

SECTION I: INTRODUCTION

Program Name

Business Administration

Academic Term of Comprehensive (Three-Year) Review

Fall 2025

Brief History of the Program

Degrees and Certificates

1. Business Administration 2.0 AS-T 2/14/2014
2. Business Administration – 1972
3. Entrepreneurship AS – 8/14/2020
4. Business Marketing COA8 – 8/12/2025 (Local degree upgraded to COA)
5. Content Marketing COA16 – 3/7/2025
6. Business Start-Up COA8 – 3/7/2025
7. Entrepreneurship COA8 - 3/15/2024

Alignment with Institutional Mission

The Business Administration Program supports Napa Valley College's mission to transform lives by providing student-centered, equity-focused, and community-oriented educational opportunities. The program prepares students to transfer, pursue meaningful careers, or explore entrepreneurship through courses that connect theory with real-world application.

Student-Centered: Offers multiple entry points—transfer (AS-T 2.0), career preparation (AS), and dual enrollment (BUSI 100)—to meet students where they are. Flexible course delivery (online, hybrid, in-person) ensures accessibility, with retention (91.1%) and success (80.5%) rates above institutional averages.

Equity-Focused: Latinx/Hispanic and first-generation students outperform institutional averages, reflecting inclusive instruction and equitable outcomes.

Community-Oriented: Partnerships with local schools, industry, and employers provide internships, mentorships, and hands-on learning. With a 78.2% job placement rate exceeding the program-set standard (60%) and stretch goal (75%), the program supports regional workforce needs.

By aligning with CALGETC and advisory input, the program transforms education into opportunity.

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Taxonomy of Program

Program	Business Administration
Degree(s)/Certificate(s)	Business Administration 2.0 AS-T Business Administration AS
Courses	BUSI-100 – Introduction to Business BUSI-103 – Legal Environment of Business BUSI-105 – Business Communication BUSI-111 – Introduction to International Business BUSI-142 – Principles of Management BUSI-148 - Leadership for Effective Organizations BUSI-199 – Independent Study in Business

SECTION II: PROGRAM DATA

A.1 HEADCOUNT & ENROLLMENT

Headcount & Enrollment Data

Business Administration	2022-2023	2023-2024	2024-2025	Change over 3-Year Period
Headcount				
Program	473	527	548	15.9%
Institution	6,161	6,588	7,034	14.2%
Enrollment				
BUSI-100	327	374	353	8.0%
BUSI-103	165	167	173	4.8%
BUSI-105	44	42	58	31.8%
BUSI-111	10	8	21	110%
BUSI-142	32	39	41	28.1%
BUSI-148	0	0	21	N/A
BUSI-199	0	0	5	N/A
Program	578	630	672	16.3%
Institution	23,489	25,075	27,646	17.7%
<i>Source: SQL Queries for Fall 2025 Program Review</i>				
<i>Green shading denotes increases > 10%.</i>				
<i>Pink shading denotes decreases > 10%.</i>				

Describe the trend in enrollment within the program over the past three years.

Enrollment has increased

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Relative Change in Headcount & Enrollment in the Past 3 Years

Summary Comparison	Three-Year Change	
	Headcount	Enrollment
Program	15.9%	16.3%
Institution	14.2%	17.7%

Relative Direction of Program Enrollment Trend

Program trend reflects the trend at the institutional level

Relative Magnitude of Program Enrollment Trend

Change at the program level exceeds the change at the institutional level

Describe the factors that contributed to the recent enrollment trend within the program.

Enrollment in the Business Administration Program has grown steadily over the past three years due to several key factors:

- (1) Dual Enrollment Expansion: Launching College and Career Access Pathways (CCAP), especially BUSI 100 – Introduction to Business, with local high schools such as American Canyon High School has strengthened the pipeline of future NVC students.
- (2) AS-T 2.0 Implementation: The new Business Administration AS-T 2.0 created a streamlined pathway aligned with CALGETC requirements, increasing transfer efficiency.
- (3) Flexible Course Delivery: A balance of online, hybrid, and in-person classes has expanded access for traditional, working, and nontraditional students.
- (4) Strong Program Reputation: High job placement rates (78.2%) and career relevance in management, marketing, and entrepreneurship attract students.
- (5) Community Partnerships: Collaboration with industry partners and educational partners, including local chambers and schools, enhances visibility and workforce alignment.
- (6) Community Engagement: Events such as the Business Plan Competition and the Children's Business Fair increase program visibility, attract new students, and strengthen relationships with community partners and local employers.

These factors collectively sustain program growth and exceed institutional trends.

Do the trends in headcount and enrollment suggest that changes are necessary to improve enrollment within the program?

