

2018-19 Annual Update Review and Feedback

Program Name: BMIT Business Administration

Section	Feedback
<p>College Mission</p> <p>A. Is the discussion of how the program supports the college mission clear?</p>	<p>The support of the college mission is very well-written.</p>
<p>Progress of Goals</p> <p>A. Is the discussion of the program’s progress and changes in goals clear and complete?</p> <p>B. Is the action plan to reach the program’s goals for the future clear and complete?</p>	<p>This section is thorough. It includes an informative discussion regarding the obstacles as well as the progress. The second goal seems to be more of a request</p>
<p>List of Degrees and Certificates</p>	<p>AD-T</p>
<p>Program Analysis</p> <p>Did the program’s analysis of trend data address the following:</p> <ol style="list-style-type: none"> 1. How does your trend data (or other data your area collects) impact your decision making process for your program? 2. Evidence of Program Dialog of data 3. Changes to student demographics (age, gender, or ethnicity) 4. Equity gaps 5. Recent achievements, awards or distinctions, new projects implemented, professional development work, professional conference presentations or recently published work. 6. Description of program/department/office is doing to contribute to Guided Pathways, affinity groups and completion coaching communities. 	<ol style="list-style-type: none"> 1. In prompt number 1 it does not seem that there were any unexpected changes or challenges, but that the challenges were all expected. 2. It is noted that there are only 2 faculty and they have not been able to discuss data. 3. This program has difficulty attaining meaningful data because most of the required classes are outside of this discipline 4. Equity gaps are discussed in #1. That discussion might be better placed here in #4. Answer #4 states that they do not have access to the information, but that the information led them to reduce the number of online courses? 5. Nothing noted 6. Efforts are being made to get students to the AD-T pathway. 7. There are no qualified faculty available to fill these roles

<p>7. Explanation of role if involved in Dual Enrollment, Inmate Education, or Rural Initiatives.</p>	<p>Could the development of online strategies be included as a new goal (above)? I'm confused – answer #5 states that there are no core courses offered online, but #4 and #2 seem to indicate that there are.</p>	
<p>Resource Request and Analysis A. Were discussions for resources received from previous program review cycle included for each applicable section?</p>	<p>No resources were received in the last cycle</p>	
<p>Conclusion A. Does the conclusion provide a clear overview of the program?</p>	<p>The conclusion is clear and concise. It might benefit from a brief reiteration of the increased need for sections of the courses that are causing an impediment to student completion. Maybe include a discussion about the move from a traditional degree to the ADT and how it can benefit students who already meet graduation requirements</p>	
<p>Have all the appropriate forms been completed? A. Human Resources a. Additional positions —with form(s) B. Resource Requests a. Request—with form</p>	<p>A. Faculty request form is present, and the request is very well justified with data. B. There is a Facilities request form included. Most of the requests relate to cleanliness (or lack thereof) of the facilities. This sort of request should be made in a routine work order. It is clear (after reading the facilities request) that the faculty are frustrated with the conditions in their classrooms.</p>	
<p>Assessment</p>	<p>The form is included. Assessment is difficult because many courses are outside of the discipline.</p>	
<p>Certificate Form: A. Have programs with stackable Certificates of Achievement completed Certificate Forms?</p>	<p>N/A</p>	

ADDITIONAL COMMENTS: