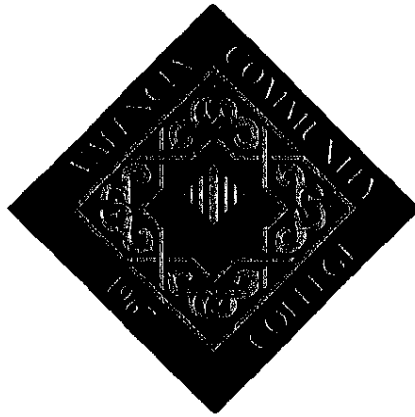


# VALENCIA COMMUNITY COLLEGE

Business Administration



## Program Review

May 2008

Storm Russo  
Program Director

# TABLE OF CONTENTS

<b>Documentation and Evaluation Teams</b> .....	<b>1</b>
<b>Program Review Overview</b> .....	<b>2</b>
<b>Program Findings and Recommendations</b> .....	<b>4</b>
<b>Program Review Plan of Action</b> .....	<b>5</b>
<b>Evaluation Team Approval</b> .....	<b>6</b>
<b>Program Review Summary Report</b> .....	<b>7</b>
<b>Program Review for A.S./A.A.S. Degrees and Certificate Programs</b> .....	<b>8</b>
<b>List of Charts and Figures</b> .....	<b>19</b>
<b>Full-Time and Part-Time Faculty by Campus and College Wide</b> .....	<b>20</b>
<b>Enrollment Data by Campus and College Wide</b> .....	<b>25</b>
<b>Capacity and Yield by Campus and College Wide</b> .....	<b>30</b>
<b>Graduates and Completers</b> .....	<b>35</b>
<b>Program Majors</b> .....	<b>36</b>
<b>Completer Placement Rates</b> .....	<b>37</b>
<b>Leaver Placement Rates</b> .....	<b>38</b>

**VALENCIA COMMUNITY COLLEGE  
PROGRAM REVIEW  
DOCUMENTATION AND EVALUATION TEAMS**

**PROGRAM NAME (S):** Business Administration

**CAMPUS (ES):** East, Osceola, West, Winter Park

**DATE OF REVIEW:** Friday, May 23, 2008

**DEPARTMENT DEAN(S):** Joe Lynn Look, Dale Husbands, Mildred Francheschi, Michele McArdle

**PROGRAM DIRECTOR:** Storm Russo

**DOCUMENTATION TEAM NAMES:** Storm Russo, Joe Lynn Look, Dale Husbands, Mildred Franceschi, Michele McArdle, Chris Westein, LeSena Jones, Falecia Williams, Liz Jusino

**EVALUATION TEAM NAMES**

Cheryl Fante, Central Florida Community College

Chuck Hiatt, Central Florida Community College

Joe Lynn Look

Dale Husbands

Mildred Franceschi

Storm Russo

Liz Jusino

LeSena Jones

Falecia Williams

Sharyn McGriff

Barry Bunn

**Business Administration A.S. / A.A.S Degree  
Business Management Technical Certificate**

**Program Review Overview**

The Business Administration A.S/A.A.S. and Business Technical Certificate programs were reviewed on May 23, 2008, to examine and determine the effectiveness of and methods to improve the programs.

The evaluation team included two representatives from Central Florida Community College - Cheryl Fante, AVP for Career and Technical Education and Chuck Hiatt, Associate Professor of Business, Central Florida Community College. Valencia Representatives included Storm Russo, Joe Lynn Look, Mildred Franceschi, Sharyn McGriff, Liz Jusino, Barry Bunn, LeSena Jones, and Falecia Williams.

The College Wide Full-Time to Part-Time faculty ratio over the past three years has been 31% to 69%. The following ratios for the East, Osceola, West and Winter Park campuses are as follows: 28/72, 20/80, 29/71, and 97/3. Currently the East campus has one full-time faculty member, Osceola has one split discipline full-time faculty member, West has two full-time faculty members, and Winter Park has one full-time faculty member. These ratios display the need for more full-time faculty on the East and Osceola campuses.

Since 2004, the Business Administration program has seen enrollment shifts. The Osceola Campus has seen a 38% increase in enrollment (543 to 746) and the Winter Park Campus has seen an 89% increase (161 to 305). While still the largest enrollment campus, the East has seen a 3% decrease (2566 to 2489) while the second largest enrollment campus (West) has seen a 26% decrease (2487 to 1831). Overall College Wide enrollment since 2004 has dropped from 5757 to 5371 for almost a 7% decrease. Capacity increased from 7385 to 7469. However, the yield of students decreased from 78% to 76%. The percentage of capacity filled for classes has declined due to more sections with fewer students enrolled per session. These trends could be attributed to the growing number of private institutions competing locally for students. This displays the need for more marketing efforts and alternative scheduling to compete.

The stability of the program is supported by an increase in the number of certificate and degree completers over the past few years. In 2006-2007, there were 830 Business Management Technical Certificates awarded, compared to the 805 technical certificates awarded in 2004-2005. In 2006-2007, there were 83 A.A.S/A.S. graduates, compared to 64 graduates in 2003/2004; an increase of 29%. The Completer Placement Rates were also an impressive 100% in 2005/2006.

Two factors believed to contribute to the increase in all completers are the trend of offering more sections of more courses in various class styles and the work of the Career Program Advisors. An increased number of Flex Start, Hybrid, Online and Traditional courses were offered at varied times to allow students with atypical schedules to complete the necessary coursework for certificates and degrees. Specialized and advanced courses are being offered more frequently to increase availability and improve time to degree completion rates for students. In addition, the Career Program Advisors conduct classroom visits, freshman orientation sessions and skill-shop workshops. They also advise and direct students toward appropriate degree options for their career goals and help them create an education plan.

Strong articulation agreements also lend to the strength of the Business Administration program. Valencia honors many Tech Prep Articulation agreements with area high schools, as well as A.S. to B.A./B.S. articulation agreements with Florida universities. Valencia has developed numerous new articulation agreements with private institutions over the past five years such as Montreat College, DeVry University and Strayer University. There is an emerging opportunity to work with the University of Central Florida for articulation within the Marketing area.

The extensive resources at the Learning Resource Centers have helped with student success in the program. Learning resources are plentiful and easily accessible to all students who want to succeed at their

educational goals. In 2008, a comprehensive review of the East Campus LRC was done by the Business Administration Program Director. During that review, the resources were found to be far more than adequate for the program requirements. Another review will be scheduled for 2009, unless there is a need that arises earlier.

The Business Administration program has experienced challenges in sustaining quality faculty to meet the student demand. The review team observed that the Osceola and East Campuses both have full-time and part-time faculty ratios that are significantly below a 50/50 ratio and determined there was a need for more full-time faculty to help support the program and students. Each campus participated in the hiring process conducted in April 2008 and the East and Osceola campuses will each have a new tenure-track faculty member starting in August 2008. Looking ahead, the recruitment of qualified adjuncts will also be a challenge based upon the new and diverse specialties in the program. For example, faculty credential requirements to teach the new courses for the Insurance specialization specify not only educational requirements, but also prescribed industry certifications.

Advisory Committee attendance at meetings has increased significantly over the past three years, but there still is an opportunity to have more participation. The Advisory Committee has given excellent support and provided input for the creation of new programs. To gain greater participation, alternative meeting times and days will be investigated. More participation from various business areas will be sought.

As Valencia continues its direction toward a culture of learning outcomes and assessment, support and direction will be needed to assist in the development of specific learning outcomes for programs and courses within the program. The Business Administration program will be seeking support to assist Department deans and faculty members to aid them in this facet of the program. College wide schedules to meet the needs of atypical students will play even a greater role in the future.

As a result of the review, the following recommendations for continuous improvement were made:

1. There is a need for more full-time faculty on East and Osceola Campuses.
2. Define a process to develop course and program learning outcomes and provide training for implementation of the process.
3. The Advisory Committee membership needs to be enlarged to enhance participation and diversity.
4. There is a need for a college-wide meeting of all Business Administration faculty (full-time and part-time) and Deans to share information and ideas about the future of the program and course content/outcomes. Specifically a plan for college wide scheduling of alternative class offerings (times, styles, days).

A Plan of Action (attached) has been developed to address the recommendations. The hiring process for 2 new full-time Business faculty should be completed in August 2008. A plan will be developed to increase flexible options for students and coordinate schedules and offerings among the campuses, and a campaign will be discussed with the Business Deans, Faculty and Career Program Advisors to increase our marketing efforts with UCF.

Valencia's Business Administration program continues to provide excellent education and opportunities. With the revision of the program and expansion of Technical Certificates, enrollment, retention, and completion will increase in the future. Within the next calendar year, the challenges to the program will be addressed to continue a program of excellence at Valencia.

**VALENCIA COMMUNITY COLLEGE  
PROGRAM FINDINGS AND RECOMMENDATIONS**

**PROGRAM** Business Administration **DATE** 05/23/2008

**DEPARTMENT DEAN(S)** Lynn Look, Dale Husbands, Mildred Francheschi, Michele McArdle

**I. STRENGTHS, OBSERVATIONS AND TRENDS:**

1. Training and Development for both Full-Time and Part-Time has increased and become readily available over the past five years. Faculty members are taking advantage of these opportunities.
2. Due to the increase in proprietary schools and increased programs at public institutions, the opportunity for Articulation Agreements has increased.
3. Over the past two years, the Business Administration placement rate has been 100%.
4. The variety of course offerings allow students to complete Degree Programs and Technical Certificates in a timely fashion.
5. Courses are offered in a variety of formats – Traditional Classroom, Online, Hybrid.
6. Courses are offered in a variety of time frames – Full Term, H1, H2, Flex Start, and have expanded across campuses.
7. The Business Program has seen increased ties with the local Business Community through the Business Advisory Committee and the Internship/Placement Office, as well as other partnerships.

**II. CHALLENGES FOR THE PROGRAM:**

1. Valencia's Business Program has seen dramatic increases in local competition from proprietary schools.
2. Although the Business Advisory Committee has provided significant information and help, it has been difficult to have strong attendance at all meetings, and to find the right representatives needed for the committee.
3. With the advent of new and developing programs, it is a challenge to find Full-Time and Adjunct Faculty with the required certifications and experience.
4. The Real Estate market has strongly affected a previously strong program.

**III. RECOMMENDATIONS FOR IMPROVEMENT:**

1. There is a need for more Full-Time Faculty members.
2. The Business Advisory Committee membership has the opportunity for expansion to enhance participation and diversity.
3. Increased Marketing partnerships need to be developed with UCF and others.
4. A plan to manage the flexible offerings must be created to help students complete faster.

**VALENCIA COMMUNITY COLLEGE  
ASSOCIATE IN SCIENCE/APPLIED SCIENCE DEGREE  
AND CERTIFICATE PROGRAMS  
PROGRAM REVIEW PLAN OF ACTION FOR RECOMMENDATIONS FOR IMPROVEMENT**

**PROGRAM NAME(S):** Business Administration

**DATE OF PROGRAM REVIEW:** Friday, May 23, 2008

**DEPARTMENT DEAN(S):** Joe Lynn Look, Dr. Dale Husbands, Mildred Franceschi, Michele McArdle

<b>RECOMMENDATIONS FOR IMPROVEMENT</b>	<b>ACTIVITY/ACTION TO IMPROVE</b>	<b>PRIMUS</b>	<b>ACTION TARGET DATE</b>	<b>ACTION TAKEN/DATE COMPLETED</b>
1. There is a need for more full-time faculty on East and Osceola Campuses.	1. Complete hiring process by August 2008 for 2 new FT Business faculty.	1. Dale Husbands/ Joe Lynn Look	1. 8/2008	1. Spring 08
2. Increased marketing with the University of Central Florida.	2. Discuss campaigns with Deans, Faculty, and Career Program Advisors. Might want to consider developing joint marketing materials.	2. Joe Lynn Look/ Christian Campagnuolo/ Falecia Williams	2. 03/09	
3. Create a plan to handle the creation of flexible schedules for classes as far as meeting lengths and class format.	3. Increase flexible options for students, and coordinate schedules/offerings amongst all campuses.	3. Storm Russo/ Dale Husbands/ Joe Lynn Look/Mildred Franceschi/Michele McArdle	3. Ongoing	
4. The Advisory Committee roster needs to be enlarged with appropriate representatives from industry in order to strengthen the committee and to enhance participation.	4. Research and appoint new members	4. Storm Russo	4. Ongoing	

**VALENCIA COMMUNITY COLLEGE  
PROGRAM REVIEW  
EVALUATION TEAM APPROVAL**

The Program Review Report has been prepared as a result of the evaluation of the program to determine the effectiveness of the program. The report describes the degree of performance for each criterion. The report includes a summary of each review section and indicates strengths and/or weaknesses and recommendations for improvement of the program.

<b>EVALUATION TEAM: NAME (SIGNATURES)</b>	<b>TITLE</b>
<u>Atom Russo - Bus. Prog. Director</u>	<u>East Campus</u>
<u>Joe Younger</u>	<u>Dean, Business, IT &amp; Public Services, East</u>
<u>Mildred Francisco</u>	<u>Dean, Business, Information &amp; Arts</u>
<u>Ray</u>	<u>Professor, Business (West)</u>
<u>Dea</u>	<u>Dean, Business, IT &amp; Social Sciences <u>OSCA</u></u>
<u>Liz Susana</u>	<u>CPA, Bus &amp; Acct, East Campus</u>
<u>Cheryl McLaughlin</u>	<u>Coordinator Career Programs</u>
<u>Chuck Hiatt</u>	<u>Assoc. Prof. Business, CFCC, <u>OSCA</u> <u>PA</u></u>
<u>Cheryl Sante</u>	<u>AVP, Career &amp; Tech - CFCC, <u>OSCA</u></u>
<u>Jalecia D. Williams</u>	<u>AVP, Workforce Development</u>
<u>LeSena Jones</u>	<u>Manager, Workforce Development</u>
<b>DATE OF PROGRAM REVIEW REPORT</b>	<u>5/23/08</u>



**VALENCIA COMMUNITY COLLEGE  
PROGRAM REVIEW SUMMARY OF INSTRUCTIONAL EFFECTIVENESS INSTRUMENT**

**PROGRAM** Business Administration **DATE** 05/23/2008

**DEPARTMENT DEAN(S)** Joe Lynn Look, Dale Husbands, Mildred Francheschi, Michele McArdle

**FULL-TIME FACULTY** Storm Russo, Barry Bunn, Lana Powell, George Witta

The overall results of the program review were as follows:

	Meets Requirements	Meets Requirements to some Degree	Needs Improvement
1. Faculty and Staff		X	
2. Staff Development	X		
3. Enrollment Data	X		
4. Capacity and Yield		X	
5. Recruitment and Promotional Activities	X		
6. Instructional Materials and Supplies	X		
7. Program Budget	X		
8. Learning Environment			
A. Equipment	X		
B. Facilities	X		
9. Grant Opportunities	X		
10. Statement of Purpose	X		
11. Admissions	X		
12. Advisory Committee	X		
13. Articulation and Other Agreements	X		
14. Workforce and Labor Demands	X		
15. Program Curriculum	X		
16. Student Outcomes			
A. Student Satisfaction	X		
B. Student Progress and Achievement	X		
C. Placement and Licensure Rate	X		
D. Employer Satisfaction	X		