No

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A.2 AVERAGE SECTION SIZE

Average Section Size Data

Business Administration	2022-2023		2023-2024		2024-2025		Three-Year	
	Sections	Average Size	Sections	Average Size	Sections	Average Size	Average Section Size	Trend
BUSI-100	10	33.7	11	35.3	9	39.2	35.9	16.3%
BUSI-103	4	41.3	4	41.8	4	43.3	42.1	4.8%
BUSI-105	2	22.0	2	21.0	2	29.0	24.0	31.8%
BUSI-111	0	0	0	0	1	21.0	21.0	N/A
BUSI-142	1	32.0	1	33.0	1	41.0	35.3	28.1%
BUSI-148	0	0	0	0	1	21.0	21.0	N/A
BUSI-199	0	0	0	0	1	5.0	5.0	N/A
Program	17	34.0	18	35.0	19	35.4	34.8	4.1%
Institution	1,010	23.3	1,045	24.0	1,055	26.2	24.5	12.4%

Sources: SQL Queries for Fall 2025 Program Review for enrollment data, Enrollment Management Division Reports and Concurrent Courses Reports for course-section data.

Enrollments in concurrent sections are attributed to the primary course noted in the Concurrent Courses Reports. Each concurrent section is treated as one section.

Green shading denotes increases > 10%.

Pink shading denotes decreases > 10%

Describe the trend in average section size within the program over the past three years.

Average section size has increased.

Relative Change in Average Section Size in the Past 3 Years

Summary Comparison	Three-Year	
	Average	Change
Program	34.8	4.1%
Institution	24.5	12.4%

Relative Average Section Size Trend

Program average exceeds the institutional average.

Relative Change in Average Section Size

Change at the program level exceeds the change at the institutional level.

Describe the factors that contributed to the recent trend in average section size within the program.

The average section size in the Business Administration Program remains strong and consistently above the institutional average, reflecting steady demand and efficient scheduling. Over the past three years, the program's average section size increased from 34.0 to 35.4 students (a 4.1% growth rate) compared to the college-wide average of 24.5 students.

- (1) High Enrollment in Core Courses: BUSI 100 and BUSI 103 consistently fill to capacity, raising the overall program average.
- (2) Strategic Scheduling: Courses are consolidated to maintain strong enrollment while ensuring timely degree and transfer completion.
- (3) Online and Hybrid Growth: Flexible modalities expanded access for working adults and dual-enrolled students.
- (4) Program Visibility: The AS-T 2.0 update and alignment with the Career Education & Workforce Development Division increased confidence and enrollment across modalities.

These factors demonstrate high student interest, effective scheduling, and strong instructional efficiency.

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Do the trends suggest that changes are necessary to increase average section size?

No

A.3 FILL RATE & PRODUCTIVITY

Fill Rate Data

Business Administration	2022-2023	2023-2024	2024-2025	Three-Year Change	Three-Year Totals
Fill Rate					
Program					
Enrollments	578	630	672	16.3%	1,880
Capacity	650	705	710	9.2%	2,065
Fill Rate	88.9%	89.4%	94.6%	5.7%	91.0%
Institution					
Enrollments	23,489	25,075	27,646	17.7%	76,210
Capacity	31,749	32,279	32,984	3.9%	97,012
Fill Rate	74.0%	77.7%	83.8%	9.8%	78.6%

Source: SQL Queries for Fall 2025 Program Review

Compare program-level fill rate with institution-level fill rate over the past three years.

Program fill rates have consistently exceeded institutional fill rates.

Productivity Data

Business Administration	2022-2023	2023-2024	2024-2025	Three-Year Change	Three-Year Totals
Productivity					
Program					
FTES	66.9	89.8	83.6	25.0%	240.3
FTEF	4.6	5.0	5.0	8.7%	14.6
Productivity	14.5	18.0	16.7	15.0%	16.5
Institution					
FTES	3,017.0	3,163.5	3,393.8	12.5%	9,574.3
FTEF	293.8	288.1	294.5	0.2%	876.4
Productivity	10.3	11.0	11.5	12.2%	10.9

Source: SQL Server Reporting Services – Term to Term Enrollment FTES Load Comparison Report (by Credit Course)

Relative Change in Productivity in the Past 3 Years

Summary Comparison	Three-Year Rate		Three-Year Change	
	Fill Rate	Productivity	Fill Rate	Productivity
Program	91.0%	16.5	5.7%	15.0%
Institution	78.6%	10.9	9.8%	12.2%

Compare program-level productivity with institution-level productivity over the past three years.

Program productivity has consistently exceeded institutional productivity.

Describe the factors that contributed to recent trends in fill rate and productivity within the program.

