Program Description and Scope

1. Program Review Title: Business Administration
2. Academic Year: 2013/2014
3. Review Type: Instructional Disciplines
4. Program/Departments: Business Administration (05005)
5. Authority Code: 53-Dean, Business, Technology, and Learning Resources
6. External Regulations: Yes _ No ___ X ___

7. Provide a brief narrative that describes the instructional program/discipline.
The Business Administration program offers courses required for an Associate in Arts and Associate in Science for transfer degree that prepare students for highly competitive business schools in the University of California and the California State University systems. In addition, the program also serves students who are trying to build a knowledge and skills base that will help them get jobs.

According to the U.S. Department of Labor (careerinfornet.org), of the top 50 largest occupations in the State of California that require at least a bachelors degree, 5 of the top 10 require a bachelor’s degree in business. In addition, the Department of Labor projects healthy job growth for these occupations through the end of the decade. The data is provided in aggregate for the entire State of California and is not broken out specifically by county; however, in our highly competitive knowledge-based economic environment, it is likely that the projected growth rates would be even higher for the Bay Area.

Enrollment in BA courses is extremely high every semester including summer, with almost all courses filled to capacity and generating waiting lists. The program’s core courses are in Economics (Micro and Macro) and Accounting (Financial and Managerial). These courses are all required for an associate’s degree that will prepare a student for transfer into a baccalaureate program. Furthermore, each of these courses represents a lower-division class that can be impacted and difficult to register in at CSU and UC. Success in these four classes can serve as a predictor to successfully completing a bachelor’s degree. The American Institute of Certified Public Accounting encourages colleges and universities to place a great deal of emphasis on the first two accounting courses. They suggest that experienced professors, who are able to relate the material to the real world, should teach Financial and Managerial Accounting courses.
8. Describe how the program specifically serves students, faculty, and staff.
While traditional transfer students are the primary group served by this program, many working adults take these courses to improve their job skills that can lead to greater economic opportunities. In difficult economic times, underemployed and unemployed adults take business administration courses to improve their current skill set or to transition to another field. Therefore, this program is vital to the community in both prosperous and challenging economic times, providing career advancement opportunities for our students as well as a pool of prospective employees for local companies.

The Business Administration program at Ohlone College is part of the economic engine of the district community. Students study in our program so they can be prepared for a better job or to transfer to a baccalaureate program that will further prepare them to compete in an increasingly competitive marketplace. Our program offers students a hope for a more secure economic future with better pay and working conditions. Without the Business Administration program at Ohlone, many students would be denied an opportunity to study business.

9. Describe how the program addresses current needs and applies current technologies.
To ensure that students are being served as well as possible, classes are offered on campus during the day, in the evening, and on selected weekends. In addition, efforts are made to balance the course offerings between both the Fremont campus and the Newark campuses. Business Administration courses are offered in classrooms with the latest technology available at Ohlone and almost all courses are also offered fully online or in a hybrid format. Furthermore, nearly every section of every BA course uses the Blackboard Learning Management System to enhance communication between teacher and student.

10. Discuss the impact of the program on the college and/or other programs.
Many of the courses in this program are required courses for transfer to both the CSU and UC systems. In addition, many BA courses satisfy the GE requirements for Ohlone Plan A under Social Sciences. Students who major in Business Administration take the majority of their Ohlone classes outside of the program. Our students require a variety of GE courses in Mathematics, English and Social Sciences in order to complete their degree requirements.

11. Discuss the impact of the program on the community and the impact of the community on the program.
These courses are essential to community members upgrading their professional skills. The courses also prepare students to be productive employees in the community. Particularly during
difficult economics times, these courses offer individuals the opportunity to be more competitive in the job market. Content experts and business professionals are often invited to guest speak in the classroom.

**College Mission**

**Mission Statement**
The mission of Ohlone College is to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student-learning success is highly valued, supported, and continually assessed.

**Vision Statement**
Ohlone College will be known throughout California for our inclusiveness, innovation, and superior rates of student success.

**Core Values, Goals & Objectives:**

**College Core Values**

We provide life-long learning opportunities for students, college personnel and the community.

We open access to higher education and actively reach out to under-served populations.

We promote diversity and inclusiveness.

We maintain high standards in our constant pursuit of excellence.

We value trust, respect and integrity.

We promote team work and open communication.

We practice innovation and actively encourage risk-taking and entrepreneurship.

