



San Joaquin Valley College CURRICULUM CONFERENCE REPORT

To be completed by each program at
each Curriculum Conference

Curriculum Conferences are instructor-focused and center on teaching tools and the learning process through the sharing and collaboration of classroom ideas, engagement in professional development opportunities and the creation and evaluation of common curriculum for program assessment (e.g. rubrics, exams, projects)

Program: Business Administration

Number: M10518

Date: February 7, 2014

Guidelines for Success:

(from WASC Rubric for Assessing the Integration of Student Learning Assessment into Program Reviews; Highly Developed)

A well-qualified individual or committee provides annual feedback on the quality of outcomes, assessment plans, assessment studies, benchmarking results, and assessment impact. Programs effectively use the feedback to improve student learning. Follow-up activities enjoy institutional support.

Summary:

In reviewing the BA Assessment Plans, the group determined there are revisions needed to the tools for gathering student learning data.

- Curriculum Specialist to add discussion forums in each course not reviewed in Curriculum Conference.
 - **See Tasks #1-5**

It is also noted that ACT101 and ACT102 outcomes and objectives need to be revised. Debi Nichols to arrange a task force to evaluate the needed changes and submit CIP's.

- CIP will be submitted by Debi Nichols.
 - **See Action Item #1**

Majority consensus noted that BUS160 needed a textbook more congruent for student success.

- TIP will be submitted by Michael Rugnao
 - **See Action Item #2**

I. Developing Strategic Competencies:

A. Governance

1. **Overview:** Instructors reviewed how to locate and access the *Program Review Handbook* and various improvement proposal forms on InfoZone. They discussed their role in curriculum conferences and the process for completing and submitting CIPs (Course Improvement Proposals), TIPs (Textbook Improvement Proposals), PIPs (Program Improvement Proposals), and Purchase Proposals for any suggested changes to the program.
2. **Improvements to Program Review process:** Instructors were informed of the changes being made to the program review process based on recommendations of the Program Review NIPR (Non-Instructional Program Review) committee; an 80% success standard on outcome data and an expansion of the program review schedule.
 - Todd Gervais stressed the importance of instructor participation and the impact it has on Senior Management decision making; how they use program review data and instructor proposals to drive program change.
 - Jaimi Paschal reviewed assessment types: formative vs. summative. Instructors are encouraged to review the course assessment plans with the goal of authentic summative assessments being used throughout.



San Joaquin Valley College CURRICULUM CONFERENCE REPORT

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II. Evaluation of Program Learning Outcomes (PLOs)

The program has defined achievement of following PLOs as “student success” in the program.

- Are the identified PLOs measureable, relevant, current and appropriate?
- Are the identified PLOs relevant to the students’ future needs when they leave SJVC?
- Are the stated PLOs a definition that our community shares or could agree with?

The constituents are tasked with reviewing the Mission and Values Alignments wording, PLO’s, Assessment Methods, Rubrics, and Program Curriculum Map (Green and White) to be reviewed and evaluated by all constituents and proposed changes submitted to Curriculum Specialist (**See Task #7**).

III. Evaluation of Course Level Student Learning Outcomes

The program has defined achievement of the identified Course level SLOs as “student success” in each course within the program.

- Are the identified SLOs measureable, relevant, current and appropriate?

Constituents identified two courses with Course Learning Outcomes needing revision.

- BUS180-The wording “real world” to be removed from CLO #1. The constituents decided the edits will ensure the CLO is more easily understood by students and more attainable and measurable (**See Task #14**)
- ACT102- Remove the word “different” from CLO #3. The constituents decided the edits will ensure the CLO is more attainable (**See Task #15**)
- ACT101, BUS, 102, BUS160, BUS180, HR100, CMP102 constituents felts CLO’s were appropriate for student success
- CLOs for BA210, BUS170, BUS400, CMP101, ECON1 will be evaluated and sent to Curriculum Specialist (**See Tasks #1-5**)

IV. Evaluation of Assessment Plans and Curriculum Maps

Ensure the current course and program assessment plans and curriculum maps reflect any changes in courses or the program.