The Business Administration Program has maintained strong fill rates and productivity levels, both exceeding institutional averages. The program's three-year fill rate of 91.0% surpasses the college average of 78.6%, and its productivity rate of 16.5 exceeds the institutional rate of 10.9.

(1) High Student Demand: Business remains a top major for transfer and career preparation, attracting traditional

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and nontraditional learners.

(2) Strategic Scheduling: Course offerings are data-driven, rotating low-enrolled courses while maintaining program completion options.

(3) Flexible Modalities: A balance of online, hybrid, and in-person sections supports working adults and dual-enrolled students.

(4) Dual Enrollment Expansion: Growth of CCAP partnerships increased enrollment in BUSI 100 – Introduction to Business, boosting efficiency.

(5) Experiential Learning Opportunities: The annual Business Plan Competition increases student engagement, builds confidence, and attracts interest from students seeking practical, hands-on business experience.

These factors sustain high efficiency and reinforce the program's strong reputation and demand.

Do the trends suggest that changes are necessary to increase fill rate or/and productivity?

No

A.4 LABOR MARKET DEMAND

Labor Market Demand Data

Business Administration			
Economic Development Department Standard Occupational Classification Description Codes Included in Figures below	<ul style="list-style-type: none">○ 11-2021 Marketing Managers○ 11-2022 Sales Managers○ 41-9022 Real Estate Sales Agents○ 43-0000 Office & Administrative Support Occupations○ 43-1000 Supervisors of Office & Administrative Support Workers○ 43-3031 Bookkeeping, Accounting, & Auditing Clerks		
Region	Numeric Change in Employment (Baseline Year to Projected Year)	Projected Growth (% Change in Positions; 2022 Base Employment vs. 2032 Projected Employment)	Projected Number of Positions (Total Job Openings)
Napa County (2022-2032)	180	1.8%	10,940
Bay Area ^A (2022-2032)	-7,610	-1.4%	545,620
California (2022-2032)	18,800	0.7%	574,810

Source: Economic Development Department Ten-Year Employment Projections (<https://labormarketinfo.edd.ca.gov/data/employment-projections.html>)

^ABay Area counties include: Alameda, Contra Costa, Marin, San Francisco, San Mateo, Santa Clara, Solano, and Sonoma. Figures also include San Benito County (reported with projections for Santa Clara County).

Reflect on the labor market projections for positions associated with the program at the county, regional, and state levels. Describe local demand (focusing on county and regional levels) and how the program addresses demand.

Labor market projections show steady demand for business-related occupations across Napa County and the Bay Area.

(1) Napa County: Employment in business fields is projected to grow by 1.8%, adding 180 new positions and 10,940 total job openings (2022–2032).

(2) Bay Area: A slight overall decline (-1.4%) is expected, but over 545,000 replacement openings are projected as

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workers retire or change roles.

(3) California: Employment is projected to rise by 0.7%, with 18,800 new positions and 574,000 total openings statewide.

Local demand is driven by the region's hospitality, wine, nonprofit, and small business sectors. The Business Administration Program addresses this need by:

(4) Offering AS-T 2.0 transfer pathways.

(5) Teaching workforce-ready skills in BUSI 105 and BUSI 142.

(6) Partnering with local organizations to align curriculum and internships.

(7) Emphasizing leadership, communication, and digital literacy.

Summarize recent discussions with Program Advisory Committee.

The NVC & NCOE Joint Business Advisory Committee met on November 7, 2024, with representatives from Napa Valley College, the Napa County Office of Education, and local business partners.

(1) Reviewed program progress, community partnerships, and new curriculum proposals.

(2) Celebrated the success of the 2024 Children's Business Fair, featuring 38 student booths.

(3) Discussed expanding the fair and ensuring compliance with food and safety regulations.

(4) Endorsed new curriculum initiatives, including BUSI 148: Leadership Essentials, the Business Start-Up Certificate of Achievement, and a Spanish-language version to increase access and equity.

(5) Supported expanded mentorship opportunities and stronger connections between the Work Experience and Summer Mentor Programs.

(6) Emphasized continued dual enrollment and middle school outreach to build early career pathways.

The committee reaffirmed its strong support for initiatives that enhance workforce readiness, entrepreneurship, and equitable access to business education through collaboration with industry and educational partners.

Does labor market demand or recent advisory committee discussion suggest that changes are needed?

Yes

Describe proposed actions the program will take around labor market demand.

Both labor market data and recent advisory committee discussions confirm that the Business Administration Program continues to meet regional workforce needs, with only minor updates recommended.

(1) The Napa County labor market projects steady growth in business-related occupations, particularly in management, marketing, and administrative roles.