We demonstrate stewardship for our human, financial, physical and environmental resources.

12. **Briefly describe how the program supports the college mission, vision selected college goals and values.**

The Business Administration program prepares students both for transfer and for careers in the business world. Their employment enhances the economic well-being of the community, as well
as meeting the needs of local employers for knowledgeable, effective employees.

Business administration classes are open to all district personnel. Faculty within the department work collegially with each other when determining course offerings, schedules, textbooks, and other division matters. Additionally, faculty members participate in professional development programs approved by the Vice-President of Instruction to improve their teaching skills and broaden their knowledge.

In April 2008 Ohlone College was awarded a Title 6 BIE Federal Grant to fund the development of an International Business curriculum, develop and offer internships in China to Ohlone students, and provide faculty with professional development opportunities to enhance their teaching skills in the international area.

As part of this grant, four new courses were developed: Introduction to International Business, Introduction to International Marketing, Service Export Marketing, and Global Business Immersion. International Economics and International Law were revised. Faculty members teaching in these new courses have been able to attend training seminars and conferences. The International Business course was offered in Fall 2009; International Marketing during Spring 2010; Global Business Immersion was offered Summer 2010 and Summer 2011 during the China Summer Abroad Trip, and to Southeast Asia in Summer 2011. Since the last review Service Export Marketing and International Economics have been deactivated, but all other courses are offered at least once per academic year. These courses are no longer grant funded, but instead are now part of the regular Ohlone offerings. Students have the opportunity to earn a Certificate of Accomplishment in International Business.

The enrollment in the international business courses seems to be the highest when courses are offered in the fully online format. We will continue then to offer these courses primarily in the online or hybrid format.

The following are future options to be considered regarding the International Business Program:

1) Complete the process to offer an AA degree in international Business.

2) Redesign the curricula to align with the domains covered in the test for Certified Global Business Professional designation. This might mean partnering with another local community college, instead of offering all the courses needed to cover the CGBP domains.

3) Complete the process to become a certified CGBP training institution. This requires that our curricula align with the CGBP domains, thus preparing students to sit for the CGBP exam. In addition, at least one faculty member teaching these courses at Ohlone must pass the CGBP exam. There are other requirements to be approved as a CGBP training institute, but this certification is continually gaining in acceptance and importance. Certification as a
CGBP training institute could provide an additional source of students and fill an ever-growing need for global training of employees in the Bay Area business environment.

13. Briefly describe how the program supports selected college goals.

Goal #1: Through innovative programs and services, improve student learning and achievement.

Assessments for both program and course SLOs have been designed and will be administered by the Business Administration faculty for selected courses on a regularly scheduled basis.

Goal #2: Support the economic vitality of the community through educational programs and services that respond to identified employment needs.

As an example, recent data accumulated by the Department of Labor (DOL) as presented on the Careeronestop.org website show that in California, there are currently 134,000 people working in the Accounting and Auditing field. The median wage for these workers is $69,000 and there are currently 5,000 job openings. In addition, the number of jobs is projected to grow by 16% by 2020. While our program can prepare students for these jobs, it is also our duty to inform students that these jobs exist. Without information about the job market, students do not have adequate information to select a program of study. Each member of the Business Administration faculty includes curriculum across all courses, strategies that help students identify variables that help them plan their career and college studies.

14. Briefly describe how the program supports selected college objectives.

We have in place an ongoing system for identifying and assessing student-learning outcomes at the program and course levels, which includes faculty dialogue and appropriate improvement plans.

Faculty members have developed various assessment tools for the largest and most important courses in the program, including BA101A and B (Financial and Managerial Accounting), BA 102 A and B (Microeconomics and Macroeconomics) and BA 125 (Introduction to Business). Tools include but are not limited to, pre and post-tests, cumulative tests, projects and common exams that are administered in each section.

1.7 Continue efforts to increase the number of students receiving certificates of accomplishment and certificates of achievement to a rate at or above the peer group average.
BA faculty are encouraged to include in their Syllabi the opportunity to obtain Certificates of Achievement and Certificates of Accomplishment. All BA faculty members are encouraged to announce these opportunities in class to their students.

2.4 Continue to provide opportunities across the curriculum for students to acquire key skill sets and concepts that will help them succeed in the workplace.

