INSTRUCTIONAL PROGRAMS AND AREAS
PROGRAM REVIEW/PLANNING AND EVALUATION PROCESS

QUESTIONNAIRE FOR INSTRUCTIONAL PROGRAMS

INSTRUCTIONS:

Complete all sections as instructed. Click the shaded sections to type your answer.
When completed, please save your file and e-mail it as an attachment to tanya_hanton@westvalley.edu.

A. INTRODUCTORY QUESTIONS

1. Program Name: Business Administration / Real Estate

2. Person(s) completing the questionnaire: Heidi Diamond, Lance Shoemaker, Jim Henderson and Ken Schock

3. Date of completion: November 4, 2007

4. What are the primary purposes of the program? Check all that apply.

- x WVC Degrees and Certificates
- x Transfer Courses
- x WVC General Education
- x Lifelong Learning/Life Enrichment
- x Occupational / Vocational Courses
- ☐ Student Support Services
- ☐ Academic Support Services
- ☐ Administrative Functions

5. In one paragraph, how does the program further the College's mission and goals? (only new information need be added)

The Department of Business Administration and Real Estate is a dynamic and vibrant academic area at West Valley College. Our department offers current and progressive curricula to learners in traditional, virtual and international communities. The almost 700 students enrolled in our programs have the opportunity to take classes that transfer to four year colleges and universities in California, the greater United States, and other countries. Our department offers students relevant and marketable certificate programs that help students to enhance and refresh their skill sets, as well as stand alone classes that are desirable for learner enrichment. We continue to respond to our stakeholders' market needs by updating and innovating our courses and programs on an ongoing basis. As a result of our efforts, our courses are fresh, relevant and appealing to our larger community of students, four year institutions, industry partners and prospective employers. With the influx of the Gen X and Y demographic in our classrooms, our faculty members are striving to stay current and flexible by adapting our teaching approaches to better relate to and engage young people who have always had technology in their lives.

6. In one paragraph, what significant events have affected or impacted the program since the last program review?

Our department is responding to the rapidly changing technological advances in instructional delivery systems. With the impact of Web 2.0 on our courses, and the Gen X and Gen Y population in our classrooms, we are using more interactive media in our teaching approaches. Currently, we are using Angel for uploading our lessons, sending e-mail to our students, posting grades, and leading both synchronous and asynchronous discussions. We are also enriching students' online and offline classroom experiences with relevant video clips from

www.teachertube.com and www.youtube.com. In addition, we are trying new and flexible course formats including hybrid classes, wiki based teaching and collaborative teaching.

We are responding to increased globalization and the importance of incorporating an international business component in our course offerings. We are participating in the exchange program with the Brazilian students who are enriching our classes by offering us a different perspective on how business is conducted in their country. By working with the Center for International Trade Development www.svcitd.org, we hope to further enhance our understanding of international trends in order to invigorate and expand our courses.

With numerous community colleges in our area competing for the same pool of students, we are ramping up our marketing efforts to attract and retain a steady population in our classes. We are finding that our instructional webpages – http://instruct.westvalley.edu and our newly created department website http://www.westvalley.edu/bus_admin_re/ are excellent marketing tools. These resources have attracted new students to our college and to our courses and programs. We also participate in West Valley's marketing committee which has featured some of our alumni and some of our programs in our newly revitalized schedule of classes.

We are participating in the current school wide program to incorporate Information Competency in our Introduction to Business courses. It is increasingly important that our students who are transferring to UCs and CSUs are able to write well, do effective research, and properly site references. Including the information competency component in our Intro to Business courses will help our students to be more effective when they transfer to four year schools and in their future career pursuits.

We now offer certificates in Project Management and Real Estate Property Management that we have created in response to niche market demands for these programs. We plan to reach out to our advisory board and other industry contacts to attract enrollment in these exciting and relevant courses and programs.

Our recent Real Estate curriculum has been impacted somewhat by the downturn in the real estate economy and by perceptions that there are too many real estate agents in Santa Clara County. However, although we have some drop in enrollment in some of our classes, overall enrollments are holding steady. We want to continue expanding our online course offerings and hope in the future to offer more real estate courses by hiring new associate real estate faculty.

We have had to substantially revise our Real Estate Appraisal curriculum to match new 2008 state licensing requirements. This necessitated the creation of 12 new classes that we plan to offer over the next few years.