(2) Advisory members emphasized the need for stronger digital literacy, entrepreneurship, and leadership training.

(3) These discussions led to the development of BUSI 148: Leadership Essentials and the new Business Start-Up Certificate of Achievement.

(4) The committee also supported creating a Spanish-language version of the certificate to increase access and equity.

(5) No major curriculum changes are needed, but ongoing updates integrating technology skills, experiential learning, and bilingual options will keep the program aligned with employer expectations and local workforce demand.

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B.1 RETENTION & SUCCESSFUL COURSE COMPLETION

Retention & Course Completion Data

Summary Comparison	Program	Comparison	Institution
Retention Rate	91.1%	≈	91.8%
Successful Course Completion Rate	80.5%	>	73.5%
Difference	10.6%	<	18.3%

Reflect on the summary comparison of retention, successful course completion, and the difference between the two at the program level vs. the institution level. Do the program-level figures suggest that changes are necessary?

No

Describe the proposed actions that the program will take based on the summary course retention and completion data.

The Business Administration Program will maintain current instructional practices that have resulted in retention and completion rates consistently above institutional averages.

(1) Continue high-impact teaching strategies such as clear course navigation, early feedback, and applied learning activities that keep students engaged and on track.

(2) Strengthen student support through timely communication, success reminders, and referrals to tutoring and counseling services when needed.

(3) Monitor equity data to ensure Latinx, first-generation, and other disproportionately impacted students continue to achieve strong outcomes.

(4) Expand professional development for faculty on effective online teaching and inclusive classroom practices.

(5) Sustain dual-enrollment and flexible modalities that have supported higher retention and completion.

These actions focus on preserving successful practices while using data to guide continuous improvement in access, engagement, and student success.

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Course-Level Retention & Completion Data

Business Administration	Retention Rate			Successful Course Completion Rate			Difference (Retention Minus Successful Course Completion)	
	Course	Rate	Course vs. Program Rate		Rate	Course vs. Program Rate		
			Higher	Lower		Higher		
BUSI-100	88.5%		X	77.1%		X	11.4%	
BUSI-103	97.2%	X		86.3%	X		10.9%	
BUSI-105	84.0%		X	77.1%		X	6.9%	
BUSI-111	100%	X		100%	X		0%	
BUSI-142	96.4%	X		89.3%	X		7.1%	
BUSI-148	76.2%		X	42.9%		X	33.3%	
BUSI-199	*			*				
Program	91.1%			80.5%			10.6%	
Institution	91.8%			73.5%			18.3%	

Source: SQL Queries for Fall 2025 Program Review

*Indicates that are suppressed due to low N (< 10).

-- Indicates a value that is within 1% of the program-level rate.

Bold italics denote a statistically significant difference between the program-level rate and the institutional rate. The lower of the two rates is highlighted in **bold italics**.

Green shading highlights courses with retention and successful course completion rates higher than the corresponding program-level rate and a difference between retention and successful course completion that is smaller than the difference at the program level.

Pink shading highlights courses with retention and successful course completion rates lower than the corresponding program-level rate and a difference between retention and successful course completion that is larger than the difference at the program level.

Reflect on the course-level data provided in the table containing detailed program data. Do the course-level retention rates, successful course completion rates, or the differences between the two suggest that changes are necessary?

No

Describe the proposed actions that the program will take based on the course-level retention and completion data.

The Business Administration Program will continue the practices that have led to strong course-level retention and completion rates.

(1) Maintain course quality and consistency across all sections, ensuring alignment between online, hybrid, and in-person formats.

(2) Provide early student outreach for those who fall behind, using Canvas messaging and faculty check-ins to improve completion rates.

(3) Share best practices among instructors to sustain high engagement and consistent grading standards across BUSI 100, 103, 105, and 142.

(4) Use disaggregated data to monitor equity in course outcomes and address any emerging gaps.

(5) Expand professional development focused on active learning and retention strategies, especially in online courses.

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These actions are designed to preserve the program's strong outcomes while continuing to enhance student success and equity at the course level.

B.2. STUDENT EQUITY

Comparison of Retention and Successful Course Completion Rates Among Demographic Groups

Business Administration	Demographic Group	Program	Comparison	Institution
Retention Rate	Ages 25 to 29	90.4%	≈	89.7%
	African American/Black	93.5%	>	89.5%
	Native American	*		86.0%
Successful Course Completion Rate	Ages 19 or Younger	81.4%	>	71.9%
	African American/Black	76.3%	>	65.2%
	Latinx/Hispanic	79.7%	>	70.4%
	Native American	*		64.3%
	First-Generation	77.8%	>	67.9%

Source: SQL Queries for Fall 2025 Program Review

Bold italics denote a statistically significant difference between rates at the program and institutional levels, with the lower of the two rates in **bold italics**.