During Summer 2012, the Accounting Lab supporting students was relocated to a much bigger space with more state-of-the-art technology at the Fremont Main Campus. Demand for this service remains high and we will continue offering the service and hopefully expand as the budget allows.

Likewise for Spring 2013, arrangements were made to start offering students tutoring services at Newark for those taking economics classes. This service was well received and continues to be offered.

6.1 By 2015, increase the number of course offerings that meet the General Education Plan A Intercultural/International Studies requirement.

The new courses in the International Business curriculum focus on cultural issues around the world. In Spring 2013 all the International Business courses were submitted to the GE Committee for consideration for satisfying the Diversity requirement for GE Plan A. However, at this time no decision has been made by the GE committee which is evaluating the meaning of cultural diversity as it applies to Ohlone classes. If the GE committee decides that cultural diversity is expanded to include global diversity as opposed to underrepresented groups in the US, we will resubmit the courses for consideration.

Program SLO’s & Assessment

15. Program SLOs:

1. Apply introductory managerial and financial accounting principles
   a. Indicate program assessment strategies used.
      Performance Assessment
      Skills Assessment
      Program-wide common exam
b. Describe the criteria and standards used to appraise student work.
Homework is graded in accordance with a rubric provided by the accounting textbook publisher. This rubric measures both skills and student performance. In addition, each course-learning outcome from BA 101A and BA 101B that support this program SLO are measured using a department-wide common exam.

c. Enter assessment results and analyze student success in achieving this program SLO.
See the attached matrix that details student achievement on all BA 101A course SLOs.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.
Faculty decided to reduce lecture time and increase in-class problem solving and group work to help students master financial accounting concepts. The “flipped classroom” has been more popular with students and has led to more interaction in class; however, we have not yet seen evidence that this approach is leading to higher levels of student learning outcome achievement.

e. Future Actions (Improvements).
We will continue to monitor student achievement to see if our more interactive approach is paying dividends in the form of increased student learning.

2. Explain and apply fundamental economic concepts, including the construction of the primary economic models

a. Indicate program assessment strategies used.
Performance Assessment
Skills Assessment
Other
A program-wide standard pre and post test was developed and implemented in all BA102A macroeconomics sections for the first time in Fall 2012.

b. Describe the criteria and standards used to appraise student work.
It is expected that the majority of students will score less than 60% on the pre-test. It is expected that at least 50% of the students will score 70% or higher on the post-test.

c. Enter assessment results and analyze student success in achieving this program SLO.
See attachment of pre- and post-test results.
d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

Prior student learning outcomes related to economics have been condensed into fewer and more accurate outcomes. [The revised outcomes listed here are both more reflective of the expected knowledge level that at the introductory level and more measurable than the outcomes listed in the previous program review].

e. Future Action (Improvements- to SLO or course in general)

We are not completely satisfied with the use of pre and post tests for SLO assessment and discussions are underway to develop an improved assessment methodology for the next academic year.

3. Explain the current economic conditions in the United States and identify appropriate fiscal and monetary policy options in relation to the US economy

a. Indicate program assessment strategies used.
   - Performance Assessment
   - Skills Assessment
   - Other
     - We tested an assessment tool and were unhappy with its efficacy. We will develop a better tool for use next academic year.

b. Describe the criteria and standards used to appraise student work.
   N/A

c. Enter assessment results and analyze student success in achieving this program SLO.
   N/A

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.
   N/A

e. Future Action (Improvements- to SLO or course in general)

We are not completely satisfied with the use of pre and post tests for SLO assessment and discussions are underway to develop an improved assessment methodology for next academic year.
4. Demonstrate an understanding of the major elements of the world of business and its related terminology.

a. Indicate program assessment strategies used.

   Performance Assessment
   Skills Assessment
   Other

   A standardized pre- and post-test is used in all sections of BA 125 to measure SLOs.

b. Describe the criteria and standards used to appraise student work.

   It is expected that the majority of students will score less than 60% on the pre test. It is expected that at least 50% of the students will score 70% or higher on the post-test.

c. Enter assessment results and analyze student success in achieving this program SLO.

