn Strickler, Christine Bolt, Tina Mosleh

Faculty members outside the program:

Student enrolled in the program: Farah Abedin

Community member: Lloyd Yarbrough, Controller AKON