*Indicates that are suppressed due to low N (< 10).

Reflect on the comparison of retention and successful course completion rates among demographic groups at the program level vs. the institution level. Identify any areas of concern.

The Business Administration Program demonstrates strong equity outcomes compared to institutional averages. Program-level data show that Latinx/Hispanic and first-generation students have higher successful course completion rates than the same groups collegewide, with statistically significant improvement for Latinx students. African American/Black student retention and completion rates are also slightly higher than institutional averages, indicating equitable course outcomes across demographics.

At this time, there are no major areas of concern, but the program will continue to monitor outcomes for disproportionately impacted groups and ensure access to academic and mentoring support. Continued focus on inclusive teaching practices, culturally responsive instruction, and dual enrollment outreach will help maintain and strengthen equitable student success.

Do the program-level figures on course retention and completion suggest that changes are necessary?

No

Describe proposed actions the program will take around student equity.

The Business Administration Program will continue advancing equity through inclusive instruction, expanded access, and compliance with new digital accessibility standards.

(1) Expand dual enrollment and outreach through partnerships with local high schools and the Napa County Office of Education to engage more first-generation and Latinx students.

(2) Develop a Spanish-language version of the Business Start-Up Certificate to increase access for bilingual learners.

(3) Implement the new ADA Title II digital accessibility standards (WCAG 2.1 AA) by auditing course materials, videos, and online content to ensure full accessibility for all students by the 2026 compliance deadline.

(4) Provide professional development for faculty on accessible course design, culturally responsive instruction, and inclusive engagement strategies.

(5) Expand mentorship programs to connect students from disproportionately impacted groups with local business leaders.

These actions ensure equitable, accessible, and inclusive learning opportunities for all students.

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B.3 DELIVERY MODE

Comparison of Retention and Successful Course Completion Rates by Delivery Mode

Business Administration			
Retention & Successful Course Completion by Delivery Mode			
	In-Person	Comparison	Online
Retention Rate	98.6%	>	84.9%
Successful Course Completion Rate	92.9%	>	77.7%
	In-Person	Comparison	Hybrid
Retention Rate	98.5%	>	80.1%
Successful Course Completion Rate	92.6%	>	76.6%
	Online	Comparison	Hybrid
Retention Rate	87.0%	≈	86.8%
Successful Course Completion Rate	74.4%	<	75.8%

Source: SQL Queries for Fall 2025 Program Review

This table compares student performance in courses offered through multiple delivery modes within the same academic year.

Bold italics denote a significantly lower rate within that delivery mode.

Courses Included in Analysis by Delivery Mode

Courses Included in Analysis by Delivery Mode	
Comparison	Course(s) and Academic Year(s)
In-Person vs. Online	<ul style="list-style-type: none">○ BUSI-100 in 2022-2023○ BUSI-100 in 2023-2024○ BUSI-142 in 2023-2024
In-Person vs. Hybrid	<ul style="list-style-type: none">○ BUSI-100 in 2022-2023○ BUSI-100 in 2023-2024
Online vs. Hybrid	<ul style="list-style-type: none">○ BUSI-100 in 2022-2023○ BUSI-100 in 2023-2024○ BUSI-100 in 2024-2025

This table provides additional context for the analysis of delivery mode within the program.

Note: The analysis includes courses that offered multiple delivery modes within the same academic year.

Reflect on the comparison of retention and successful course completion rates by course delivery mode. Identify any areas of concern.

The Business Administration Program demonstrates strong outcomes across all delivery modes, with in-person courses showing the highest retention (98.6%) and completion (92.9%) rates. Online and hybrid courses maintain solid performance, though rates are slightly lower (online: 84.9% retention, 77.7% completion; hybrid: 80.1% retention, 76.6% completion).

These differences reflect typical statewide trends in student engagement across modalities rather than specific program deficiencies. The slightly lower online and hybrid completion rates suggest an opportunity to strengthen virtual student support and early intervention strategies.

Overall, no major concerns exist, but continued focus on faculty training in online pedagogy, accessible course design, and proactive communication will help maintain equity and consistency in learning outcomes across all modes of instruction.

Do the differences between retention or/and successful course completion among different delivery modes suggest that changes are necessary?

No

Describe proposed actions the program will take around course delivery mode.

The Business Administration Program will continue to offer a balanced mix of in-person, hybrid, and online courses to meet diverse student needs while maintaining strong retention and completion rates across all formats.