**VALENCIA COMMUNITY COLLEGE  
INSTRUCTIONAL EFFECTIVENESS SYSTEM REVIEW INSTRUMENT  
PROGRAM REVIEW FOR A.A.S./A.S./CERTIFICATE PROGRAMS**

<b>INSTRUCTIONAL EFFECTIVENESS INPUTS</b>				
<b>1. Faculty and Staff</b>	<b>YES</b>	<b>TO SOME DEGREE</b>	<b>NO</b>	<b>N/A</b>
1.1 Full-time faculty possesses the required qualifications of the college	<b>X</b>			
1.2 Part-time faculty possesses the required qualifications of the college	<b>X</b>			
1.3 Full-time to part-time faculty ratios are near or above 50/50 ratio			<b>X</b>	
1.4 Instructional support staff is adequate to meet the desired performance of this program	<b>X</b>			
1.5 Administrative and managerial support is adequate to meet the desired performance of this program	<b>X</b>			
<b>Findings - Faculty and Staff:</b>				
Current FT to PT college wide ratio for the past three years has been 31% to 69% respectively. It was noted that West Campus has one FT faculty with a 5-5-0 contract. However, there will be a definite improvement in this ratio starting in the Fall of 2008/2009. Two FT tenure track Business Professors have been hired (One for East and One for Osceola) and will start in August 2008.				
<b>2. Staff Development</b>	<b>YES</b>	<b>TO SOME DEGREE</b>	<b>NO</b>	<b>N/A</b>
2.1 Professional development activities are available to faculty and staff	<b>X</b>			
2.2 Professional development activities are encouraged	<b>X</b>			
2.3 Staff participate in professional development activities at a level appropriate to enhance this program	<b>X</b>			
2.4 Resources are adequate for staff to participate in professional development activities	<b>X</b>			
<b>Findings - Staff Development:</b>				
Business Faculty have participated in extensive Staff Development Activities over the past five years. These include Destinations, Focus on the Workplace, Connections, Focus on Learning Seminars, Faculty to Faculty Seminars, and the Teaching/Learning Academy.				
It was suggested the new Professional Development Plan be used for Business Faculty to earn certifications in new program areas such as the Property and Casualty Insurance program. There will also be opportunities for faculty to get industry certifications through the new Professional Development Institute that is being coordinated through CFCC.				

<b>3. Enrollment Data</b>	<b>YES</b>	<b>TO SOME DEGREE</b>	<b>NO</b>	<b>N/A</b>
3.1 Enrollment data reflects a stable or increasing enrollment of students in courses within the program	X			
3.2 Enrollment data reflects the need and size of the population served in the business community	X			
3.3 Class size for courses offered in this program are at an appropriate level for students to attain desired learning outcomes	X			
3.4 Class size for courses offered in this program are consistent with the practices of the college	X			

**Findings - Enrollment Data:**

Enrollment has fluctuated over the past five years, but is stable. Valencia has seen enrollment movements between campuses. The East and West Campuses have had stable enrollments while the Osceola and Winter Park campuses are seeing large increases. Fluctuating enrollments may be attributed to increased competition from proprietary institutions. VCC is now offering alternative class offerings such as Hybrid, H1, H2, and Flex Start classes to accommodate students. Also, increased awareness of certificate options for students should help.

Class sizes have remained stable even with new classes/programs that have lower enrollments.

<b>4. Capacity and Yield</b>	<b>YES</b>	<b>TO SOME DEGREE</b>	<b>NO</b>	<b>N/A</b>
4.1 Capacity data (seats/slots available) reflects a stable or increasing number of opportunities available to students (goal is 85%)	X			
4.2 The percentage of capacity filled is stable or increasing		X		
4.3 The number of completers/graduates in the program is stable or increasing and is comparable to programs at other institutions relative to the size of the program	X			

**Findings - Capacity and Yield:**

In order to offer all necessary classes for expanded degree programs, some classes have lower enrollments but still have the same cap sizes. This coupled with the shift in enrollment noted in section three has caused the capacity yield to drop. It was also noted that caps vary by campus (including online courses).

The future looks good however. The number of Program Majors has seen steady increases over the past three years.

<b>5. Recruitment and Promotional Activities</b>	<b>YES</b>	<b>TO SOME DEGREE</b>	<b>NO</b>	<b>N/A</b>
5.1 Promotional and recruitment activities have been used to maintain or increase enrollment in this program	<b>X</b>			
5.2 Promotional activities are adequate for this program	<b>X</b>			
5.3 Appropriate resources are available for recruitment and promotional activities	<b>X</b>			

**Findings – Recruitment and Promotional Activities:**

The Career Program Advisors have been a great asset in the area of Recruitment and Promotional Activities. Also, brochures, program sheets, Tech Prep graduate letters, informational meetings, College Night, and joint marketing efforts with UCF for the new BAS have been effective ways to market the program.

<b>6. Instructional Materials and Supplies</b>	<b>YES</b>	<b>TO SOME DEGREE</b>	<b>NO</b>	<b>N/A</b>
6.1 Instructional materials are adequate for each student to attain intended learning outcomes	<b>X</b>			
6.2 Instructional materials reflect current practices used in business and industry	<b>X</b>			
6.3 Instructional materials are inclusive and nondiscriminatory in content	<b>X</b>			
6.4 Instructional adaptations are available to allow students with disabilities to fully participate in the program	<b>X</b>			
6.5 The library is available and accessible to students at times needed	<b>X</b>			
6.6 The library contains an adequate supply of up-to-date books, periodicals, reference materials and online access relevant to the curriculum	<b>X</b>			

**Findings – Instructional Materials and Supplies:**

The libraries on each campus provided exceptional materials and learning aids that are accessible by all students. From online resources to materials for students with disabilities, instructional materials and supplies are available.

<b>7. Program Budget</b>	<b>YES</b>	<b>TO SOME DEGREE</b>	<b>NO</b>	<b>N/A</b>
7.1 The program budget is adequate to meet the needs of the program	X			

**Findings - Program Budget:**

It is hard to compare these because each campus has different disciplines included and vary in size. It was noted that Osceola Campus could use more materials and supplies in their budget. However, the budgets for all campuses are adequate for faculty and staffing. Perkins funds are also used to support needs. A question was raised as to whether Business and Accounting can be separated into separate accounts. This would be helpful.

<b>8. Learning Environment</b>				
<b>A. Equipment</b>	<b>YES</b>	<b>TO SOME DEGREE</b>	<b>NO</b>	<b>N/A</b>
8.1 Equipment is available for each student to attain student outcomes	X			
8.2 Equipment used in this program is relevant to the requirement of business and industry	X			
8.3 Equipment is in safe and efficient operating condition	X			
8.4 Repair service and technical support are timely and accessible for the equipment	X			
8.5 Equipment is replaced when worn out or obsolete	X			
8.6 Modifications are made to equipment to allow students with disabilities to attain intended learning outcomes	X			
8.7 Resources are adequate to attain equipment necessary for students to obtain student learning outcomes	X			
8.8 Future equipment needs for this program are identified annually as evidenced by equipment needs list	X			

**Findings – Equipment:**

All campuses have adequate classrooms and labs available to meet student needs and outcomes. Future needs based on inputs from professors are identified bi-yearly.

<b>B. Facilities</b>	<b>YES</b>	<b>TO SOME DEGREE</b>	<b>NO</b>	<b>N/A</b>
<b>8.9 Classroom and Lab areas are adequate in terms of the following to enable each student to attain student outcomes as evidenced in student/faculty evaluations</b>	<b>X</b>			
a. Arrangement/Layout/Design of Classroom and Labs	<b>X</b>			
b. Services (Electrical, Plumbing, etc.)	<b>X</b>			
c. Maintenance Service	<b>X</b>			
d. Safety Standards	<b>X</b>			
e. Heating and Ventilation	<b>X</b>			
f. Illumination	<b>X</b>			
g. Acoustics	<b>X</b>			
h. Accommodations for Students with Disabilities	<b>X</b>			
i. Storage Area	<b>X</b>			
j. Technology Equipped for a Variety of Learning Modes	<b>X</b>			
k. Adequate Space	<b>X</b>			
<b>8.10 The number of Classrooms and labs are adequate for students to attain intended outcomes</b>	<b>X</b>			
<b>8.11 Facility needs are identified for future program needs</b>	<b>X</b>			

**Findings – Facilities:**

Plant and Facilities does an adequate job of maintain the classrooms and equipment to meet student needs and outcomes.

<b>9. Grant Opportunities</b>	<b>YES</b>	<b>TO SOME DEGREE</b>	<b>NO</b>	<b>N/A</b>
9.1 Grant opportunities for this program are pursued when appropriate.	<b>X</b>			
9.2 This program participates in grant opportunities when available	<b>X</b>			

**Findings - Grant Opportunities:**

Workforce Development grants, such as Perkins are used for the Business Program.

**INSTRUCTIONAL EFFECTIVENESS PROCESSES**

<b>10. Statements of Purpose</b>	<b>YES</b>	<b>TO SOME DEGREE</b>	<b>NO</b>	<b>N/A</b>
10.1 The program is consistent with the values, vision and mission of the college	<b>X</b>			

**Findings – Statements of Purpose:**

Division Action Plans are created each year for the Business Program to support the values, vision and mission of the college.

<b>11. Admissions</b>	<b>YES</b>	<b>TO SOME DEGREE</b>	<b>NO</b>	<b>N/A</b>
11.1 Admission requirements for this program are consistent with requirements at other similar educational institutions	<b>X</b>			
11.2 Admission requirements for this program are appropriate	<b>X</b>			

**Findings – Admissions:**

Many students take Business courses for personal enrichment or to complete a Technical Certificate. In these cases, students do not have to take the Computer Placement Test (CPT). If a student request financial aid, they must take the CPT.

<b>12. Advisory Committee</b>	<b>YES</b>	<b>TO SOME DEGREE</b>	<b>NO</b>	<b>N/A</b>
12.1 Advisory committee members are identified for this program	X			
12.2 Advisory committee meets regularly in accordance with college guidelines	X			
12.3 Advisory committee has a plan of work for this program	X			
12.4 Minutes of advisory committee meetings are distributed to appropriate college representatives	X			
12.5 Advisory committee members are satisfied with their performance as a committee	X			
12.6 Advisory committee provides input on major modifications of program curriculum	X			
12.7 Advisory committee provides input as to the relevancy of:	X			
a. Program and Course content and desired learning outcomes	X			
b. Facilities	X			
c. Equipment	X			

**Findings - Advisory Committee:**

The Business Advisory Committee is very active and plan of work is in place. An email survey was sent asking for BAC input. Members are satisfied with the committee and feel their input and opinions are accepted and instrumental in determining needed Business curriculum.

However, it is a challenge to have strong attendance at all meetings, and for the committee to have the right representatives needed.



<b>13. Articulation and Other Agreements</b>	<b>YES</b>	<b>TO SOME DEGREE</b>	<b>NO</b>	<b>N/A</b>
13.1 Articulation and other agreements are identified, if available	<b>X</b>			
13.2 Agreements are reviewed and revised on a regular basis to reflect changes in the program	<b>X</b>			
13.3 Agreements are developed according to the college guidelines and procedures	<b>X</b>			

**Findings - Articulation and Other Agreements:**

The Business Program has signed Articulation Agreements with UCF, DeVry University, Montreat College, Mountain State University, Nova Southeastern University, Strayer University, and Florida Public Universities. The Business Program also has Articulation Agreements with the local Technical Centers and TECO. The Business Program is also open to exploring additional options for students.

<b>14. Workforce and Labor Demands</b>	<b>YES</b>	<b>TO SOME DEGREE</b>	<b>NO</b>	<b>N/A</b>
14.1 There is a stable or increasing regional workforce demand as compared to prior years for this program	<b>X</b>			
14.2 There is a stable or increasing state workforce demand as compared to prior years for this program	<b>X</b>			
14.3 Projected workforce demands are adequate to continue to supply employees out of this program	<b>X</b>			
14.4 Salaries by industry are stable or have increased compared to prior years	<b>X</b>			
14.5 This program is included on the Targeted Occupations List	<b>X</b>			
14.6 Employers employing workers in occupations related to the program are identified and involved or informed about the program	<b>X</b>			

**Findings - Workforce and Labor Demands:**

Excellent contacts are maintained with the local Business community through our Business Advisory Committee and the Internship and Placement Office.

<b>15. Program Curriculum</b>	<b>YES</b>	<b>TO SOME DEGREE</b>	<b>NO</b>	<b>N/A</b>
15.1 Program description is explicit and appealing to potential students	X			
15.2 Program learning outcomes are identified	X			
15.3 Each course within the program addresses student learning outcomes including core competencies as evidenced in course outlines, syllabi and assessments	X			
15.4 Student performance standards are consistent with the intended learning outcomes in the State Department of Education Curriculum Framework	X			
15.5 Program and course content is consistent with accreditation criteria including SACS and other external agencies	X			
15.6 Program and course content and methodologies have been reviewed by the program advisory committee	X			
15.7 Program and course content and methodologies are consistent with the needs of business and industry	X			
15.8 Courses are available to students through distance learning - courses offered through distance learning are identified	X			
15.9 Web enhancements are used in courses to improve student learning (Web CT, hybrid, etc.)	X			
15.10 Types of courses offered are examined to meet the needs of students and business/industry including college credit, technical credit and continuing education	X			

**Findings - Program Curriculum:**

Valencia is using the Course Outline Builder to create standardized Course Outcomes based upon the Florida Department of Education Division of Community Colleges Curriculum Frameworks. Presently, all courses for business are in Outline Builder.

Online course shells for the 3 largest enrollment course in business (GEB1011 – Introduction to Business, MAR2011 – Principles of Marketing, MAN2021 – Principles of Management) have been created through the Destinations Grant. Most of the required courses are online and some electives are available online from time to time.

In the future, we may want to explore further the possibility of converting the AAS in Business to an AS in Marketing as other community colleges have done.

