DEPARTMENT FACULTY/STAFF INPUT

An important part of the Program Review process is the consultation and input of all members of the department. Please have each member of the department both full-time and part-time sign below to acknowledge that they were consulted with during the process and were able to provide input.

**NOTE:** This signature does not indicate necessary approval of the data or the analysis or evaluation of the information contained inside this document. It is an indication that you had an opportunity to provide input in the process.

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<tr>
<th>Name of Faculty or Staff Member</th>
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<td>David Hollomon</td>
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PART I. ABSTRACT (EXECUTIVE SUMMARY).
In one page or less, summarize the major findings of the Program Review Report. List the key measurements of quality for your department and the results of the data. Provide a brief analysis/explanation of the data and the major future goals supported by the data.

The Business Administration Department has experienced a reduction in enrollment and FTES over the last few years. However, the Economics classes have shown an impressive increase in enrollment and FTES over the same time period. When combined, enrollment has stayed steady, but FTES have increased.

Department projections for the next several years show a slight decrease in Business Administration enrollments but a significant increase in Economics enrollments. Overall, the Department will have an increase in enrollments.

Changing of graduation requirements have caused a decrease in BADM 142—Business Math enrollment, accounting for some of the reduction in enrollment for Business Administration. Also, no new curriculum for the department has been written during the last few years.

The future priorities are to write new curriculum for the department, revise current curriculum, and receive a new full-time economics instructor. New and revised curriculum should help boost enrollments in Business Administration. The economics enrollments have impressive increases over the last several years and are expected to grow at a much faster pace than the college and most departments during the next 3 to 5 years thus supporting the need for an additional faculty member.

PART II. KEY MEASUREMENTS OF QUALITY (KQMs)
Key quality measurements (KQMs) are a combination of college-wide data elements (provided to you in a separate report) plus elements that are of particular importance to each department. Please describe below department specific data you consider in preparing this report.

No additional department specific data were considered.

PART III: ANALYSIS OF KEY QUALITY MEASUREMENTS (KQMs)
Referring to the report of key quality measurements provided by the Office of Institutional Research, please provide your analysis of each indicator included in the report.

KQM 1 – Enrollment trend for the past 5 years: The following figures are based on duplicated enrollment between 2002-03 and 2005-06 school years, excluding fall
2006. This means the number of seats being occupied in the class by students. It is very common to have a student take several Business Administration classes in the same semester—see unduplicated headcount below.

The Business Administration Department experienced an increase in enrollment from 2002-03 to 2003-04. But overall, from 2002-03 to 2005-06, the Department has seen a decrease of 6.3%.

The spring semester has been hit the hardest, dropping almost 13% between the 2003 (1,001 enrollment) and 2006 (871 enrollment).

The fall 2006 data are not available, but from 2002 to 2005, enrollment has stayed flat for fall, with a slight decrease from 947 to 942 or a 0.5% decrease.

Summer enrollment has also decreased between 2002 and 2006. Enrollment dropped from 194 in 2002 to 132 in 2006, or a decrease of 32%.

Winter enrollments in 2005 were 159. Enrollments in 2006 were 136 for a decrease of 14.5%.

At the same time, institutional enrollments have also experienced a slight decrease of 1.7. The institution had its largest decrease in the spring. Between 2003-04 to 2005-06, institutional enrollment decreased 9.3% (30,842 in 2003-04 down to 27,960 in 2005-06, duplicated enrollment).

The economics enrollment has outpaced the Business Department and the institution in enrollment over the last 4 years. Between 2002-03 and 2005-06, enrollment has increased 23.0%, with an increase in every term.

Fall enrollment has increased 24.7% between 2002 and 2005. Winter has increased 6.6% from 2005 to 2006. Spring has increased 10.9%. Summer has experienced tremendous growth of 106.8% between 2002 and 2006, rising from 44 to 91. The summer of 2005 to 2006 had an 82% increase alone.

Overall, the Business and Economics Department has virtually no change for the last 4 years. Enrollment in 2002-03 was 2,826 and enrollment in 2005-06 was 2,824.

Unduplicated headcount (number of students enrolled, regardless of number of classes taken) for the Business Administration Department has also decreased over the last 4 years, from 1,572 students in 2002-03 to 1,466 students in 2005-06, down 6.7%.

The headcount in Economics has increased from 528 in 2002-03 to 662 in 2005-06, or a 25.4% increase. When the winter sessions for 2005 and 2006 are included, the overall increase is 23.4%.
Overall, the Department, both Business Administration and Economics, has an increase in headcount of 0.7% between 2002-03 and 2005-06, including the winter 2005 and 2006.

The drop in enrollment and FTES for Business Administration could be a result of a reclassification of Business Math from a Category V to Category IV graduation requirement. In addition, no new curriculum has been written in the department during that time period.

The institution has a decrease in headcount from 2002-03 to 2005-06 of 3.2%.