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- (1) Enhance online course engagement through interactive assignments, regular feedback, and structured peer discussions to support student success.
- (2) Provide faculty training on best practices in online and hybrid instruction, including accessibility compliance under the ADA Title II digital accessibility standards (WCAG 2.1 AA).
- (3) Audit course shells to ensure consistent navigation, accessibility, and alignment with institutional quality standards.
- (4) Expand flexible scheduling options, including evening and short-term courses, to accommodate working students and dual enrollees.
- (5) Monitor course-level data to identify and address any gaps in retention or completion by delivery mode.

These actions will sustain equitable learning outcomes and ensure all modalities support student achievement.

C.1 PROGRAM COMPLETION

Program Completion Data

Business Administration				Three-Year	
	2022-2023	2023-2024	2024-2025	Change	Total
Degrees	71	73	64	-9.9%	208
AS Degrees	19	14	11	-42.1%	44
AS-T Degrees	52	59	53	1.9%	164
Business Administration	0	38	20	N/A	58
Business Administration 2.0	52	21	33	-36.5%	106
Institutional: AS Degrees	287	239	201	-30.0%	727
Institutional: AS-T Degrees	111	125	118	6.3%	354

Source: SQL Queries for Fall 2025 Program Review

Direction of 3-year trend in AS degree conferral

The program trend deviates from the trend at the institutional level.

Magnitude of 3-year trend in AS degree conferral

The change at the program level exceeds the change at the institutional level.

Direction of 3-year trend in AS-T degree conferral

The program trend reflects the trend at the institutional level.

Magnitude of 3-year trend in AS-T degree conferral

The change at the institutional level exceeds the change at the program level.

Describe the factors that contributed to recent trends in completion within the program.

Completion trends in the Business Administration Program reflect both statewide transfer alignment and strategic program improvements.

(1) AS-T 2.0 Implementation: The updated Business Administration AS-T 2.0 aligned with CALGETC requirements, providing a clearer and more efficient transfer pathway to CSU business programs.

(2) Streamlined Curriculum: Archiving outdated courses and consolidating degree options simplified student choices and reduced barriers to completion.

(3) Dual Enrollment Pathways: Expanding College and Career Access Pathway (CCAP) offerings has increased early exposure to college coursework, strengthening the pipeline to degree completion.

(4) High Retention and Success Rates: Consistently strong course completion (80.5%) and retention (91.1%) rates have contributed to steady program completions.

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(5) Partnership Alignment: Ongoing collaboration with industry partners and educational partners, including local chambers, schools, and community organizations, ensures curriculum relevance and sustained student engagement through completion.

Do the trends suggest that changes are necessary to increase completion (degree/certificate conferral)?

No

Relative Average Time to Completion Data

Award Type	Program Proportion of Awards	Three-Year			
		Trend		Average Time to Completion (in Years)	
		Program	Institution	Program	Institution
AS Degrees	6.1%	-42.1%	-30.0%	4.1	4.0
AS-T Degrees	46.3%	1.9%	6.3%	3.8	3.8
Business Administration	16.4%	N/A	6.3%	3.9	3.8
Business Administration 2.0	29.9%	-36.5%	6.3%	3.5	3.8

Does the time to completion within the program reflect the institutional time to completion?

Yes

Does the program time to completion suggest that changes are necessary to reduce time to completion?

No

C.2 JOB PLACEMENT RATES

Job Placement Rate Data

Business Administration	Program-Set Standard* (& Stretch Goal)	Recent Performance			
		Year 1	Year 2	Year 3	Three-Year Total
Job Placement Rate	60% (75%)	80.4%	80.0%	73.8%	78.2%
Sources: Perkins IV Core 4 Employment data for Program (TOP Code: 05 Business & Management) for job placement rates (https://misweb.cccco.edu/perkins/Core_Indicator_Reports/Summ_CoreIndi_TOPCode.aspx).					
Green shading denotes rates exceeding the stretch goal.					
Pink shading denotes rates below the program-set standard.					

Describe recent job placement rates relative to the program-set standard and stretch goal.

Recent job placement rates have consistently exceeded the program-set standard.

Describe the factors that contributed to the recent performance in job placement within the program.

The Business Administration Program's strong job placement performance—averaging 78.2% over three years—reflects consistent alignment between coursework, career readiness, and local labor market demand.

(1) Curriculum Alignment: Courses emphasize practical business skills, including communication, management, and digital literacy, preparing students for immediate employment or advancement.

(2) Industry and Educational Partnerships: Collaboration with industry partners and educational partners ensures curriculum relevance and provides internship, mentorship, and networking opportunities.

(3) Work Experience Integration: The Work Experience Program connects students directly with employers, offering hands-on experience that often leads to employment.