<b>16. Student Outcomes</b>				
<b>A. Student Satisfaction</b>	<b>YES</b>	<b>TO SOME DEGREE</b>	<b>NO</b>	<b>N/A</b>
16.1 Students are satisfied with the quality of instruction in this program as evidenced in student evaluations	<b>X</b>			
16.2 The retention rate/non-withdrawal in program (from Fall to Fall) is stable or improving				<b>X</b>
<b>Findings - Student Satisfaction:</b>				
<p>Each Campus Dean, the Program Director and Lead Faculty review Student Assessment of Instruction forms each semester to assure student satisfaction.</p> <p>We currently do not track pass/fail rates by course, but do by terms. The retention rate is stable.</p>				
<b>B. Student Progress and Achievement</b>	<b>YES</b>	<b>TO SOME DEGREE</b>	<b>NO</b>	<b>N/A</b>
16.3 Assessment tools measure course learning objectives which reflects a level of achievement	<b>X</b>			
16.4 Student evaluation is performed on a frequent and regular basis	<b>X</b>			
<b>Findings - Student Progress and Achievement:</b>				
<p>Student Progress and Achievement is tracked on a consistent basis using standardized course outcomes.</p>				

<b>C. Placement and Licensure Rate</b>		<b>YES</b>	<b>TO SOME DEGREE</b>	<b>NO</b>	<b>N/A</b>
16.5	The program placement rate meets or exceeds the criteria established by the State Department of Education (above 70%)	X			
16.6	Program placement rate remains stable or is increasing	X			
16.7	Plans are developed and implemented to obtain the required or desired placement rate of this program	X			
16.8	If students are required to take an exam to become licensed for job entry, the licensure pass rate for this program is at an appropriate level. Measure:				X

**Findings - Placement and Licensure Rate:**

Total Leaver/Placement rates of students "found" have increased from 83% to 100% over the past three years.

<b>D. Employer Satisfaction</b>		<b>YES</b>	<b>TO SOME DEGREE</b>	<b>NO</b>	<b>N/A</b>
16.9	Employers are satisfied with the performance of the graduates/leavers from this program as evidenced by:	X			
	a. advisory committee feedback	X			
	b. feedback from employers	X			
	c. local surveys (if applicable)	X			

**Findings - Employer Satisfaction:**

Positive feedback on student performance has been received from employers through the Internship and Placement Office. As stated, the Business Advisory Committee is very active and provides continuous feedback concerning student workplace performance. Surveys have revealed the need for more interns.

## LIST OF CHARTS AND FIGURES

<b>Full-Time and Part-Time Faculty by Campus and College Wide.....</b>	<b>20</b>
<b>Enrollment Data by Campus and College Wide .....</b>	<b>25</b>
<b>Capacity and Yield by Campus and College Wide.....</b>	<b>30</b>
<b>Graduates and Completers .....</b>	<b>35</b>
<b>Program Majors.....</b>	<b>36</b>
<b>Completer Placement Rates .....</b>	<b>37</b>
<b>Leaver Placement Rates .....</b>	<b>38</b>

**East Campus: Full Time to Part Time Ratios For the Past Three Years**

2004 - 2005

Full Time	Part Time	Ratio
40	84	32%

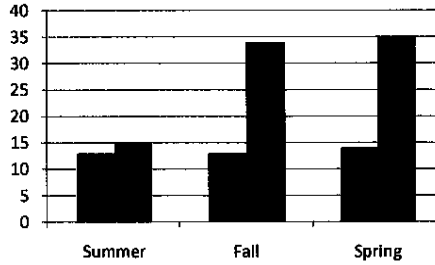
2004 - 2005 FT to PT Ratio



32% FT to  
68% PT

■ Full Time  
■ Part Time

	Summer	Fall	Spring
FT	13	13	14
PT	15	34	35



2005 - 2006

Full Time	Part Time	Ratio
30	86	26%

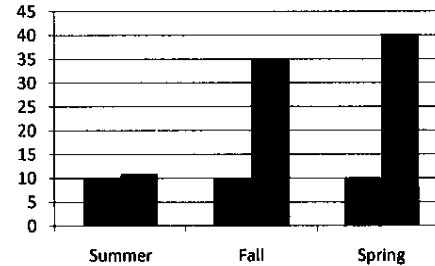
2005 - 2006 FT to PT Ratio



26% FT to  
74% PT

■ Full Time  
■ Part Time

	Summer	Fall	Spring
FT	10	10	10
PT	11	35	40



2006 - 2007

Full Time	Part Time	Ratio
35	95	27%

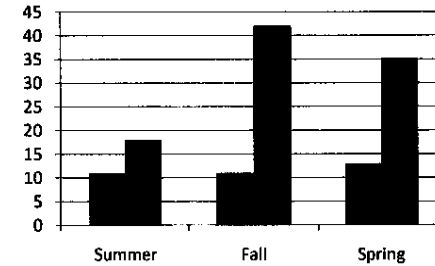
2006 - 2007 FT to PT Ratio



27% FT to  
73% PT

■ Full Time  
■ Part Time

	Summer	Fall	Spring
FT	11	11	13
PT	18	42	35



**East Campus: Full Time to Part Time Ratios For the Past Three Years**

2004 - 2007

Full Time	Part Time	Ratio
105	265	28%

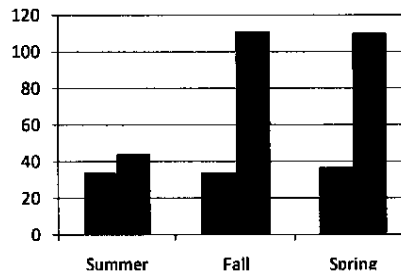
East Campus  
2004 - 2007 FT to PT Ratio



28% FT to  
72% PT

■ Full Time  
■ Part Time

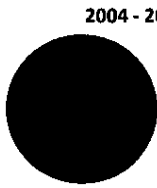
	Summer	Fall	Spring
FT	34	34	37
PT	44	111	110



**Osceola Campus: Full Time to Part Time Ratios For the Past Three Years**

2004 - 2006

Full Time 10    Part Time 19    Ratio 34%

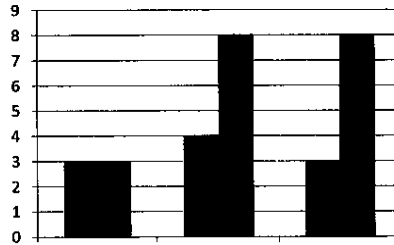


2004 - 2005 FT to PT Ratio

34% FT to 66% PT

■ Full Time  
■ Part Time

	Summer	Fall	Spring
FT	3	4	3
PT	3	8	8



2005 - 2006

Full Time 5    Part Time 26    Ratio 17%

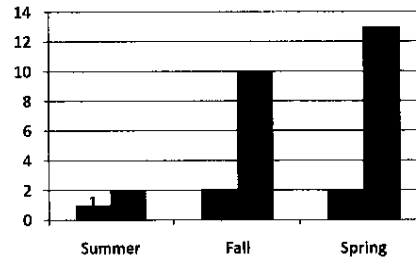


2005 - 2006 FT to PT Ratio

17% FT to 83% PT

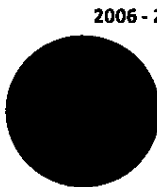
■ Full Time  
■ Part Time

	Summer	Fall	Spring
FT	1	2	2
PT	2	10	13



2006 - 2007

Full Time 5    Part Time 38    Ratio 12%

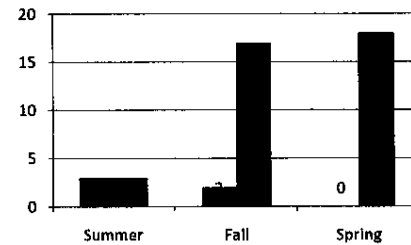


2006 - 2007 FT to PT Ratio

12% FT to 88% PT

■ Full Time  
■ Part Time

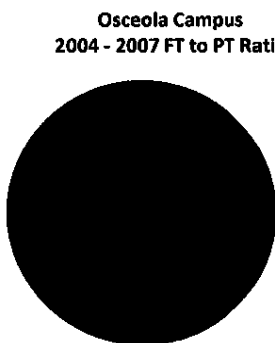
	Summer	Fall	Spring
FT	3	2	0
PT	3	17	18



**Osceola Campus: Full Time to Part Time Ratios For the Past Three Years**

2004 - 2007

Full Time 20    Part Time 82    Ratio 20%

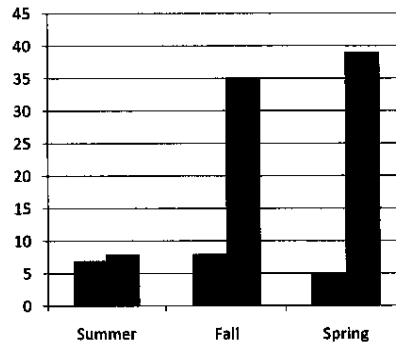


Osceola Campus  
2004 - 2007 FT to PT Ratio

20% FT to 80% PT

■ Full Time  
■ Part Time

	Summer	Fall	Spring
FT	7	8	5
PT	8	35	39



### West Campus: Full Time to Part Time Ratios For the Past Three Years

2004 - 2005

Full Time	Part Time	Ratio
34	83	29%

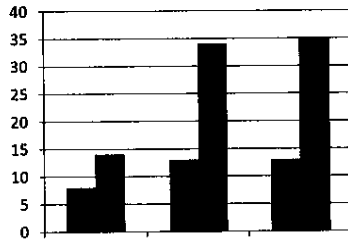
2004 - 2006 FT to PT Ratio



29% FT to  
71% PT

■ Full Time  
■ Part Time

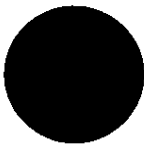
	Summer	Fall	Spring
FT	8	13	13
PT	14	34	35



2005 - 2006

Full Time	Part Time	Ratio
30	78	28%

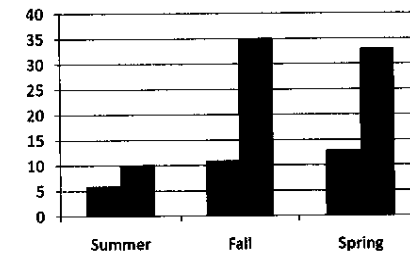
2005 - 2006 FT to PT Ratio



28% FT to  
72% PT

■ Full Time  
■ Part Time

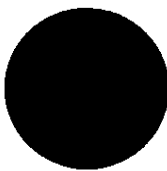
	Summer	Fall	Spring
FT	6	11	13
PT	10	35	33



2006 - 2007

Full Time	Part Time	Ratio
30	71	30%

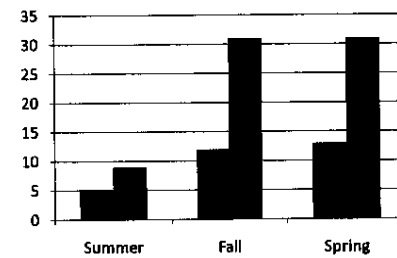
2006 - 2007 FT to PT Ratio



30% FT to  
70% PT

■ Full Time  
■ Part Time

	Summer	Fall	Spring
FT	5	12	13
PT	9	31	31

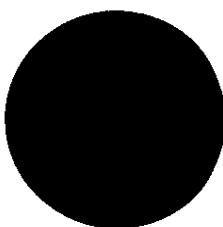


### West Campus: Full Time to Part Time Ratios For the Past Three Years

2004 - 2007

Full Time	Part Time	Ratio
94	232	29%

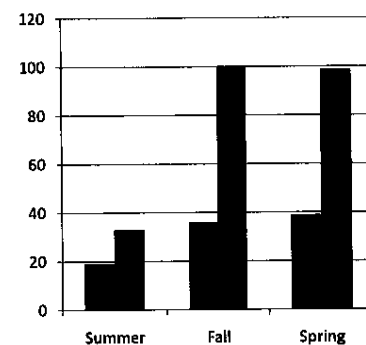
West Campus  
2004 - 2007  
FT to PT Ratio



29% FT to  
71% PT

■ Full Time  
■ Part Time

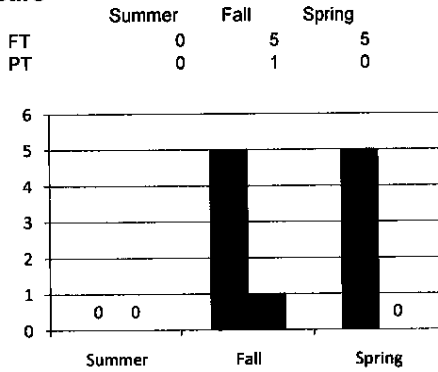
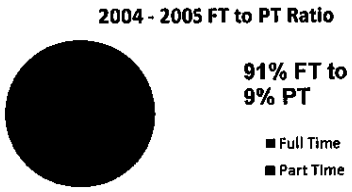
	Summer	Fall	Spring
FT	19	36	39
PT	33	100	99



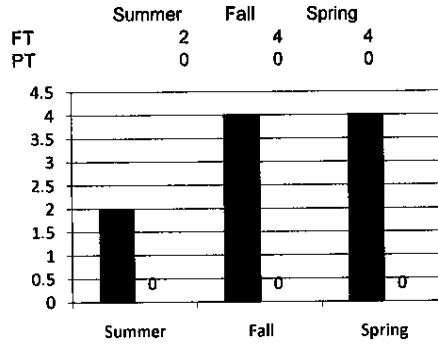
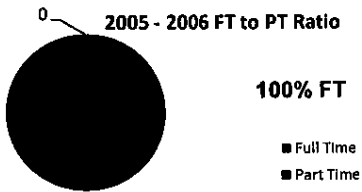


### Winter Park Campus: Full Time to Part Time Ratios For the Past Three Years

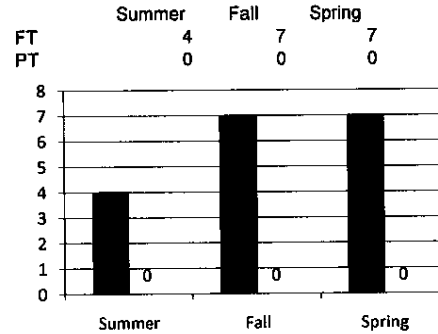
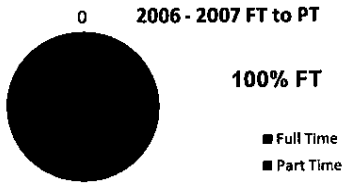
2004 - 2005  
Full Time 10 Part Time 1 Ratio 91%



2005 - 2006  
Full Time 10 Part Time 0 Ratio 100%

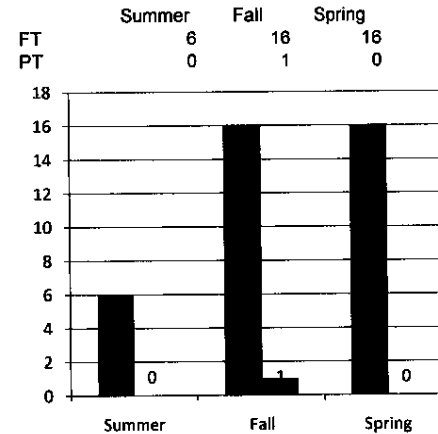
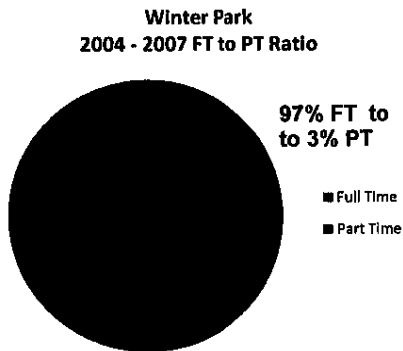