B. DATA ELEMENT ANALYSIS SECTION (ANALYSIS AND RESPONSE)

1. Using the enrollment data from Table 1 from previous program review, add or revise as appropriate.

a) What significant trends are revealed in the data?
b) What factors might contribute to any program differences compared to the College data?
c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

a.) Although our college enrollment numbers are down by approximately 1,500 students, our head count is up by approximately 400. This trend may be due to better classroom retention strategies or it may also be due to motivated students who want to complete classes for transfer or for better jobs.

b.) We were not provided with program data. Based on classroom observations, our enrollment and retention numbers are holding steady this semester.

c.) We need to keep remaining flexible and open minded in our approaches towards students who go to school and work. Their lives are very hectic, and if we can work with them by making course work available through Angel, then we are giving them additional avenues for success.

2. Using the demographic data from Table II from previous program review, add or revise as appropriate.

a) What significant trends are revealed in the data?
b) What factors might contribute to any program differences compared to the College data? See attachment for college-wide statistics.
c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

a.) While the college has a ratio of 58.6% females to 41.4% males in 2007, our department tends to have higher numbers of males than females in our classes. Since we don't have program data at this time, this assessment is based on a classroom view of the gender numbers.

b.) Males tend to enroll in business programs in higher numbers than females do. (this trend is especially true on an undergraduate level)

c.) *As an actionable item, we need to attract females to our classes by impressing upon them that women have a vital role in business and industry today. With greater flexibility in the workplace, women can now benefit from business careers that give them many options.*

3. Using the success data from table III from previous program, add or revise as appropriate.

a) What significant trends are revealed in the data?
b) What factors might contribute to any program differences compared to the College data?
c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

a.) *It is very encouraging to see that for the most part, success rates for various ethnicities are increasing or holding steady. This trend indicates that our approaches are generally successful in reaching and assisting a majority of students.*

b.) *No data was available. However, our success rate is probably very similar to the overall college success rate.*

c.) *We should continue to offer a variety of ways for our students to succeed. Offering multiple choice and essay questions, role plays, case studies, and class participation grades to our students gives them many opportunities for success.*

4. Are there any data or factors (e.g. integration of technology; college, district, or state expectation or mandates) concerning staffing in the program, that suggest a need for increasing or decreasing program staff (e.g. permanent and associate FTE, permanent and hourly classified staffing or administrative staffing)?

We have highly enrolled classes and many popular classes and certificates. Since we are planning to expand our offerings, and one of our full-time faculty members plans to retire soon, we need to hire a new full-time faculty member. We are also opening up two separate associate faculty pools for business administration and real estate.

C. CURRICULUM SECTION (ANALYSIS AND RESPONSE)

1. Based on your program's curriculum information, as published in the most recent West Valley College catalog, what curriculum changes are anticipated in the next three years? (These changes could include major course revisions, curriculum deletions, new courses, revised or new options within a program, or proposed new programs.)

We are currently offering the Project Management Certificate and the Real Estate Salesperson Certificate.

Heidi Diamond and Lance Shoemaker are working with the Director of the Center for International Trade Development in order to learn more about a training program for international business. With this training, Heidi and Lance hope to develop an International Business course/program. We hope that we can learn from the Brazil model and from the Spanish and French international business classes in the Foreign Language department.

Heidi Diamond has completed a training program through Indiana University and is now a Certified Distance Learning Instructor. With the additional expertise, Heidi hopes to infuse more web and technology based instruction into some of our department offerings.

2. The attached excel document shows classes that have not been offered since Spring 04. Please list the courses you intend to submit to the Curriculum Committee by February 8th for de-activation prior to publication of the 08/09 catalog.

We plan to deactivate Business 50 – Administrative Procedures and Technology.

3. Considering the new course and program level Student Learning Outcomes that have been developed since the last program review:

   a) What relevant findings have been derived through the SLO assessment process since the last program review?
   b) What changes have been implemented, or are planned, based on the findings since the last program review?
   c) What conclusions do you draw from this analysis that could form the basis for an action, objective or request for resources?

NOTE: Please contact LeAnn McGinley (741-2402), Assessment Coordinator with any questions concerning SLOs.

Lance Shoemaker represented our department in the SLO Assessment process. Currently, Lance Shoemaker and Ken Schock are applying SLO assessments to their Business Law classes. One important focus for them is whether students have the ability to identify legal issues in hypothetical scenarios.