(4) Career Development Support: Resume reviews, mentorship meetings, and mock interviews strengthen student

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confidence and employability.

(5) Local Economic Alignment: Napa County's strong small business, hospitality, and nonprofit sectors create ongoing opportunities for business graduates.

Together, these factors contribute to sustained job placement rates above the program-set standard.

Do recent job placement rates indicate that changes are necessary to improve performance within the program?

No

Describe the proposed actions the program will take around job placement.

The Business Administration Program will continue partnering with industry and educational partners to sustain strong job placement outcomes.

(1) Collaboration with local employers will ensure the curriculum remains aligned with current workforce needs.

(2) Students will be encouraged to participate in local career fairs and networking events to connect with employers, build networking skills, and explore internships or job opportunities.

(3) Regular communication with advisory members and community partners will help identify emerging industry trends and skill needs.

Maintaining these partnerships and engagement opportunities will continue to support high job placement rates for Business Administration students.

C.3 LICENSURE EXAM PASSAGE RATES

SECTION III: CURRICULUM

Courses Table

Subject	Course Number	Date of Last Review & Approval by Curriculum Committee	Reason for Last Review	Has Prerequisite/ Corequisite* Yes/No & Date of Last Review	Last Term with Enrollments	In Need of Revision <i>Indicate Non-Substantive (NS) or Substantive (S) & Academic Year Anticipated</i>	To Be Archived <i>(as Obsolete, Outdated, or Irrelevant)</i> & Academic Year Anticipated	No Change
BUSI	100	4/21/23	Approval Date Updates	No	SU/25			
BUSI	103	3/5/21	Update to match C-ID Bus 125	No	SP/25			
BUSI	105	10/26/23 2/7/25	Update for CCN	Yes/2025	SP/25			
BUSI	111	12/6/19	New course	No	SU/25			
BUSI	142	1/18/23 4/21/23	5-yr review	No	SP/25			
BUSI	148	2/25/21	Update to focus on Leadership	No	SP/25			

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BUSI	199	9/14/23 3/1/24	New Course	Yes/Limitation on enrollment/2024	SU/25			
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Degrees & Certificates Table

Degree or Certificate & Title	Implementation Date	Date of Last Review	Reason for Last Review	Has Documentation Yes/No	In Need of Revision+ and/or Missing Documentation & Academic Year Anticipated	To Be Archived* (as Obsolete, Outdated, or Irrelevant) & Academic Year Anticipated	No Change
Business Administration 2.0 AS-T	2/14/2014	2/7/25	Updating for CALGETC alignment	Yes			
Business Administration AS	1972	3/7/25	Course removal and addition	No/Missing LMI and Advisory minutes			

Describe the alignment between the Program Map(s) and the NVC Catalog.

Program faculty have reviewed all program map(s) pertaining to the program and have confirmed alignment between the map(s) and the information in the current NVC Catalog.

Describe the factors that contributed to the consistency/discrepancy identified in the two sources.

The Business Administration Program Map is fully aligned with the Napa Valley College Catalog. I work collaboratively with Mark Martin and Kathryn Lebe to ensure all program information, including course sequencing, and degree requirements, remains accurate and up to date each academic year.

Do the findings from the review of information indicate that changes are necessary to ensure consistency across sources?

No

D. ALIGNMENT BETWEEN COURSE SCHEDULING & CATALOG

Describe the alignment between recent course offerings and program requirements.

Program faculty have reviewed recent course offerings against requirements for all degrees/certificates conferred by the program and have confirmed that students have been given opportunity to complete requirements within the period of time reported.

Describe the factors that contributed to ensuring that courses are offered according to schedule (or not offering them according to schedule).

Courses in the Business Administration Program are offered consistently according to the established two-year rotation to ensure that students can complete their degree or transfer requirements in a timely manner. Several factors contribute to maintaining this schedule:

Enrollment trends and demand: Scheduling decisions are based on enrollment data, fill rates, and productivity reports. Courses such as BUSI 100 and BUSI 103 maintain high demand and are offered every term (fall, spring, and summer), while upper-level courses such as BUSI 142 and BUSI 148 are offered on a rotating basis to balance enrollment and faculty load.

Student access and flexibility: The program strategically offers a mix of online, hybrid, and in-person sections to accommodate diverse learning preferences and working students.

Transfer and degree alignment: Required courses for the AS-T in Business Administration 2.0 are prioritized each semester to ensure students can meet CSU transfer requirements without delay.

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Do the findings from the review of course offerings indicate that changes are necessary to ensure that students can complete program requirements within the period of time reported in the Catalog?

Yes

Describe the proposed actions the program will take on Course Scheduling & Catalog alignment.