2006 - 2007  
Full Time 18 Part Time 0 Ratio 100%



### Winter Park Campus: Full Time to Part Time Ratios For the Past Three Years

2004 - 2007  
Full Time 38 Part Time 1 Ratio 97%

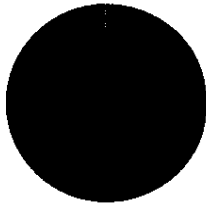


### College Wide: Full Time to Part Time Ratios For the Past Three Years

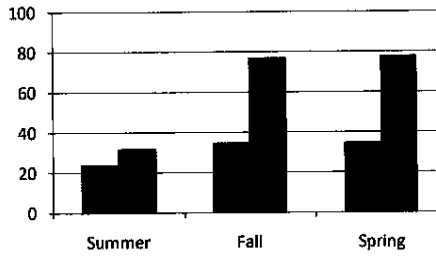
2004 - 2005

Full Time	Part Time	Ratio
94	187	33%

2004 - 2005 FT TO PT RATIO



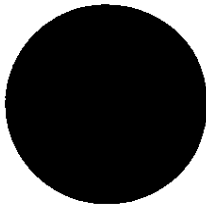
	Summer	Fall	Spring
FT	24	35	35
PT	32	77	78



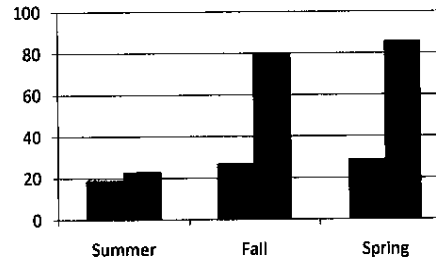
2005 - 2006

Full Time	Part Time	Ratio
75	189	28%

2005 - 2006 FT TO PT RATIO



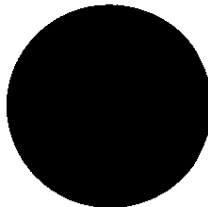
	Summer	Fall	Spring
FT	19	27	29
PT	23	80	86



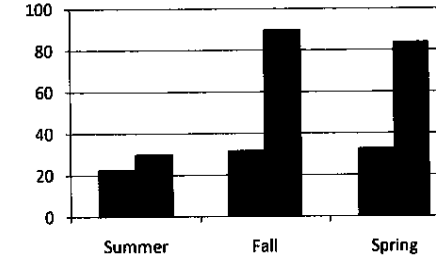
2006 - 2007

Full Time	Part Time	Ratio
88	204	30%

2006 - 2007 FT TO PT RATIO



	Summer	Fall	Spring
FT	23	32	33
PT	30	90	84

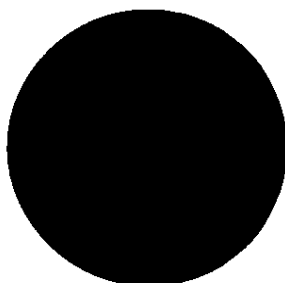


### College Wide: Full Time to Part Time Ratios For the Past Three Years

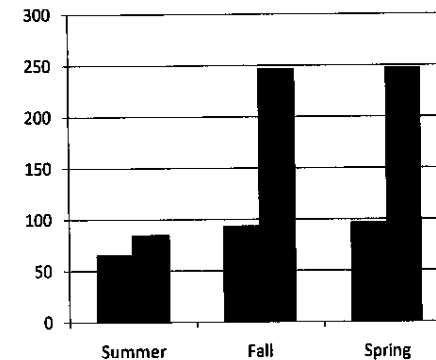
2004 - 2007

Full Time	Part Time	Ratio
257	580	31%

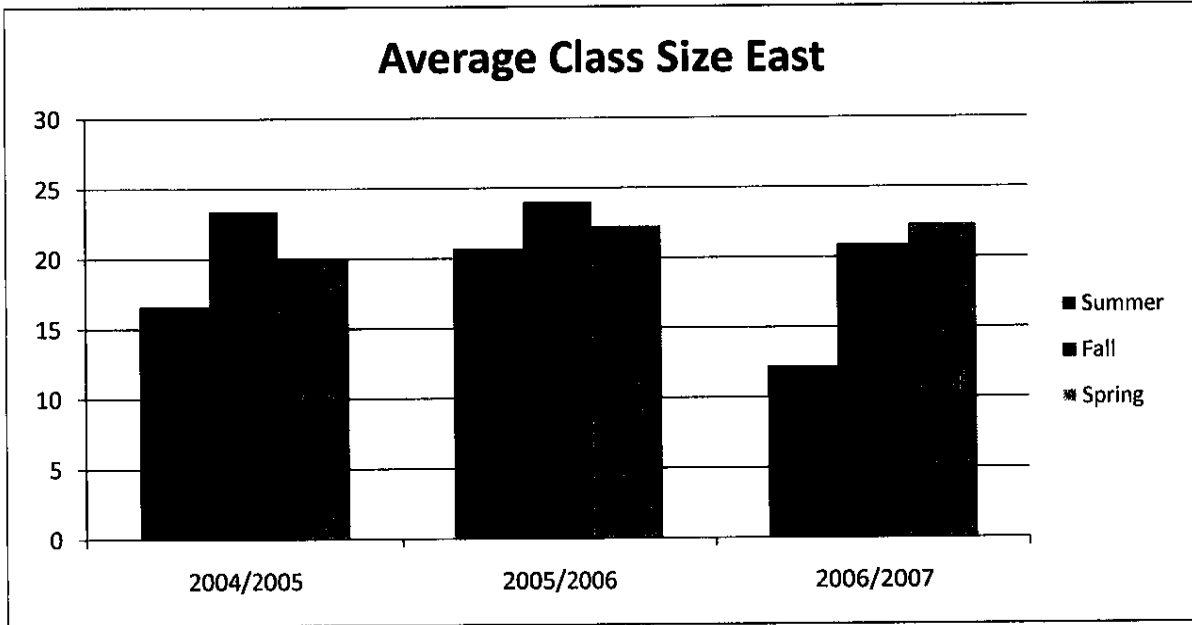
College Wide  
FT to PT Ratio



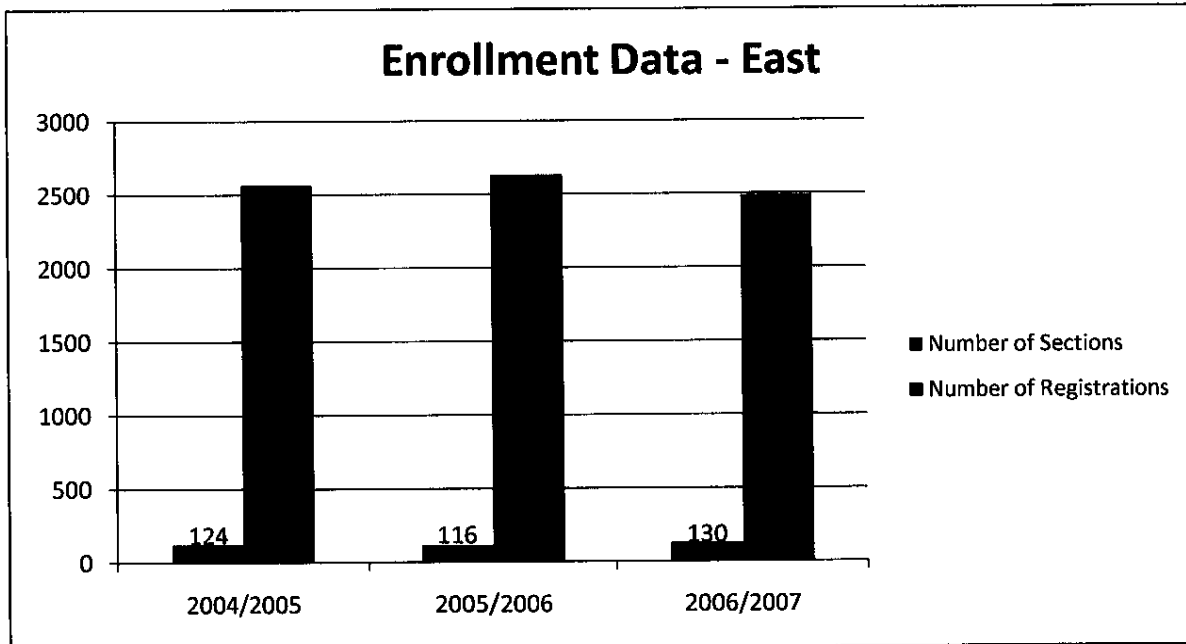
	Summer	Fall	Spring
FT	86	94	97
PT	85	247	248



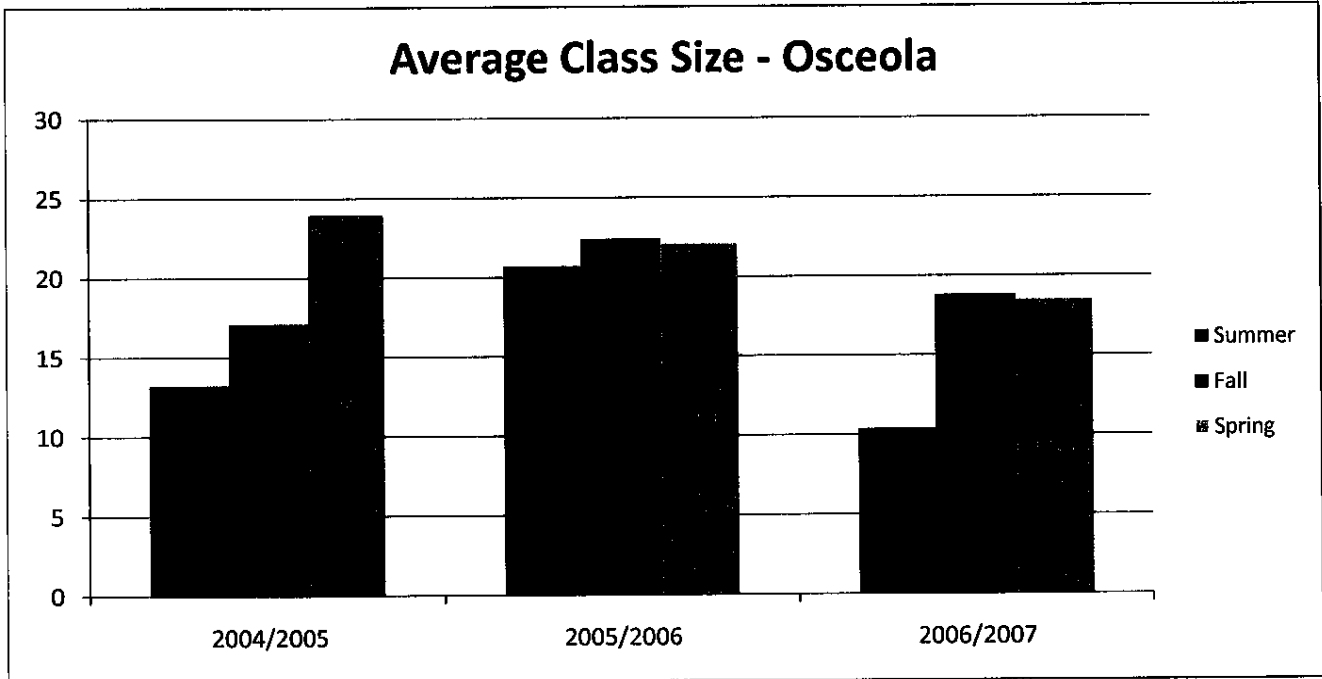
	East Average Class Size		
	Summer	Fall	Spring
2004/2005	16.6	23.4	20.1
2005/2006	20.7	24	22.3
2006/2007	12.2	20.9	22.4



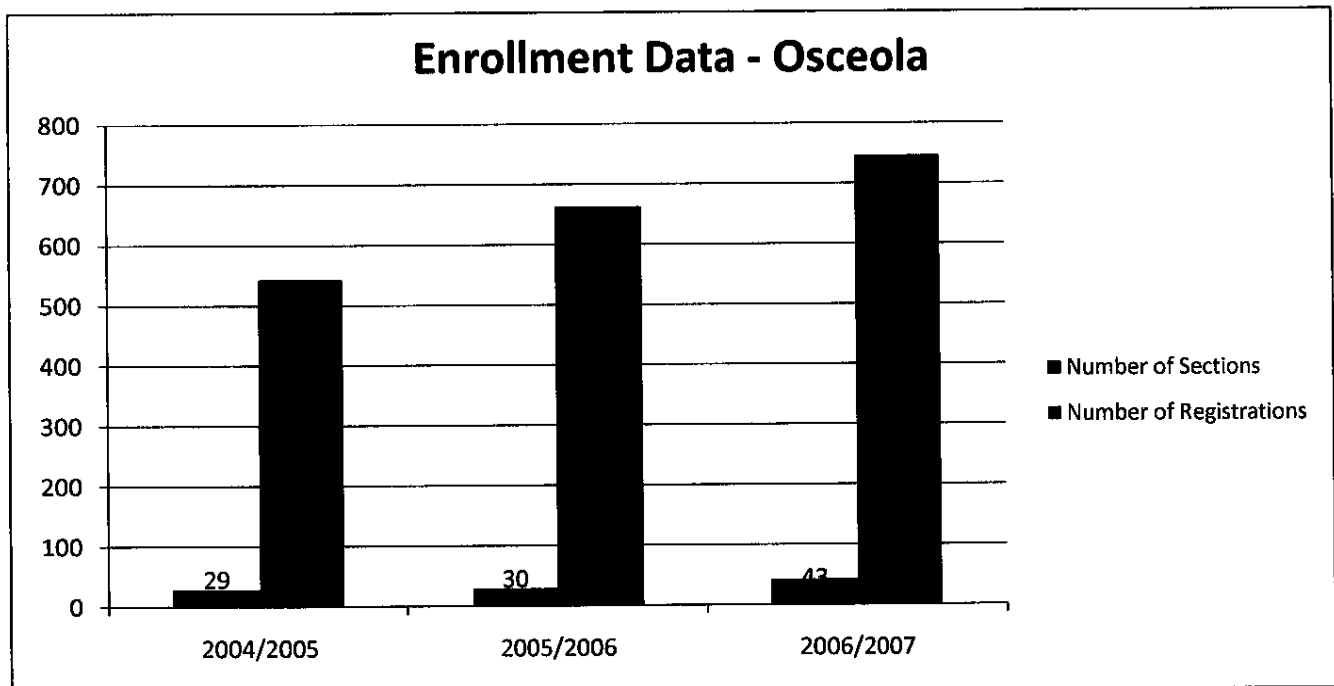
	East Enrollment Data	
	Number of Sections	Number of Registrations
2004/2005	124	2566
2005/2006	116	2634
2006/2007	130	2489