Both instructors prepared an initial analysis of final exam results, and they continue to analyze student outcomes on an ongoing basis based on the framework that was provided by the Assessment Coordinator.

Lance Shoemaker received additional training at the end of the spring semester in 2007 to implement the SLO program on a department wide basis. The goal is to develop student learning outcomes that should be applicable to all courses offered with the Business and Real Estate Department. Our plan is to consider implementation of student learning objectives on a Department-wide basis later in the fall semester.

D. EXTERNAL INFLUENCES SECTION (ANALYSIS AND RESPONSE)

1. If applicable, considering the effects of external influences on the program's purposes and goals:

   a) How do accreditation requirements, government regulations, advisory boards, labor market demand, transfer institution articulations or other external factors affect the program?
   b) How might these influences form the basis for an action, objective, or request for resources?

Accreditation requirements, government regulations, advisory board suggestions, labor market demands and articulation agreements all have an impact on our current action plan:

-Our advisory board has recommended that we include basic skills work in our courses.
-Changing technology has motivated us to incorporate new instructional approaches.
-Interest in transferring units to a four year online college has motivated us to pursue articulation with Charter Oak.
-The need to have better research and writing skills has led to Information Competency in our Introduction to Business classes.
-The need for SLOs has led to their creation in our Business Law classes and in our department. We will consider implementing student learning outcomes on a department-wide basis.
-The need for a Business Club for our students has led to co-advising roles for Sam Liu, Economics, Lance Shoemaker and Heidi Diamond.

E. STUDENT FACTORS SECTION (ANALYSIS AND RESPONSE)

1. What program changes or initiatives has the program implemented in the last three years to meet the needs of its student population?

1.) Due to increased student enrollment, we have created additional sections of Business 51: Introduction to Business.

2.) We are using more technology and multimedia in our classes. We are giving students opportunities to use their technology talents also.
3.) We have a Business Club that is reaching out to all interested students campus wide.
4.) Some of our classes offer flexible online, telecourse or hybrid schedules.
5.) We offer guest speakers, field trips to the e-center and other enriching student activities.

F. SUMMARY AND CONCLUSION SECTION:

1. General conclusions and summary statement.

Our instructors are motivated and talented Subject Matter Experts who have a vision for growing and expanding our courses and programs. This growth is in response to student interest in transferable business classes, as well as to student interest in career path programs. Instructors will continue to be flexible and to incorporate more technology and innovative approaches into their instructional delivery methods.

2. Program Strengths:

We have strong and motivated faculty members who are willing to work collaboratively with each other and across disciplines. We continue to have high enrollments in key transfer classes, and we have growing enrollments in our new certificates and courses.

3. Program Challenges:

Our biggest challenge is that we are spread too thin. We are reaching out to grow our department, but at the same time we need to have more associate faculty, and at least one more full-time faculty member. We also face enrollment, cost effectiveness and articulation challenges.

G. ACTIONS AND OBJECTIVES SECTION

Based on the foregoing analyses and findings in Sections A. through F., what are the program's intended actions or objectives for the next three years?

1.) *Hire a new full-time faculty member to replace a retiring faculty member.*
2.) *Hire associate faculty for Real Estate and Business Administration.*
3.) *Develop an International Business course/certificate.*
4.) *Improve our industry relationships and grow our Business Advisory Board.*
5.) *Continue to promote global exchange programs, similar to the program with Brazil.*
6.) *Develop marketing materials that promote our department strengths.*
7.) *Sustain and grow our Business Club.*
8.) *Create more contract education opportunities.*
9.) *Continue NASA Ames Internship program and try to create new internship programs.*
10.) *Contact more WVC business alumni to foster connections and relationships.*
11.) *Develop partnerships with four year institutions.*
12.) *Review and evaluate current certificate offerings.*
13.) *Continue to promote Project Management Certificate.*
14.) *Continue to grow and promote business work experience program.*
15.) *Expand all real estate courses into online versions.*

Timelines

Over the next three years, what are the program's timelines (in terms of predicted initiation and completion dates) for the stated actions or objectives?