   Number of students in the class = 48
   Number of students taking either just the pre or post test (not both) = 22
   Number of students taking both tests = 24

   Of those 24 that took both tests:
   4 of them passed with 70% or above on the pre test
   10 of them passed with 70% or above on the post test
   91% of them improved their grade on the post test

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

   Prior student learning outcomes related to general business have been condensed into fewer and more accurate outcomes. [The revised outcomes listed here are both more reflective of the knowledge expected at the introductory level and more measurable than the outcomes listed in the previous program review].

e. Future Action (Improvements- to SLO or course in general)

   We are not completely satisfied with the use of pre- and post-tests for SLO assessment and discussions are underway to develop an improved assessment methodology for next academic year.

16. SLO Matrix Key: I-Introduces, P-Practiced with Feedback, M- Demonstrated at the Mastery Level
<table>
<thead>
<tr>
<th>Course</th>
<th>SLO-1</th>
<th>SLO-2</th>
<th>SLO-3</th>
<th>SLO-4</th>
<th>SLO-5</th>
<th>SLO-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 101A</td>
<td>P</td>
<td></td>
<td>M</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA 101B</td>
<td></td>
<td></td>
<td>M</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA 102A</td>
<td>P</td>
<td></td>
<td></td>
<td>M</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA 102B</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA 104</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA 106</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA 107</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BA 125</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>BA 129</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Course SLO & Assessment

For the academic year 2012-13, course SLO’s for BA are as follows:
   (At the end of this completed list of course SLO’s, some were randomly selected and studied to see of students were on task with meeting the goals of the SLO.)

BA101A  Financial Accounting SLO assessment:
In order to meet transfer requirements, BA 101A and BA 101B (Financial and Managerial Accounting) have an unusually high number of learning outcomes.

1. Explain the nature and purpose of generally accepted accounting principles (GAAP) and International Financial Reporting Standards (IFRS).
2. Explain and apply the components of the conceptual framework for financial accounting and reporting, including the qualitative characteristics of accounting information, the assumptions underlying accounting, the basic principles of financial accounting, and the constraints and limitations on accounting information;
3. Define and use accounting and business terminology;
4. Explain what a system is and how an accounting system is designed to satisfy the needs of specific businesses and users; summarize the purpose of journals and ledgers;
5. Apply transaction analysis, input transactions into the accounting system, process this input, and prepare and interpret the four basic financial statements;
6. Distinguish between cash basis and accrual basis accounting and their impact on the financial statements, including the revenue recognition and matching principles;
7. Identify and illustrate how the principles of internal control are used to manage and control the firm’s resources and minimize risk;
8. Explain the content, form, and purpose of the basic financial statements (including footnotes) and the annual report, and how they satisfy the information needs of investors, creditors, and other users;
9. Explain the nature of current assets and related issues, including the measurement and reporting of cash and cash equivalents, receivables and bad debts, and inventory and cost of goods sold;
10. Explain the valuation and reporting of current liabilities, estimated liabilities, and other contingencies;
11. Identify and illustrate issues relating to long-term asset acquisition, use, cost allocation, and disposal;
12. Distinguish between capital and revenue expenditures;
13. Identify and illustrate issues relating to long-term liabilities, including issuance, valuation, and retirement of debt (including the time value of money);
14. Identify and illustrate issues relating to stockholders’ equity, including issuance, repurchase of capital stock, and dividends;
15. Explain the importance of operating, investing and financing activities reported in the Statement of Cash Flows;
16. Interpret company activity, profitability, liquidity and solvency through selection and application of appropriate financial analysis tools; and
17. Identify the ethical implications inherent in financial reporting and be able to apply strategies for addressing them.

These course SLOs support program SLO #1 above. The accounting faculty used a department-wide comprehensive final examination to assess learning outcomes achieved across all sections. The average score for all students in AY 12-13 (nearly 250 students) for all learning outcomes was a 74%. Each learning outcome was measured to ensure that mastery of one outcome would not mask a deficiency in another. Each learning outcome was supported by student mastery at a level of at least 70%.

17. **Student Achievement:** A series of measures including course completion, course retention, persistence, program completion, and others.

i. **List expected student achievement outcomes:**

   1. Apply introductory managerial and financial accounting principles.
   2. Explain and apply fundamental economic concepts, including the construction of the primary economic models.
   3. Explain the current economic conditions in the United States and identify appropriate fiscal and monetary policy options in relation to the US economy.
   4. Demonstrate an understanding of the major elements of the world of business and its related terminology.
Course level Student Learning Outcomes are assessed in our core courses, BA 101A and B and BA 102 A and B. The course outcomes, in their entirety, are designed to provide evidence of program level outcomes. Program level outcomes are designed to be broad to encompass all of the course level outcomes. Since we have evidence of course level student Learning Outcome achievement, this is evidence of program level SLO achievement.

ii. Analyze changes in data, identify trends, and provide possible contextual explanations for each measure used. (Example measures include: course completion, course retention, persistence, program completion).