	Initiatives for improvement	
<ul style="list-style-type: none"> • Course Assessment Plans • Curriculum Maps 	<p>Course assessment plans and Curriculum Maps for BA210, BUS170, BUS400, CMP101, ECON1, will be evaluated and results sent to Curriculum Specialist</p>	Tasks #1-5
CMP102	Common Mastery Assessments and Curriculum Maps were deemed appropriate.	
BUS102	Common Mastery Assessments and Curriculum Maps were deemed appropriate.	
BUS160	Common Mastery Assessments and Curriculum Maps were deemed appropriate.	
BUS180	Common Mastery Assessments and Curriculum Maps were deemed appropriate.	
ACT101	Common Mastery Assessments and Curriculum Maps were deemed appropriate.	
ACT102	Common Mastery Assessments and Curriculum Maps were deemed appropriate.	



San Joaquin Valley College CURRICULUM CONFERENCE REPORT

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V. Evaluation of Curriculum and Resources

Review the relevancy and effectiveness of current curriculum and resources
(course and program content, textbooks, software, library resources, professional development)

- Do the varieties of learning experiences designed for this program allow students to achieve the outcomes identified?
- What additional or updated library resources are needed by the program to achieve the learning outcomes?
- Does the program need additional or different resources (human, physical, technical, time) to promote student progress and learning?
- Is the program using its existing resources efficiently?

1. Status of Program **Curriculum:**

- Curriculum for the assessment of course level student learning outcomes were evaluated and deemed appropriate for all courses with the exception to ACT101/ACT102. (**See Action Item #1**)
- Additional Resource material for BUS102 to be submitted by Doug Patch to Curriculum Specialist (**See Task #16**)

2. Status of Program **Common Assessments:**

The group consensus was the Common Assessments of all courses reviewed were sufficient; however, edits to Common Assessment logistics were recommended by the group.

ACT101	<p>Constituents requested that multiple choice/T-F questions be removed as mastery questions because they were not thought to be authentic.</p> <p>Written Assignment #1 to be removed from Common Assessments for more meaningful data collection.</p> <p>Written Assignment #3 to be unlinked from CLO #1, for more authentic data collection</p> <p>Written Assignment #3 to be modified from Grade Item to Drop Box</p> <p>Curriculum Maps were deemed appropriate.</p>	Task #8
ACT102	<p>COGS Common Assessment Problems, Inventory Methods Common Assessment Problems, Written Assignment Common Mastery Assessment Project to be modified from Grade Items to Drop Boxes per majority vote.</p> <p>Rubrics to be evaluated and sent to Curriculum Specialist.</p> <p>Curriculum Maps were deemed appropriate.</p>	Task #9
BUS102	<p>All rubric graded mastery assessment projects to be modified from Grade Items to drop Boxes per majority vote.</p> <p>Curriculum Maps were deemed appropriate.</p>	Task #10
BUS160	<p>Constituents requested that multiple choice questions be removed as mastery questions because they were not thought to be authentic.</p> <p>All rubric graded mastery assessment projects to be modified from Grade Items to Drop Boxes per majority vote.</p> <p>Curriculum Maps were deemed appropriate.</p>	Task #11
BUS180	<p>All rubric graded mastery assessment projects to be modified from Grade Items to drop Boxes per majority vote.</p>	Task #12



San Joaquin Valley College CURRICULUM CONFERENCE REPORT

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Curriculum Maps were deemed appropriate.

HR100

Constituents requested that multiple choice questions be removed as mastery questions because they were not thought to be authentic.

Task #13

Curriculum Maps were deemed appropriate.

3. Status of Program **Grade Components:**

- The group consensus was the grade components of all courses reviewed were sufficient. Remaining business course grade components to be evaluated (**See Tasks #1-5**).

4. Status of Program **Resources** (human, physical, technical, time):

- The group consensus was the program resources were sufficient. No improvements are recommended at this time.

5. Status of Program **Library Resources:**

- The group consensus was the library resources were sufficient for the program. No improvements are recommended at this time.

6. Status of Program **ATL:**

- BUS160 was identified as needing a textbook improvement. TIP to be submitted (**See Action Item #2**).