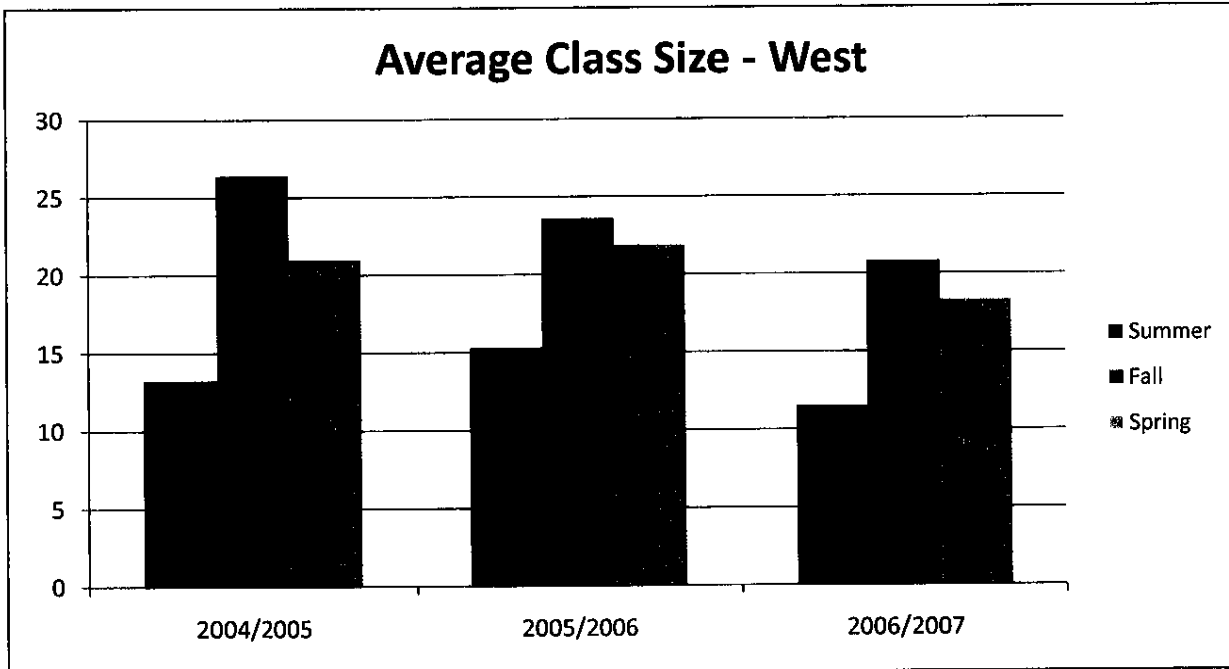
Osceola Average Class Size			
	Summer	Fall	Spring
2004/2005	13.25	17.1	24
2005/2006	20.7	22.4	22.1
2006/2007	10.4	18.8	18.5



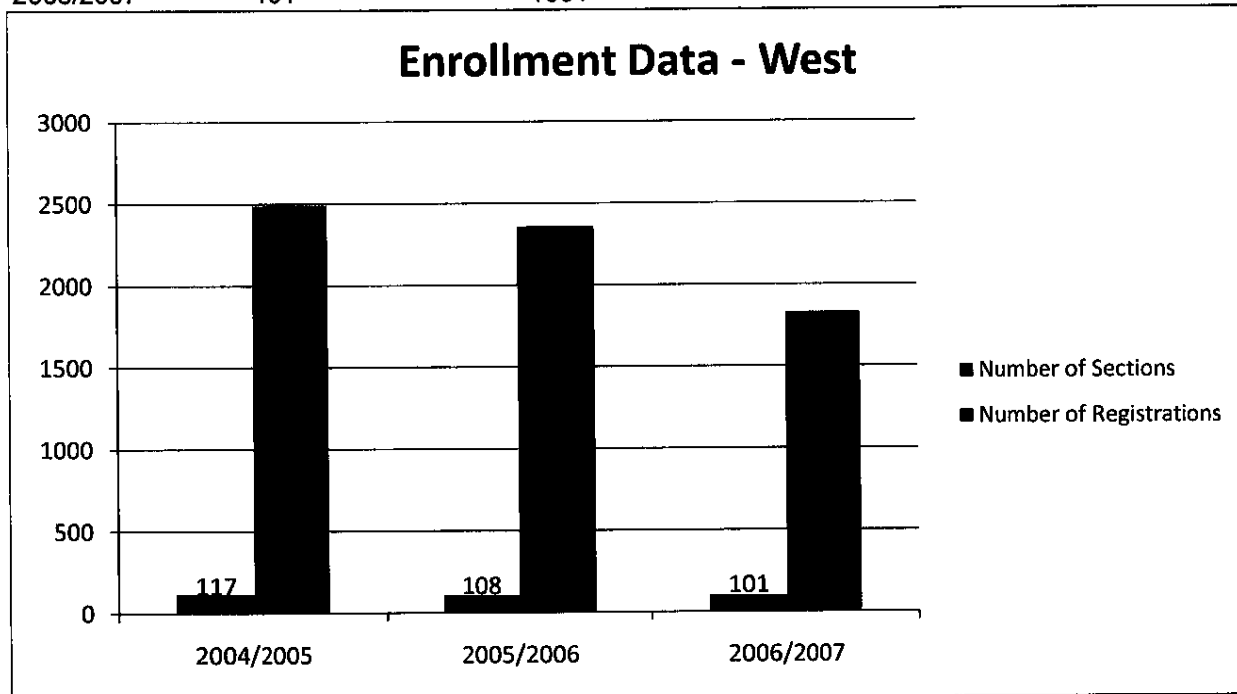
Osceola Enrollment Data		
	Number of Sections	Number of Registrations
2004/2005	29	543
2005/2006	30	663
2006/2007	43	746



West Average Class Size			
	Summer	Fall	Spring
2004/2005	13.25	26.4	21
2005/2006	15.3	23.6	21.9
2006/2007	11.5	20.8	18.3

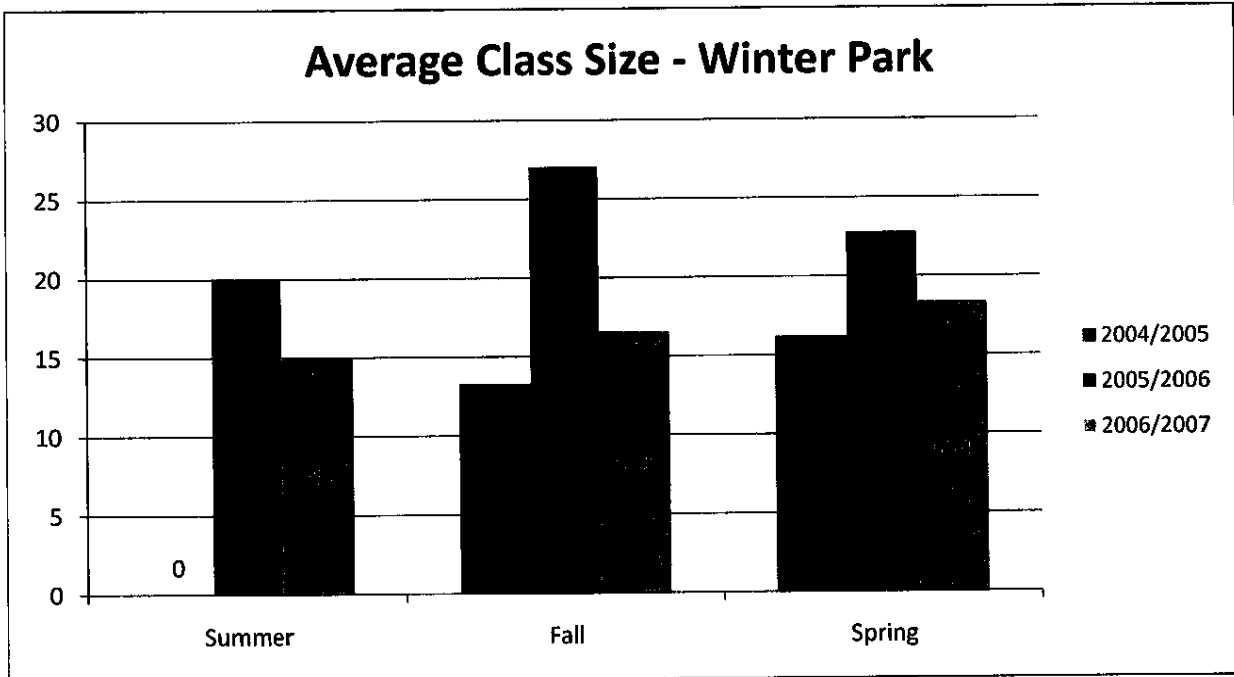


West Enrollment Data		
	Number of Sections	Number of Registrations
2004/2005	117	2487
2005/2006	108	2357
2006/2007	101	1831



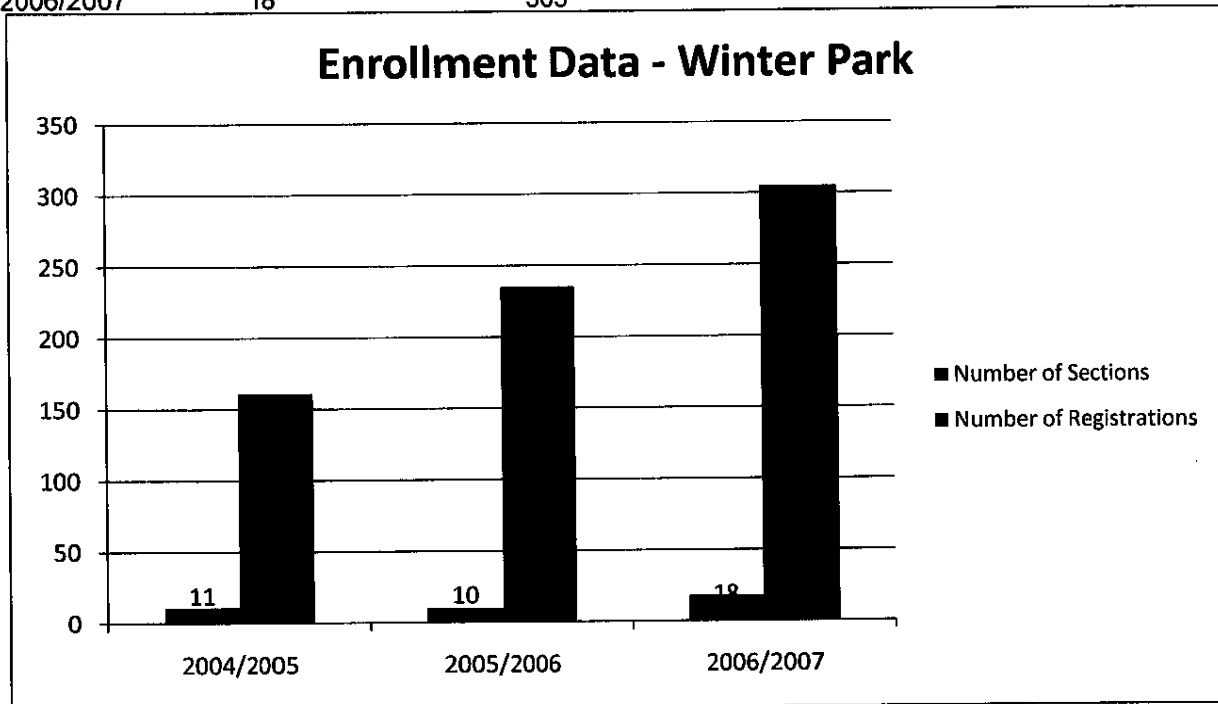
**Winter Park Average Class Size**

	Summer	Fall	Spring
2004/2005	0	13.3	16.2
2005/2006	20	27	22.8
2006/2007	15	16.6	18.4



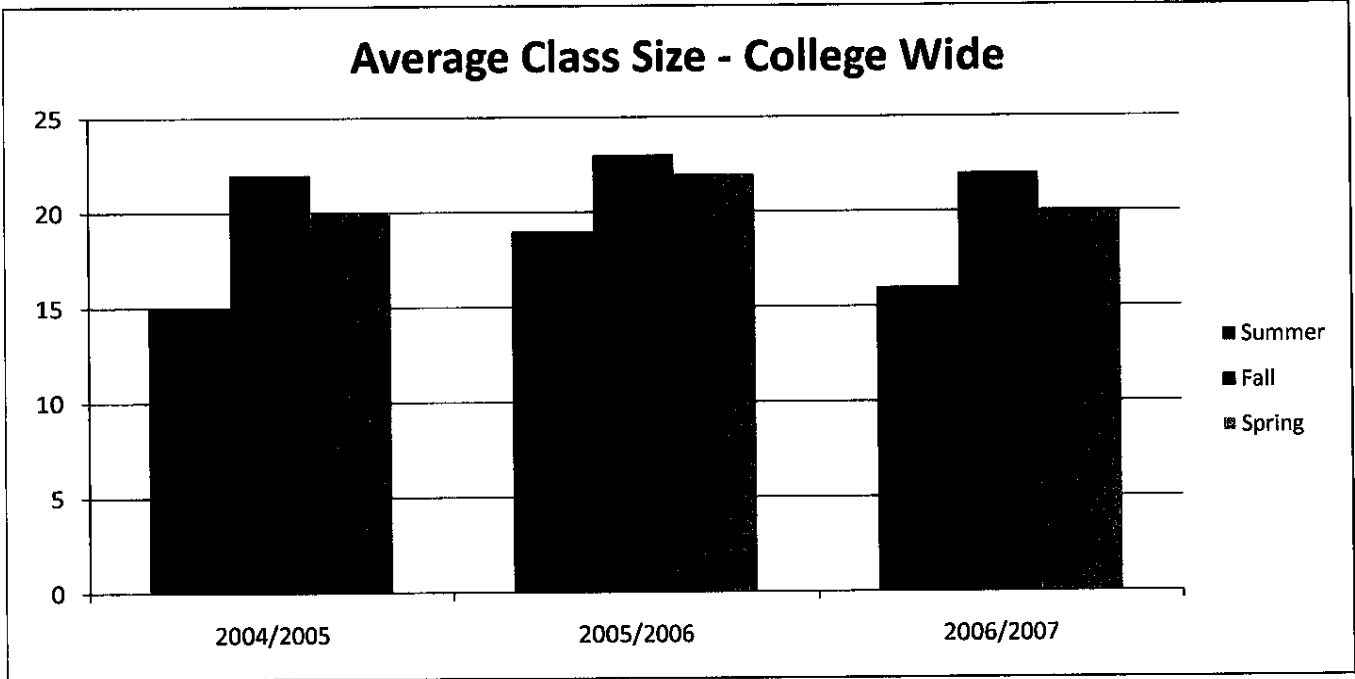
**Winter Park Enrollment Data**

	Number of Sections	Number of Registrations
2004/2005	11	161
2005/2006	10	235
2006/2007	18	305