Student success has trended slightly upward from 2010 to 2013, rising from 69% to roughly 70.5%. The programs WSCH in 2010-2015 remained steady around 5,000 per semester while its FTEF ranged between 7.2 to 8.3 per semester.

In 2012, the BA program awarded 93 AA's and14 Certificates.

Certificate Award Data was obtained from Data Dashboard 2013 found at this link: http://www.ohlone.edu/org/research/programreviewdata.html

iii. Analyze program budget trends and expenditures. Comment on how the program can best use budget resources.

The total budget for the BA Program is $478,804 which includes salaries for the 3 full-time faculty. Of the $9,000 tutor award, $7,000 is currently awarded to the Accounting sector and $2,000 to support Economics student assistance. There is $825.00 budgeted for supplies and is still available. A dialog with the faculty will continue on how to best utilize these funds in Spring 2014. These funds are beneficial when seeking alternative technologies for swing space. One last budget item is a $500 award for maintenance and repair.

iv. Analyze the program’s current use of staff, equipment, technology, facilities, and/or other resources. Comment on how the program can best use these resources.

Sustaining Accounting classes is hard because finding skilled experts in the field who can teach is challenging at best. A PIO was presented to fill the vacant full-time position and just this last Fall 2013, another full-time faculty position for the Accounting sector of BA was approved to ensure there was no negative impact to student learning.

v. Describe any additional notable program achievements (optional).

It is important to note that this year, three things happened regarding the BA program; The BA ADT program was approved by the Chancellors office (!), In addition, Dr. Andrews (senior accounting faculty) took it upon himself to apply for a grant so that two Ohlone
accounting students, Maria Leon and Geraldine Cook, could be selected to attend the American Institute of Accountant's (AICPA's) prestigious Accounting Scholars Development Program, during the summer in Denver, Colorado. The program, which is funded by the Big 4 national accounting firms, is designed to build cultural capital amongst high achieving Hispanic and African American community college students. During their week long visit to Denver University, students were introduced to partners from the national firms and were taught lessons on varied topics, such as the importance of internships, to proper etiquette and dress for a formal business dinner. The Big 4 firms take this program seriously and will likely recruit these attendees after they complete their bachelor's degree. Lastly, tutors were secured to support the economics program.

vi. Addition Program Table Data: Available on website at;

http://www.ohlone.edu/org/research/programreviewdata.html

(Thank you Mike Bowman!)

vii. Future Action:
Current levels or student achievement indicators will be maintained.

18. Program Analysis
Student learning outcomes/impacts, student/program achievement and the status of previous program improvement objectives (PIOs), analyze the data and any identified trends, and summarize your finding

Describe program achievements and successes
According to the evidence, what are the areas needing improvement?

See above in answer to #17. Enrollment continues to be high with waiting lists for nearly all classes.

19. Program Improvement Objectives:

Objective: Redesign and upgrade the BA Web page to include links to all full-time and adjunct faculty sites, new programs such as International Business, and other pertinent, current information in response to the documented need for improved communication between the College and the student community. The BA webpage should help provide information about how studying business relates to career outcomes.
**Action Plan:** Meet with Ohlone webmaster, gather information from all BA faculty, input information as required by Web designer.

**Objective:** Meet the growing demand for accounting graduates.

**Action Plan:** Hire an additional full-time accounting instructor.

a. **Staffing**

b. **Technology**

c. **Assessment Plan:** How will you assess the effectiveness of your PIO?

d. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.

**The following goals are what the program strives to achieve:**

1. To offer a comprehensive curricula in business, accounting, and economics that serves the needs of our students.

2. To develop a schedule of classes that both reflect the needs of our students regarding days of the week, time of day, delivery method (on campus, online, and hybrid) and that utilize the appropriate technologies to enhance learning.

3. To prepare students to transfer to 4-year institutions, to enter the workforce, or to upgrade skills to progress in the workplace.

**PIO Assessment**
Enter assessment results with analysis.
To be completed once full-time-faculty person commences employment.

a. **Future Action**
   - **Outside Review Results**
   - **Attached Files**