1.) new full-time faculty member – tentative - August 2009

2.) new associate faculty – spring – 2008

3.) international business certificate – fall – 2009

4.) grow advisory board – ongoing

5.) global exchange program – ongoing

6.) marketing materials – fall 2008

7.) business club – ongoing

8.) contract ed opportunities – one new one by fall 2008

9.) create new internship programs - ongoing

10.)increase alumni contacts – ongoing

11.) partner with 4 year institutions – fall 2010

12.) certificate review – spring 2009

13.) promote project management certificate – ongoing

14.) promote business work experience program – ongoing

15.) convert real estate courses into online formats - ongoing

Which of these actions or objectives would be initiated and completed within the coming year, given adequate resources?

This year: 2, 6 Ongoing: 4, 5, 7, 9, 10, 11, 13, 14, 15

H. RESOURCE REQUESTS 2006-2007

1. Please indicate if any of the resource requests identified in the previous program review were funded through one or more of the various WVMCCD resource allocation processes that were available in 06 – 07 (e.g. FTE allocation, classified staff, one time funding, budget augmentation, facilities, Land Corporation):

Please complete the following table (leave blank if the answer is not applicable):

	FUNDED by WVMCCD?
Full-time faculty FTE: Hire two full-time faculty members. We anticipate one retirement and we need to meet our expanding enrollment in project management, real estate and international business classes.	x Yes ☐ No ☐ Partially
Associate faculty FTE: We are currently running two hiring pools for associate faculty. One pool is for Real Estate and one if for Business Administration.	x Yes ☐ No ☐ Partially

Classified Staff FTE: *Click once here and type your response*	☐ Yes ☐ No Partially
Classified Hourly (in dollars): We would like to add one classified hourly staff member to assist associate faculty in the evenings.	☐ Yes ☐ No x Partially
Administrative Staff FTE: *Click once here and type your response*	☐ Yes ☐ No ☐ Partially
Facilities (brief narrative description): Due to the planned expansion of our class offerings, we would like to have more classrooms.	X Yes ☐ No ☐ Partially
Equipment (brief narrative description with estimated total cost): We would like to add more smart classrooms because we are using more technology in our classes. (rooms BU7, BU8, BU11, BU 12 – approximate cost = $20,000.)	x Yes ☐ No ☐ Partially
Supplies (brief narrative description with estimated total cost):	Yes ☐ No ☐ Partially
Staff Development (brief narrative description): We would like to have more technology training on best classroom practices.	X Yes ☐ No ☐ Partially
Other (please specify): *Click once here and type your response*	☐ Yes ☐ No ☐ Partially

2. What have you been able to accomplish as a result of the resource obtained?
(e.g. improved retention success and persistence, improved equity, new SLOs, higher enrollment, new online or satellite campus classes….)

NOTE: The Program Review Committee realizes that in some cases, accomplishments and changes resulting from resource acquisition are too recent to be measurable. The current Program Review process is only one year old. Future reviews of funding requests will focus on accomplishments and change occurring over a two-year period.

The resources we have obtained have enabled us to accomplish the following:

1.) We have modernized many of our classrooms which has led to an improved learning environment, greater student retention, and increased learner motivation.
2.) We have created a departmental website that has increased our ability to reach current and potential students.
3.) We have expanded our concurrent enrollment program at Leland High School.
4.) We are offering a new Real Estate Salesperson Education Certificate Program.
5.) We are offering a new Project Management Certificate.

I. RESOURCE REQUESTS 2007-2008

1. What **new or additional** resources are required to accomplish the stated actions and objectives?

Please complete the following table (leave blank if the answer is zero or none):

Full-time faculty FTE **Add two new full-time faculty members**

Associate faculty FTE **Add two new associate faculty members**

Classified Staff FTE: *Click once here and type your response*

Classified Hourly (in dollars): **$10,000. a year**

Administrative Staff FTE: *Click once here and type your response*

Facilities (brief narrative description): **We would like one additional lecture classroom to accommodate program growth. We have planned growth in our Real Estate, Program Management and International Business courses.**

Equipment (brief narrative description with estimated total cost): **We would like to have smart classrooms in order to facilitate our increased use of technology in our classrooms – (BU7, BU8, BU11, and BU12). The estimated cost is $20,000.**

Supplies (brief narrative description with estimated total cost): *Click once here and type your response*

Staff Development (brief narrative description): **We would like to develop our technology skills in order to effectively use the smart classrooms.**

Other: *Click once here and type your response*

When completed, please save your file and e-mail (using the File: Send To menu) to tanya_hanton@westvalley.edu