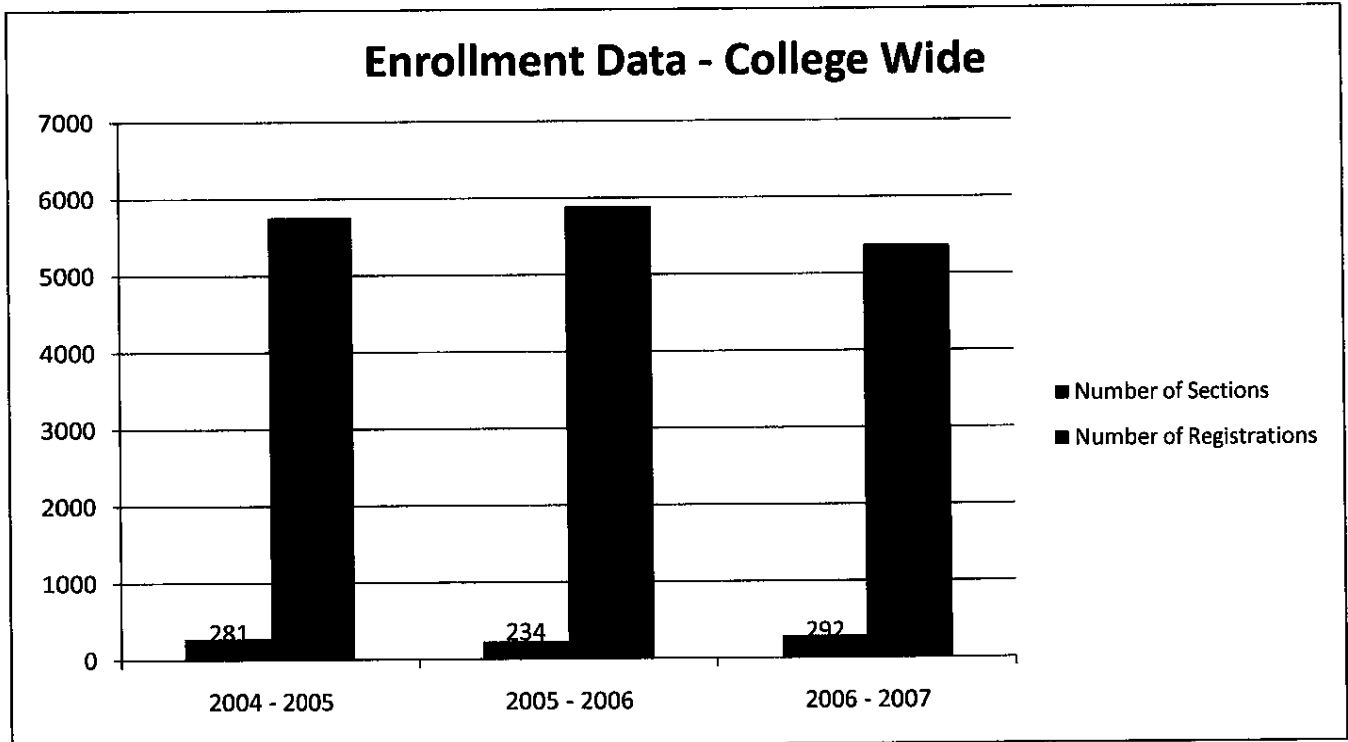
**College Wide Average Class Size**

	Summer	Fall	Spring
2004/2005	15	22	20
2005/2006	19	23	22
2006/2007	16	22	20



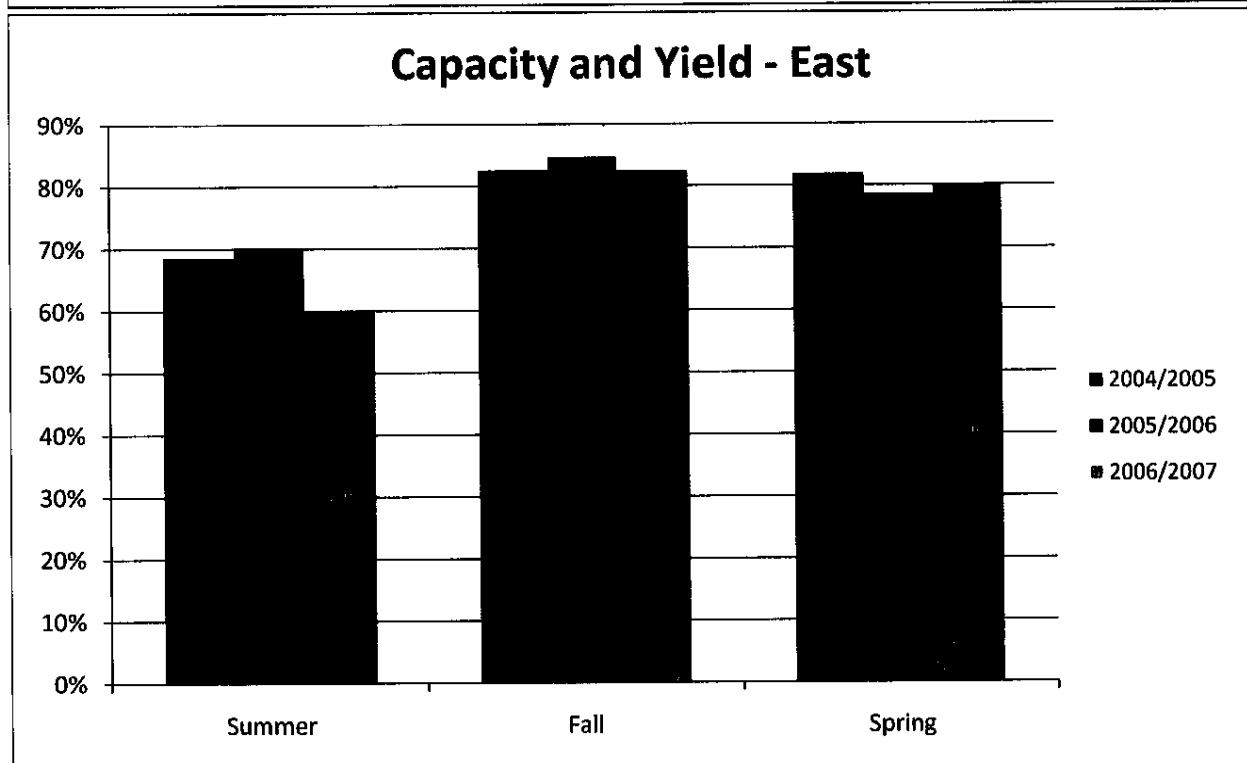
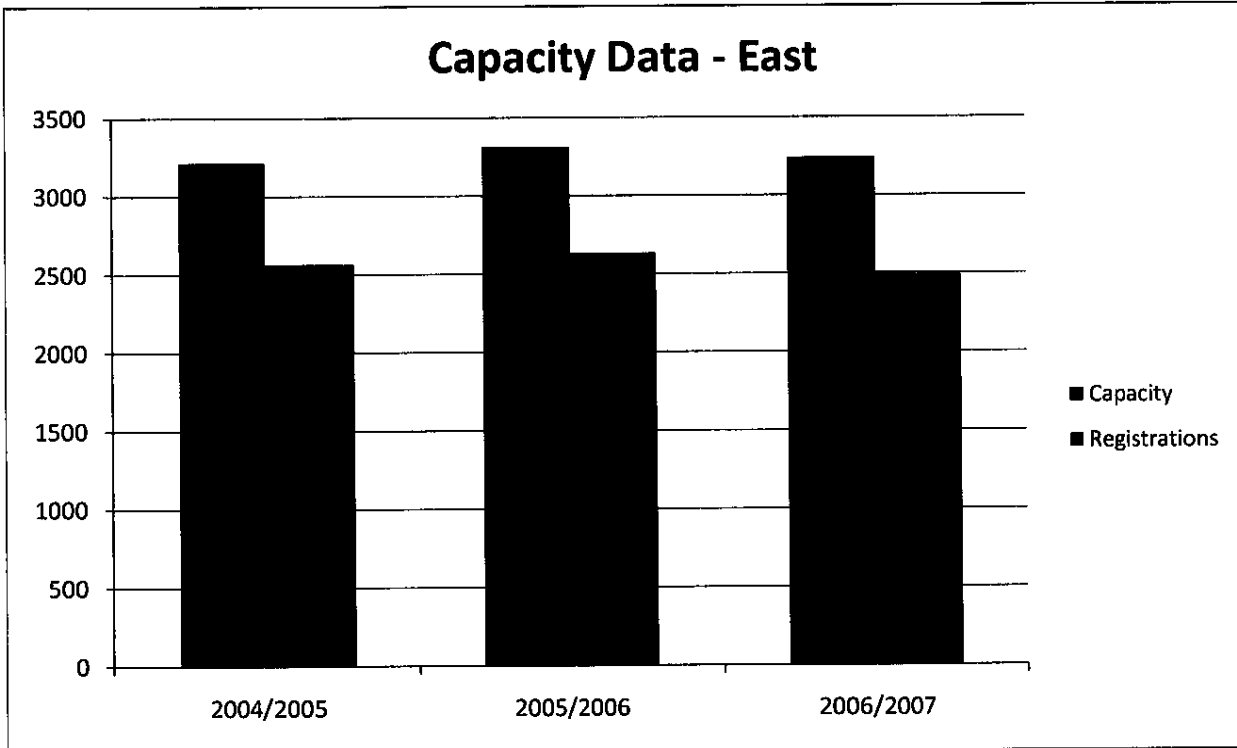
**College Wide Enrollment Data**

	Number of Sections	Number of Registrations
2004 - 2005	281	5757
2005 - 2006	234	5889
2006 - 2007	292	5371



East Capacity and Yield			
	Summer	Fall	Spring
2004/2005	69%	83%	82%
2005/2006	70%	85%	79%
2006/2007	60%	83%	80%

Capacity Data - East			
	Capacity	Registrations	Yield
2004/2005	3216	2566	80%
2005/2006	3315	2634	79%
2006/2007	3241	2489	77%





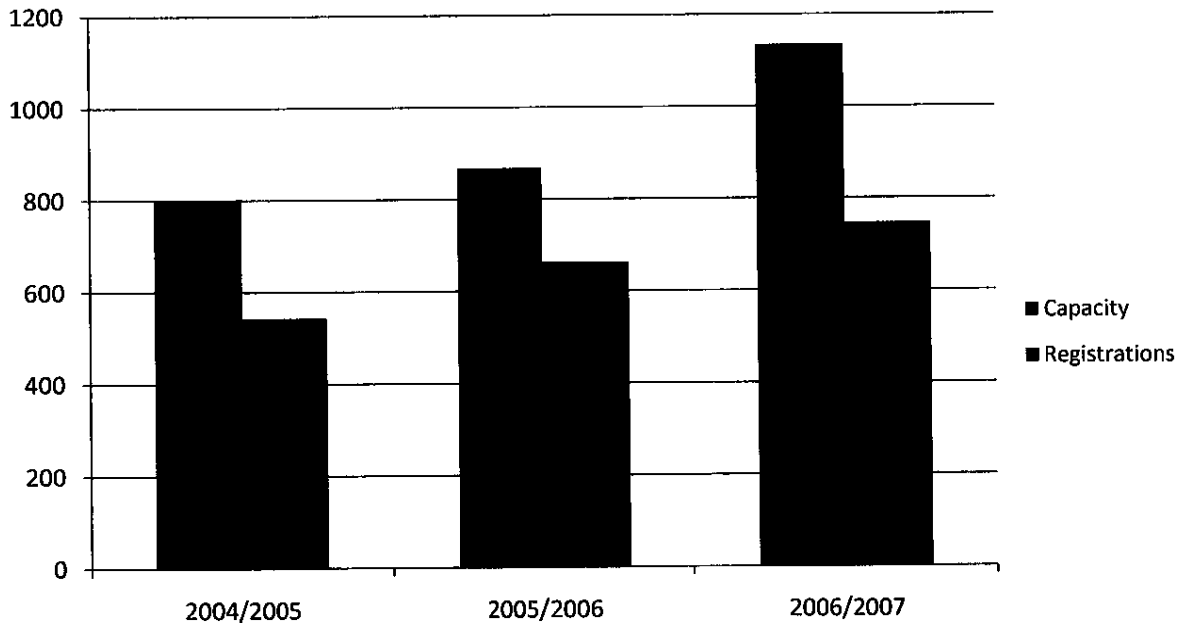
**Osceola Capacity and Yield**

	Summer	Fall	Spring
2004/2005	44%	66%	80%
2005/2006	69%	77%	78%
2006/2007	55%	68%	66%

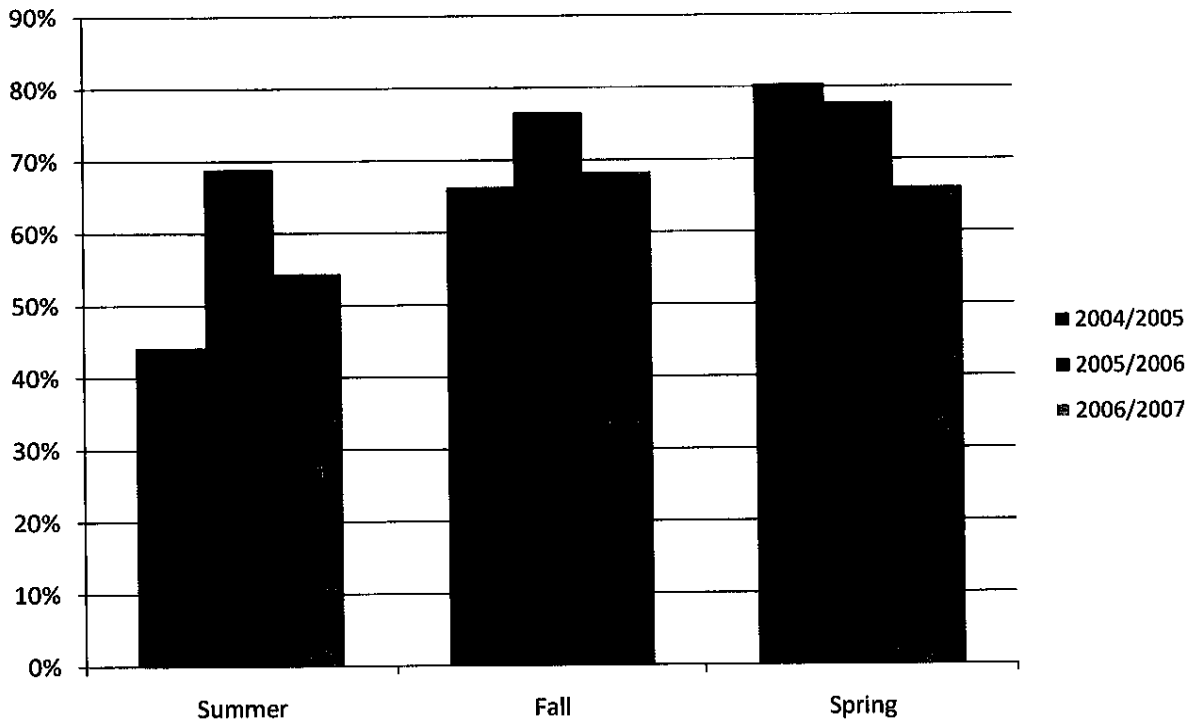
**Capacity Data - Osceola**

	Capacity	Registrations	Yield
2004/2005	802	543	68%
2005/2006	868	663	76%
2006/2007	1134	746	66%