7. Status of Program **Equipment List:**

- The group consensus was the equipment resources were sufficient for the program. No improvements are recommended at this time.

VI. Opportunities for Student Success

Additional topics

Constituents indicated they would like student computers brought back into the program to aid in student success.

VII. Evaluation of the Course and Program Assessment Processes

- Summarize the progress of gathering PLO and CLO achievement data
- Review the effectiveness of current assessment tools
- Refer to supporting documentation (common assessments, rubrics, surveys, instructor-designed assessments, dashboard reports, etc.)

Status of Assessment Data Collection to Date

Initiatives for improvement

PLOs The electronic process of collecting PLO assessment data through the Institution's Learning Management System has been in place for approximately one year. During this time common assessments have been working as expected.

Improvements to the Program Assessment Plan to be evaluated, modified, and updated. (**See Task #7**).

CLOs The electronic process of collecting CLO assessment data through the Institution's Learning Management System has been in place for approximately one year. During this time common assessments have been working as expected.

Improvements to the CLO assessment process will be addressed for courses not reviewed during CC (**See Tasks #1-5**).

Overall Effectiveness of the Program's Assessment Process:

To date the electronic data collection process is working as expected.

Challenges to the Assessment Process:

The program has experienced challenges to the assessment process; more specifically the challenges with migrating



San Joaquin Valley College CURRICULUM CONFERENCE REPORT

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to a new LMS (Learning Management System), D2L (Desire 2 Learn, in 2012 and the upgrade of D2L in late 2012. With the shift to D2L, the program experienced challenges in consistently collecting electronic learning data and ease of use with Common Mastery Assessments.

Initiatives for Improvement to the Program's Assessment Process:

With common mastery assessments in place the group focused revision of the PLO Assessment Plan and processes. Achievement target thresholds were explained in detail by Sue DeLong.

VIII. Evaluation of Previous Actions: Closing the Loop

Actions to be taken as recorded in the BA Program Review (M476) report dated September 14, 2012

	Description	Status
Action Item 1	Revise current BA Program Description	Completed: April 30, 2013
Action Item 2	BUS160 committee to review CLO 2 and 4 to determine if revisions need to be made to equipment or resources currently used in the course	Completed: April 15, 2013
Action Item 3	BUS170 and BUS102 committee to review course outcomes, tools, and resources	Completed: April 15, 2013
Action Item 4	ACT102 committee to review materials, common assessments and resources	Completed: April 30, 2013
Action Item 5	CMP101 and CMP102 committee were created to review the current CLOs, attendance, grades, content, and specifically the MS Office certification	Completed February 15, 2013

II. IX. New Improvement Tasks and Initiatives:

Actions	Description	Completion Date	Owner(s)	Resources
Action Item 1	Task force organized by Debi Nichols, to evaluate outcomes and objectives currently in ACT101 and ACT102. CIP to be submitted if needed.	07.01.14	Debi Nichols	Todd Gervais
Action Item 2	TIP to be submitted for BUS160.	05.01.14	Michael Rugnao	Todd Gervais
Tasks	Description	Completion Date	Owner(s)	resources
Task 1	David Morra to evaluate ECON1 CLO's, assessment plans, and curriculum maps along with rubrics and submit proposed changes to Curriculum Specialist.	03.01.14	David Morra	Jaimi Paschal
Task 2	Ashley Ford to evaluate BA210 CLO's, assessment plans, and curriculum maps along with rubrics and submit proposed changes to Curriculum Specialist.	03.01.14	Ashley Ford	Jaimi Paschal