Over the last 4 years, an average of 8.2% to 8.7% of the students enrolled at Victor Valley College have taken Business Administration and/or Economics classes, accounting for one of top five largest enrollments for a department.

KQM2 – Enrollment projection for the next 3 years:

The enrollment projection for the next 3 years shows a slight decrease of 2.7% from 2005-06 through 2008-09. The projection reflects a decrease of 5.83 FTES from 216.30 FTES in 2005-06 to 210.47 FTES in 2008-09.

The enrollment projection for Economics is expected to increase 29.5% over the next 3 years. The projection reflects an increase of 21.82 FTES from 73.89 FTES in 2005-06 to 95.71 FTES in 2008-09.

The Business Administration and Economics combined expect an increase of 15.99 FTES, from 290.19 in 2005-06 to 306.18 in 2008-09. This is an overall increase of 5.5% in FTES.

KQM 3 – Retention rate:

The Business Administration Department retention rate has dropped from an average of 79.9% in 2002-03 to 76.7% in 2005-06. The institution has a retention increase from 83.6% to 86% through the same time period. This is 9.3% higher than the department average.

The retention rate in Economics has also decreased. The average rate went from 82.8% to 79.9%. This is 6.1% lower than the institution.

KQM 4 – Persistence rate: NOT INCLUDED THIS YEAR
KQM 5 – Success rate:

The success rate for the Business Administration Department has dropped 10.3% from 2002-03 to 2005-06. The success rate average in 2002-03 was 56.3%. The success rate average in the 2005-06 year was 50.5%. The institution had a slight increase 62.9% to 63.3%, or a percent change increase of 0.6%.

The Economics classes also experienced a decrease through the same time period. The average rate in 2002-03 year was 70.1% and the average rate in 2005-06 was 62.4%. This reflects a percent change decrease of 10.9%. The success rate average is closely aligned with the institution average for the 2005-06 school year (63.3% for the institution and 62.4% for economics).

KQM 6 – Job Market: NOT INCLUDED THIS YEAR

KQM 7 – Course Transferability:

No data is available for the Business Administration or Economics Department.

KQM 8 – WSCH/FTEF: NOT INCLUDED THIS YEAR

KQM 9 – Cost Effectiveness: NOT INCLUDED FOR 2007-2008

KQM 10 – Availability of resources: This was NOT provided in a separate report by the Office of Institutional Research. Please provide your own report of the adequacy of resources for department to meet its goals.

The Business Administration Department lacks computer lab space, especially for the accounting classes. The Department must work out their computer lab space based on what computer labs the Business Education Technology Department has available after they schedule their classes. The Department also depends on the BET lab technician for maintenance of the accounting software.

Business Administration and Economics do not have dedicated classrooms, although many of the courses are taught in the library. Only one classroom in the library is considered a “Smart Classroom” which is utilized constantly. The department needs at least 2 more Smart Classrooms. No night classes have access to a Smart Classroom. The library closes at 9:00 p.m., and since night classes dismiss at 9:10, the Smart Classroom in the library cannot be used by the Department.
Other KQM – List other key quality measures not already listed that pertain to your area.

No other KQM’s were used.

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PART IV: CONCLUSIONS

1. Business Administration enrollment has declined 6.3% from 2002-03 to 2005-06.
2. Economics enrollment has increased 23% from 2002-03 to 2005-06.
3. Overall, the Business Administration and Economics enrollments have virtually no change in enrollment for the last 4 years.
4. Enrollment projections for the Business Administration Department are expected to decline 5.83 FTES from 2005-06 to 2008-09.
5. Economics projections in enrollment are expected to increase 21.82 FTES from 2005-06 to 2008-09.
6. Overall, the Business Administration and Economics projected FTES are expected to increase 15.99, or 5.5% from 2005-06 to 2008-09.
7. Based on the impressive past and projected data in economics, a new full-time instructor in economics is needed to meet the growing demand.
8. Retention rates for both the Business Administration and Economics classes have decreased from 2002-03 to 2005-06.
9. The success rate for Business Administration and Economics classes have declined over 10% from 2002-03 to 2005-06.
10. There was no data available regarding course transferability for either the Business Administration or Economics classes.
11. The Business Department does not have a dedicated computer lab. Any computer lab space is at the discretion of the BET Department.
12. The Department has access to only one Smart Classroom. This is not enough to meet the needs of the variety of courses offered in the Department.

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PART V: EXPLANATIONS

1. Part of the enrollment decline in the Business Administration Department could be a result of the reclassification of Business Math for degree graduation requirements. Prior to 2004-05, Business Math (BADM 142) met the Category V: Analytical Thinking / Mathematics graduation requirements. This category had a handful of courses listed as an acceptable class. Now, the course has been dropped from Category V and reclassified as Category IV: Communication and Analytical Thinking. This category has over 40
classes for students to choose from to satisfy this category. To demonstrate the decline, look at the numbers: In the fall, 2003, 4 sections of BADM 142 were offered with an average enrollment of 30. In the fall, 2006, 3 sections of BADM 142 were offered with an average enrollment of 19, a decrease of approximately 63 students, and that is for only 1 semester.

2. We have seen an increase in online course offerings in the Department over the last several years. Enrollments for online classes are typically at a good number of 30. However, there seem to be a lower retention rate for online classes. This could be part of the low retention rate.

PART VI: GOALS

For each department goal requiring additional resources, please respond to all the questions below. (Cut and paste questions as needed for each additional priority).

Priority 1

What is your goal for 2007-2008?

The Business Department will create curriculum to offer new courses. By creating new course offerings, more students will enroll in BADM classes, thus increasing enrollment and FTES.

To which College-wide strategic goals (see last page of this document) is this related?

2. Institutional Commitment to Student Learning and Student Success through Educational Excellence - Student learning will be the central focus in the development, implementation, evaluation, and improvement for all courses, programs, and services.

How will you know if the goal was successful (measurement)?

This goal will be successful if new curriculum was passed the new class(es) is/are being offered

How will the goal be accomplished (key activities)?

• The members of the Department will create a list of possible new course offerings.
• The Department Chair or other member of the Department will write the curriculum with assistance of others as needed.
• The new curriculum will be presented to the curriculum committee for approval. Curriculum will be resubmitted as necessary until approved.
• The new class(se) will be added to the schedule.

What additional resources are you requesting?

The additional resources requested will be instructional supplies of $1,000. This is needed to maintain existing courses and to adjust to new offerings.

Priority 2

What is your goal for 2007-2008?

To update curriculum on several current and outdated courses to reflect any contemporary issues and demands. In addition, this will move the Department closer to compliance with required Student Learning Outcomes.

To which College-wide strategic goals (see last page of this document) is this related?

1. Institutional Commitment to Student Learning and Student Success through Educational Excellence - Student learning will be the central focus in the development, implementation, evaluation, and improvement for all courses, programs, and services.

How will you know if the goal was successful (measurement)?

This goal will be successful if courses were successfully updated and approved by the curriculum committee.

How will the goal be accomplished (key activities)?

• The members of the Department will create a priority list of courses to be updated.
• The Department Chair or other member(s) of the Department will update the curriculum with assistance of others as needed.
• The updated curriculum will be presented to the curriculum committee for approval. Curriculum will be resubmitted as necessary until approved.
• Any updates will be reflected in the College Catalog.
What additional resources are you requesting?

No additional resources for the department other than the instructional supply budget of $1,000 listed in Priority 1.

Priority 3

What is your goal for 2007-2008?

To request and get approved an additional full-time faculty member to teach economics. This is necessary to meet the increased demand for economics classes and the lack of qualified, available adjunct faculty to teach economics. Presently, there are 2 qualified adjunct instructors and HR does not have any other adjunct who are qualified to teach the subject matter.

To which College-wide strategic goals (see last page of this document) is this related?

2. Institutional Commitment to Student Learning and Student Success through Educational Excellence - Student learning will be the central focus in the development, implementation, evaluation, and improvement for all courses, programs, and services.

How will you know if the goal was successful (measurement)?

If a new full-time economics teacher is hired and is scheduled.

How will the goal be accomplished (key activities)?

The Department Chair will submit a request for hiring priorities. Justification will be based on the enrollment projections for the next 3 years.

What additional resources are you requesting?

Increase full-time faculty budget to reflect additional instructor (adjustments to salary and benefits, approx $54,000 to $80,000, depending on placement on salary schedule).

No additional resources for the department other than the instructional supply budget of $1,000 listed in Priority 1.
College-Wide Strategic Goals

The following revised set of strategic goals for the College were adopted by the Board of Trustees in 2005. These goals will provide the general direction for development of strategies the College will adopt and implement in the coming years:

1. **Organizational Excellence** - The College’s governance roles and processes are structured to maximize institutional effectiveness.

2. **Institutional Commitment to Student Learning and Student Success through Educational Excellence** - Student learning will be the central focus in the development, implementation, evaluation, and improvement for all courses, programs, and services.

3. **Economic and Community Development** - The College will effectively meet changing community needs for education leading to employment, cultural enrichment, civic, political and social responsibilities.

4. **Diverse Populations** - The College will increase access opportunities by improving programs and services to better serve an increasingly diverse campus population.

5. **Effective Technology Integration** - The College will integrate and utilize technology and provide quality technological training for the creation and delivery of instruction, support of programs and services, and the improvement of institutional effectiveness to enhance student learning.

6. **Learning Centered Resource Management** - Through utilization of prudent fiscal policies and the proactive entrepreneurial pursuit of increased revenue, the College will work diligently to secure solid financial resources to meet current and future enrollment growth, community learning needs and learning outcomes.