**Capacity Data - Osceola**



**Capacity and Yield - Osceola**

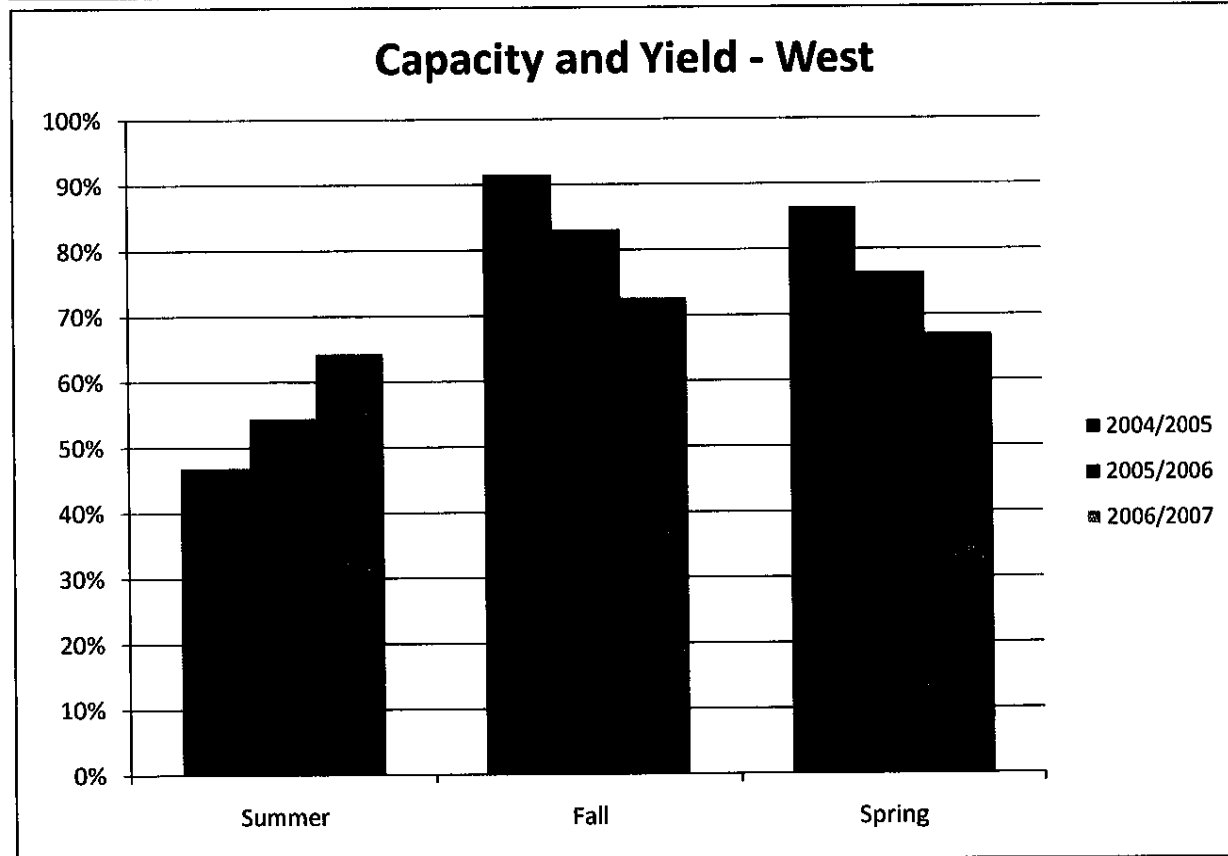
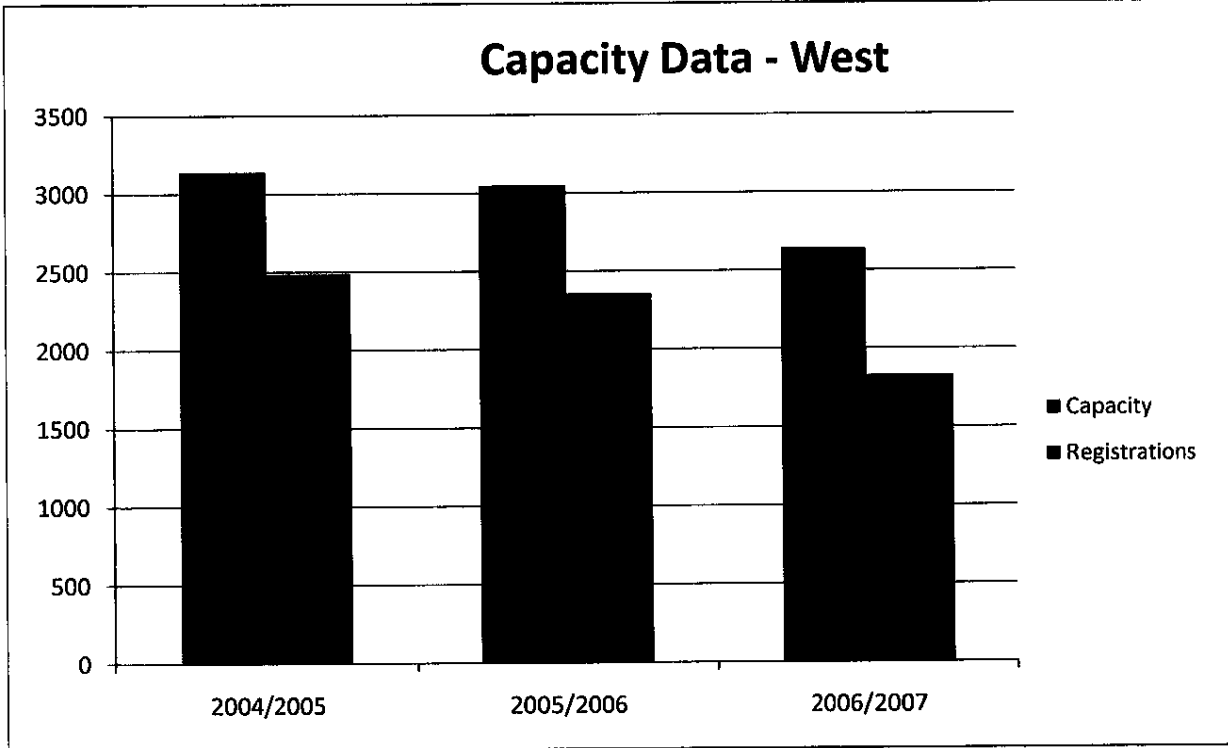


**West Capacity and Yield**

	Summer	Fall	Spring
2004/2005	47%	92%	86%
2005/2006	54%	83%	77%
2006/2007	64%	73%	67%

**Capacity Data - West**

	Capacity	Registrations	Yield
2004/2005	3140	2487	79%
2005/2006	3049	2357	77%
2006/2007	2643	1831	69%



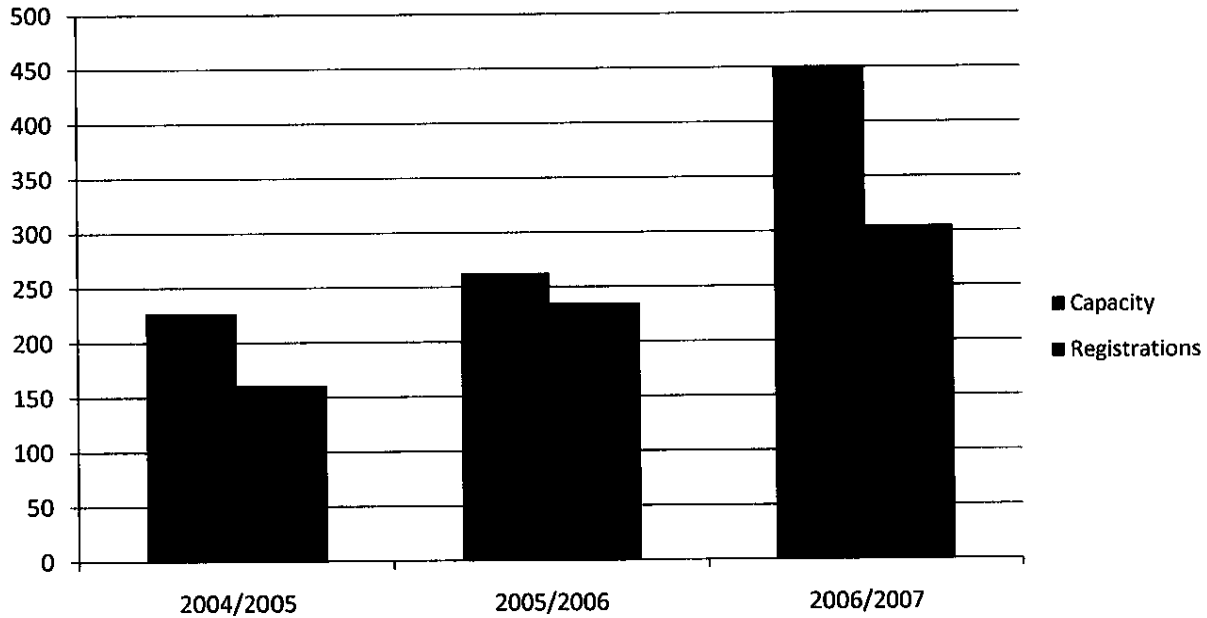
Winter Park Capacity and Yield

	Summer	Fall	Spring
2004/2005	0%	63%	81%
2005/2006	80%	98%	88%
2006/2007	74%	67%	65%

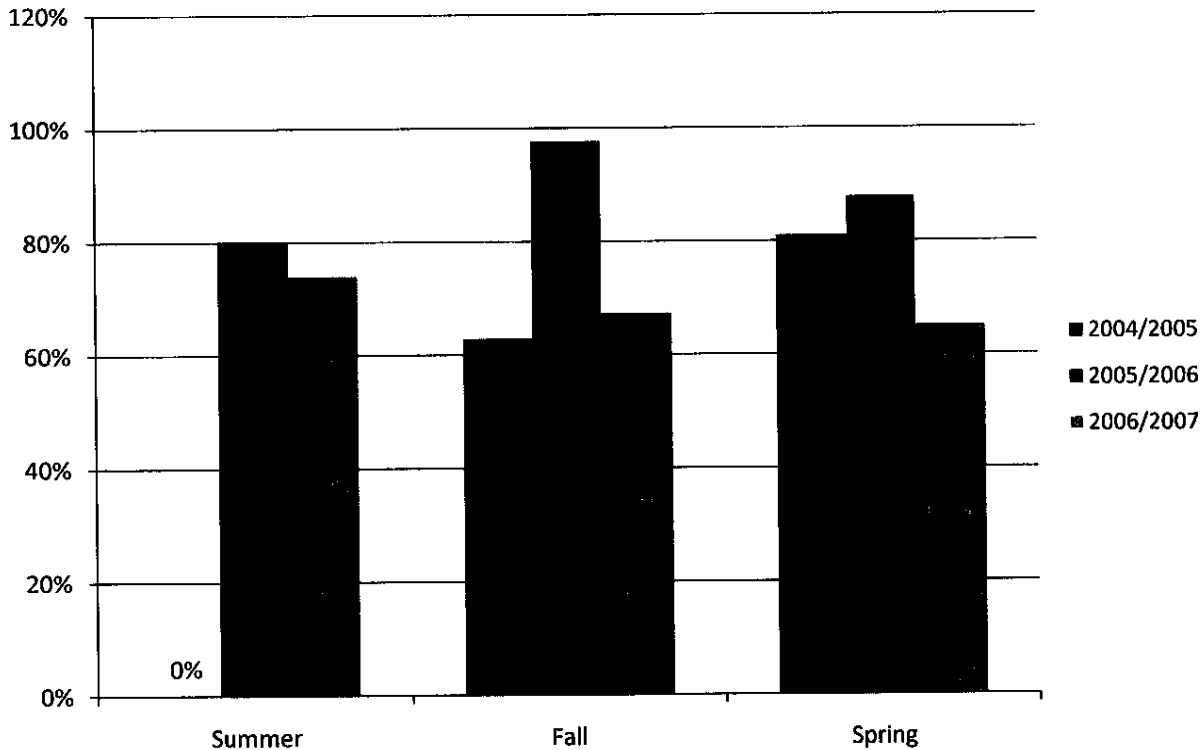
Capacity Data - Winter Park

	Capacity	Registrations	Yield
2004/2005	227	161	71%
2005/2006	263	235	89%
2006/2007	451	305	68%

Capacity Data - Winter Park



Capacity and Yield - Winter Park



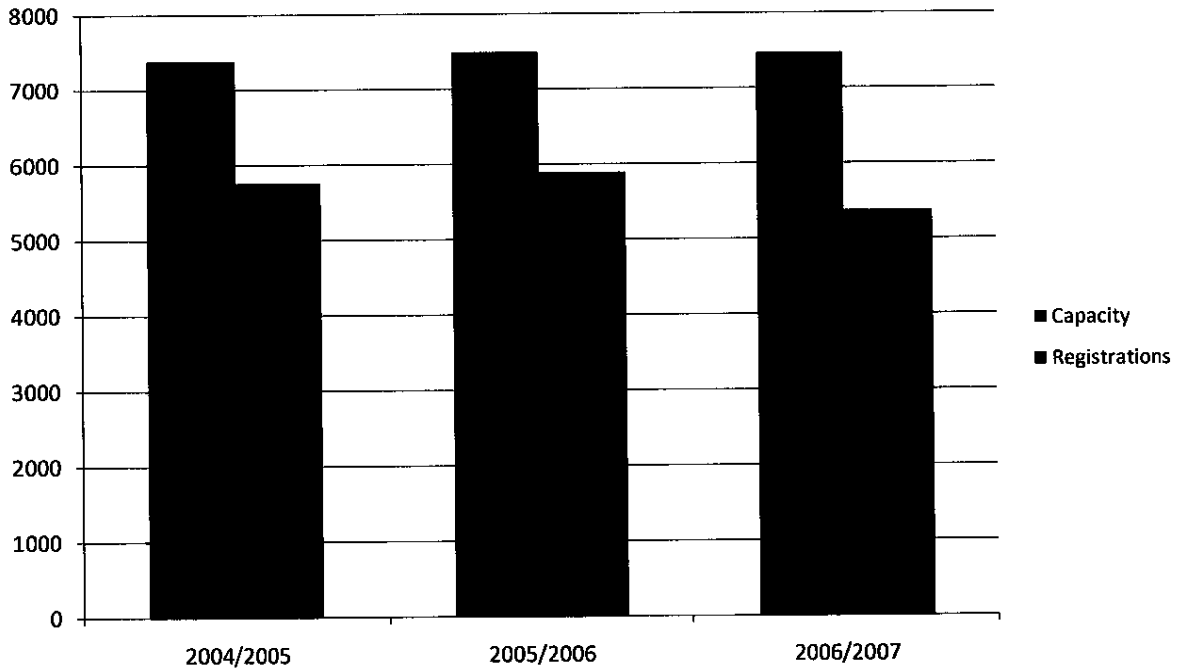
College Wide Capacity and Yield

	Summer	Fall	Spring
2004/2005	58%	81%	80%
2005/2006	67%	83%	78%
2006/2007	62%	72%	72%