San Joaquin Valley College CURRICULUM CONFERENCE REPORT

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Task 3	Emily Ware and Janice Bella to evaluate CMP101 CLO's, assessment plans, and curriculum maps along with rubrics and submit proposed changes to Curriculum Specialist.	03.01.14	Emily Ware & Janice Bella	Jaimi Paschal
Task 4	Kassandra Davis-Schmall to evaluate BUS170 CLO's, assessment plans, and curriculum maps along with rubrics and submit proposed changes to Curriculum Specialist.	03.01.14	Kassandra Davis Schmall	Jaimi Paschal
Task 5	Heidi Esquiviz to evaluate BUS400 CLO's, assessment plans, and curriculum maps along with rubrics and submit proposed changes to Curriculum Specialist.	03.01.14	Heidi Esquiviz	Jaimi Paschal
Task 6	Debi Nichols to evaluate rubrics in ACT102 and BUS400 and submit requested modifications to Curriculum Specialist.	04.01.14	Debi Nichols	Jaimi Paschal
Task 7	Program Assessment Plan to be evaluated, modified, and updated.	05.01.14	All BA faculty/staff	Jaimi Paschal
Task 8	ACT 101 - Constituents requested that multiple choice/T-F questions be removed as mastery questions because they were not thought to be authentic. Written Assignment #1 to be removed from Common Assessments for more meaningful data collection. Written Assignment #3 to be unlinked from CLO #1, for more authentic data collection Written Assignment #3 to be modified from Grade Item to Drop Box	03.01.14	Jaimi Paschal	
Task 9	ACT 102- COGS Common Assessment Problems, Inventory Methods Common Assessment Problems, Written Assignment Common Mastery Assessment Project to be modified from Grade Items to Drop Boxes	3.1.2014	Jaimi Paschal	
Task 10	BUS 102- All rubric graded mastery assessment projects to be modified from Grade Items to drop Boxes	3.1.2014	Jaimi Paschal	
Task 11	BUS 160- Multiple choice questions be removed as mastery questions All rubric graded mastery assessment projects to be modified from Grade Items to Drop Boxes	3.1.2014	Jaimi Paschal	
Task 12	BUS 180- All rubric graded mastery assessment projects to be modified from Grade Items to drop Boxes	3.1.2014	Jaimi Paschal	
Task 13	HR100- Multiple choice questions be removed as mastery questions	3.1.2014	Jaimi Paschal	
Task 14	BUS180-The wording "real world" to be removed from CLO1	3.1.2014	Jaimi Paschal	
Task 15	ACT102- Remove the word "different" from CLO3	3.1.2014	Jaimi Paschal	



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Task 16 Additional Resource material for BUS 102 to be
submitted by Doug Patch to Curriculum Specialist

3.1.2014

Doug Patch

X. Participants:

Campus Staff:

1. Patrick Krebs-Division Manager, Online Division
2. Nancy Lyles-Tech Coach, Online Division
3. Janice Bella-BA Instructor, Online Division
4. Emily Ware-GE Instructor, Online Division
5. Eric Lindberg-Division Manager, Visalia Campus
6. Carolee Dare-BA Student, Visalia Campus
7. Elizabeth Eddy-BA Student, Visalia Campus
8. Augustina Kendall- Instructor, Visalia Campus
9. David Morra-BA Instructor, Visalia Campus
10. Stanley Shawl-BA Instructor, Visalia Campus
11. Gabriel Giannandrea-Instructor, Visalia Campus
12. Gary Stedman- BA Instructor, Visalia Campus
13. Heidy Esquivex- BA Instructor, Modesto Campus
14. Diana Glance-BA Instructor, Ontario Campus
15. Maryann Sebelist-BA Instructor, Ontario Campus
16. Brenda Medina-BA Instructor, Ontario Campus
17. Debi Nichols-BA Instructor, Ontario Campus
18. Doug Patch-BA Instructor, Hesperia Campus
19. Evelyn Sheffield-BA Instructor, Hesperia Campus
20. Michael Rugnao-BA Instructor, Bakersfield Campus
21. Melissa Cotter-GE Instructor, Temecula Campus
22. Raul Ponce-BA Instructor, Hanford Campus
23. Lisa Kisla-Division Manager, Fresno Campus
24. Kassandra Davis-Schmall-BA Instructor, Fresno Campus
25. John Morrison- BA Instructor, Fresno Campus
26. Raul Ponce- BA Instructor, Fresno Campus
27. Albert Rodriguez- BA Instructor, Fresno Campus

Central Office Support Staff

1. Sue DeLong, Director of Assessment
2. Todd Gervais, Curriculum Technician
3. Jaimi Paschal, Curriculum Specialist
4. Don Rhyne, Curriculum Technician
5. Annette Austerman, Director of Instruction