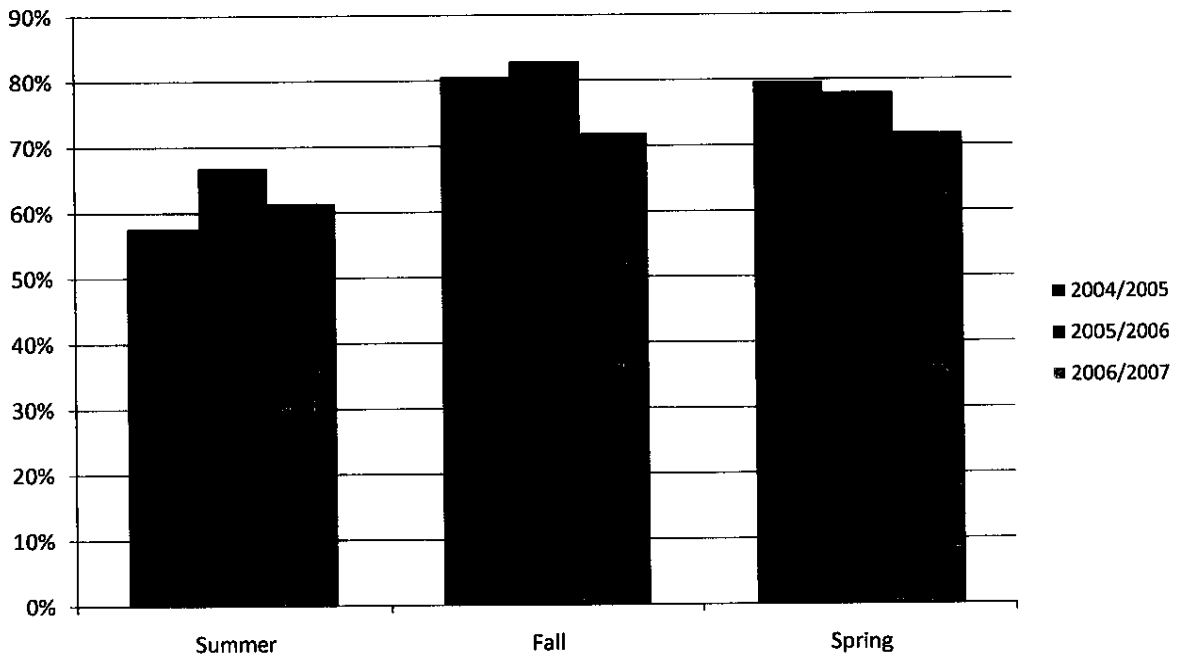
Capacity Data - College Wide

	Capacity	Registrations	Yield
2004/2005	7385	5757	78%
2005/2006	7495	5889	79%
2006/2007	7469	5371	72%

Capacity Data - Total



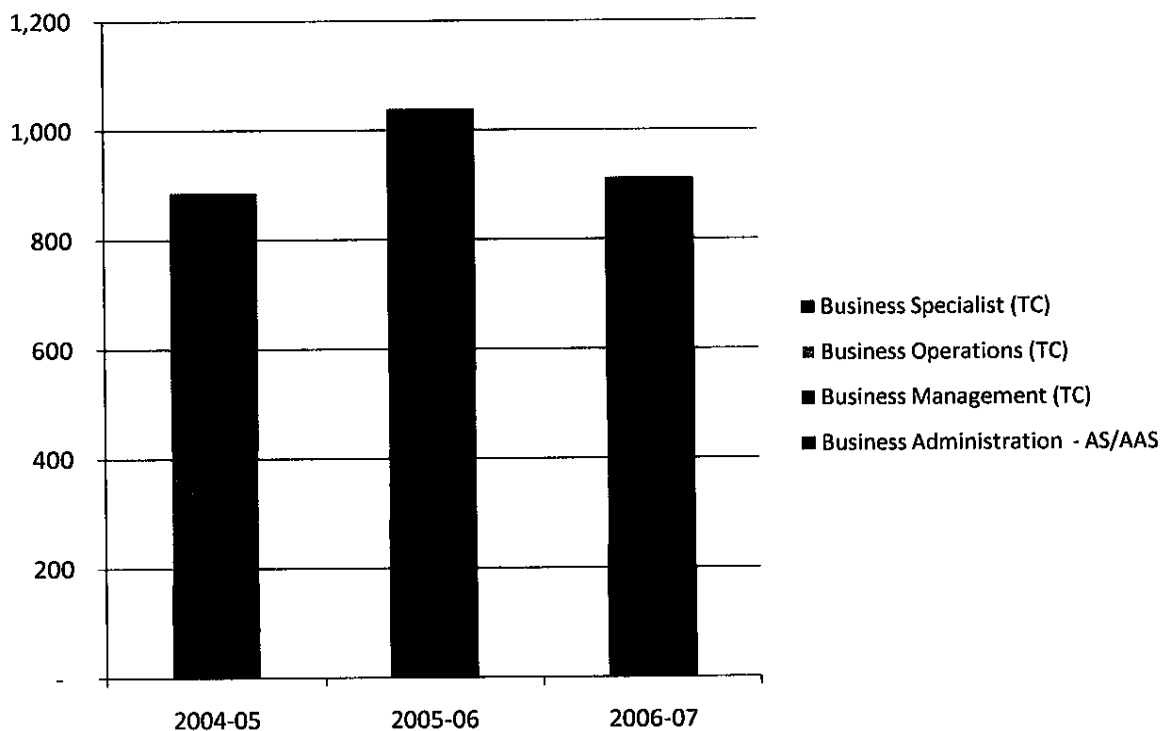
Capacity and Yield - Total



**Valencia Community College  
A.S./A.A.S. Degree and Certificate Programs  
Graduates & Completers**

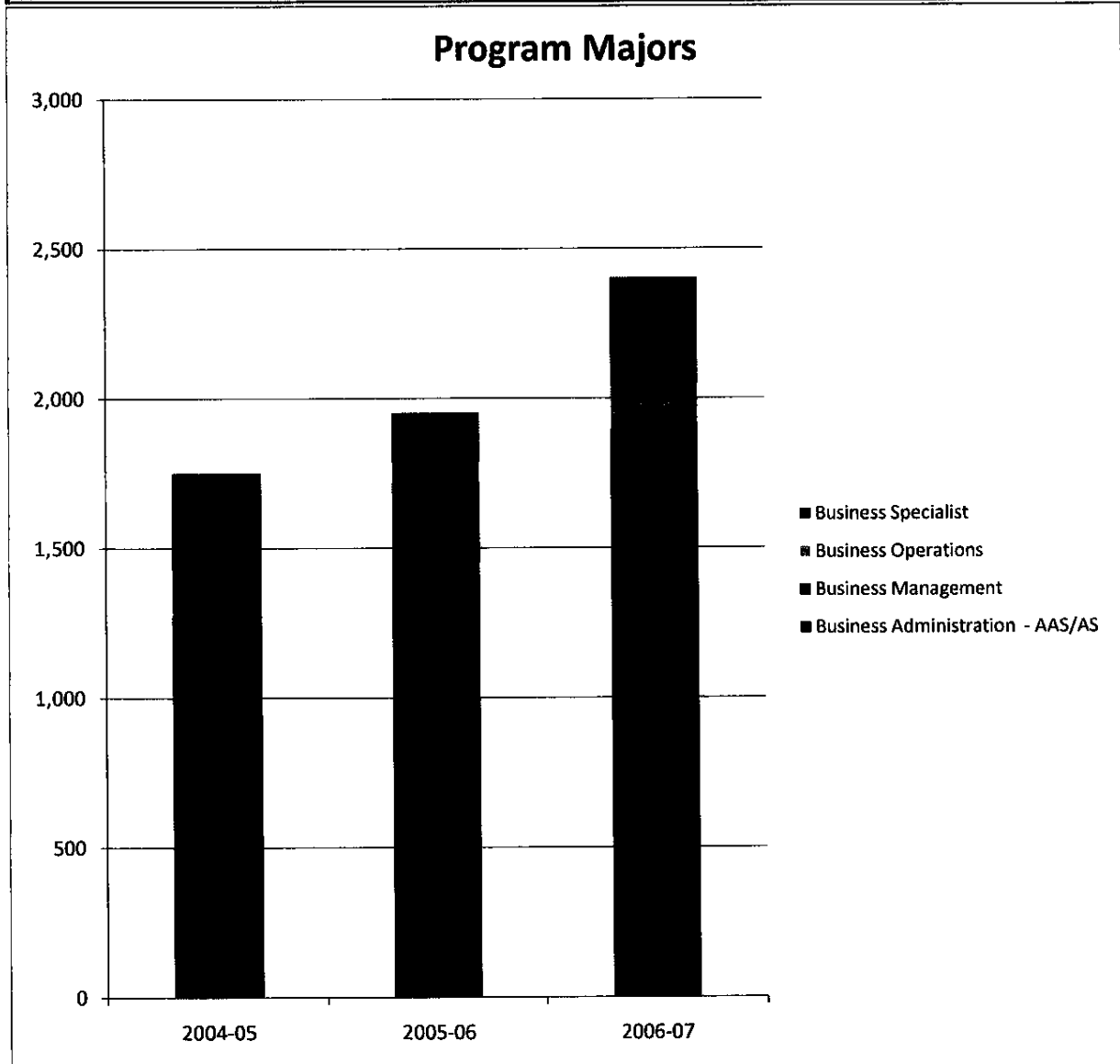
	2004-05	2005-06	2006-07
Business Administration - AS/AAS	81	84	83
Business Management (TC)	88	205	158
Business Operations (TC)	247	269	228
Business Specialist (TC)	470	481	444
<b>Total</b>	<b>886</b>	<b>1,039</b>	<b>913</b>

**Completers and Graduates**



**Valencia Community College  
A.S./A.A.S. Degree and Certificate Programs  
Student Program Majors**

	2004-05	2005-06	2006-07
Business Administration - AAS/AS	1,056	1,451	1,607
Business Management	218	266	287
Business Operations	155	72	154
Business Specialist	323	163	355
<b>TOTAL</b>	<b>1,752</b>	<b>1,952</b>	<b>2,403</b>



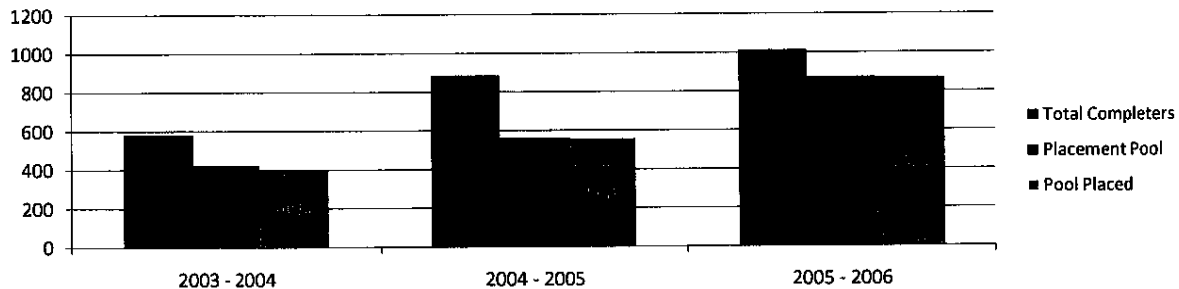
VALENCIA COMMUNITY COLLEGE PROGRAM REVIEW DATA

BUSINESS ADMINISTRATION  
COMPLETER PLACEMENT RATES

PLACEMENT COMPLETERS	2003-04	PROGRAM	PLACEMENT POOL	POOL PLACED	PLACEMENT RATE
COMPLETERS	42	Business Administration - AAS	13	13	100%
COMPLETERS	22	Business Administration - AS	14	14	100%
COMPLETERS	508	Business Specialist - TC	390	373	96%
COMPLETERS	5	Business Operations - TC	4	4	100%
COMPLETERS	5	Business Management - TC	1	1	100%
Total	582		422	405	
PLACEMENT COMPLETERS	2004-05	PROGRAM	PLACEMENT POOL	POOL PLACED	PLACEMENT RATE
COMPLETERS	54	Business Administration - AAS	16	16	100%
COMPLETERS	27	Business Administration - AS	19	19	100%
COMPLETERS	470	Business Specialist - TC	320	319	100%
COMPLETERS	247	Business Operations - TC	158	158	100%
COMPLETERS	88	Business Management - TC	48	48	100%
Total	886		561	560	
PLACEMENT COMPLETERS	2005-06	PROGRAM	PLACEMENT POOL	POOL PLACED	PLACEMENT RATE
COMPLETERS	45	Business Administration - AAS	29	29	100%
COMPLETERS	34	Business Administration - AS	27	27	100%
COMPLETERS	472	Business Specialist - TC	422	422	100%
COMPLETERS	262	Business Operations - TC	224	224	100%
COMPLETERS	200	Business Management - TC	171	171	100%
Total	1013		873	873	

	Total Completers	Placement Pool	Pool Placed	Placement Rate
2003 - 2004	582	422	405	95.97%
2004 - 2005	886	561	560	99.82%
2005 - 2006	1013	873	873	100%

**Business Administration  
Completer Placement Rates**



VALENCIA COMMUNITY COLLEGE PROGRAM REVIEW DATA

BUSINESS ADMINISTRATION  
LEAVER RATES

LEAVERS	2003-04	PROGRAM	LEAVERS POOL	POOL PLACED	PLACEMENT RATE
LEAVERS	190	Business Administration - AAS	46	42	91%
LEAVERS	195	Business Administration - AS	44	42	95%
LEAVERS	7	Business Specialist - TC	6	5	83%
LEAVERS	3	Business Operations - TC	1	1	100%
LEAVERS	55	Business Management - TC	11	10	91%
<b>Total</b>	<b>450</b>		<b>108</b>	<b>100</b>	
LEAVERS	2004-05	PROGRAM	LEAVERS POOL	POOL PLACED	PLACEMENT RATE
LEAVERS	192	Business Administration - AAS	47	47	100%
LEAVERS	181	Business Administration - AS	54	52	96%
LEAVERS	11	Business Specialist - TC	4	4	100%
LEAVERS	3	Business Operations - TC	0	0	
LEAVERS	74	Business Management - TC	9	9	100%
<b>Total</b>	<b>461</b>		<b>114</b>	<b>112</b>	
LEAVERS	2005-06	PROGRAM	LEAVERS POOL	POOL PLACED	PLACEMENT RATE
LEAVERS	332	Business Administration - AAS	234	234	100%
LEAVERS	190	Business Administration - AS	140	140	100%
LEAVERS	31	Business Specialist - TC	24	24	100%
LEAVERS	11	Business Operations - TC	8	8	100%
LEAVERS	104	Business Management - TC	86	86	100%
<b>Total</b>	<b>668</b>		<b>492</b>	<b>492</b>	

	Total Leavers	Leavers Found	Leavers Placed	Placement Rate
2003 - 2004	450	108	100	92.60%
2004 - 2005	461	114	112	98.20%
2005 - 2006	668	492	492	100%

**Business Administration  
Leaver Placement Rates**