The Business Administration Program will continue to align course scheduling and catalog updates to support student completion and transfer efficiency.

(1) Maintain the two-year course rotation to ensure that all degree and transfer requirements can be met without delay.

(2) Collaborate with Mark Martin and Kathryn Lebe to verify that the Program Map, Catalog, and Program Mapper remain consistent and accurately reflect all approved curriculum updates.

(3) Monitor enrollment data and fill rates to determine the optimal number of sections and delivery modes each term.

(4) Prioritize required AS-T 2.0 courses each semester to align with CALGETC transfer standards.

(5) Review course outlines regularly to ensure descriptions, prerequisites, and outcomes match catalog information and industry expectations.

These actions ensure transparency, accuracy, and accessibility for students navigating their academic and transfer pathways.

SECTION IV: LEARNING OUTCOMES ASSESSMENT

LEARNING OUTCOMES STATEMENTS

Program Learning Outcomes Statements from Current Catalog

Program/ Degree/ Certificate	Learning Outcomes Statement(s) as Presented in Current NVC Catalog
Business Administration 2.0 AS-T	1. Demonstrate oral, written, and critical thinking skills required to succeed in business. 2. Demonstrate professional and ethical behavior. 3. Apply knowledge of generally accepted accounting principles. 4. Demonstrate proficiency in the use of software applications to solve business problems
Business Administration AS	1. Demonstrate oral, written, and critical thinking skills required to succeed in business. 2. Demonstrate professional and ethical behavior. 3. Apply knowledge of generally accepted accounting principles. 4. Demonstrate proficiency in the use of software applications to solve business problems

A. ALIGNMENT OF OUTCOMES STATEMENTS ACROSS A VARIETY OF SOURCES

Program faculty have reviewed all program-level outcomes statements (including those associated with each degree or/and certificate offered) recorded in these.

Current NVC Catalog

Nuventive

Program Map(s)

Were any discrepancies between outcomes statements across the locations identified?

No

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B. STATUS OF LEARNING OUTCOMES ASSESSMENT

B.1 Course Level

Business Administration	Number of Courses with Outcomes Assessed		Proportion of Courses with Outcomes Assessed	
	Number of Courses	Over Last 4 Years	Over Last 6 Years	Over Last 4 Years
7	2	2	28.6%	28.6%

B.2 Program/Degree/Certificate Level

Degree/ Certificate	Number of Outcomes*	Number of Outcomes Assessed		Proportion of Outcomes Assessed	
		Over Last 4 Years	Over Last 6 Years	Over Last 4 Years	Over Last 6 Years
Business Administration 2.0 AS-T	4	2	4	50.0%	100%
Business Administration AS	Outcomes are the same for both degree programs, as noted above.				

Are any changes necessary to ensure regular, ongoing assessment of student learning outcomes?

Yes

Describe the proposed actions the program will take around status of learning outcomes assessment.

The program will complete the assessment of all remaining PLOs during the next assessment cycle (2025–2026). Coordination with the new PLO Coordinator will ensure consistent assessment timelines and entry into Nuventive.

C. FINDINGS FROM LEARNING OUTCOMES ASSESSMENT

Summary of recent assessment findings

Recent assessments indicate that student learning outcomes (SLOs) and program learning outcomes (PLOs) in the Business Administration Program are being met at a high level.

- (1) Course-level assessments across BUSI 100, 103, 105, and 142 show consistent achievement of outcomes related to communication, critical thinking, and application of business concepts.
- (2) Program-level assessments demonstrate strong alignment between course outcomes and degree competencies, particularly in management, leadership, and problem-solving.
- (3) Faculty collaboration during curriculum review ensured outcomes were current and measurable, supporting continuous improvement.
- (4) Assessment results confirm that instructional methods, such as applied projects and case studies, effectively promote student learning.
- (5) No major revisions are needed at this time; however, outcomes will continue to be reviewed during the next assessment cycle to ensure ongoing alignment with workforce and transfer requirements.

Are any changes necessary to ensure follow-up on outcomes assessment findings or/and completion of action plans recorded in Nuventive?

Yes

Describe the proposed actions the program will take around learning outcomes assessment.

Faculty will collaborate to map course-level outcomes to program outcomes and use results to inform curriculum and program improvements.

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SECTION V: LAST THREE-YEAR PROGRAM-LEVEL PLAN

Components of the Last Three-Year Program-Level Plan

Status of Program-Level Plan from Last Program Review		
Components of Program-Level Plan from Last Program Review	Description of Implementation to Date	Description of Status
Currently there is a lack of engagement with the Alpha Beta Gamma honors Club. A faculty stipend or reassign time would help grow the honors club and help improve participation.	While a stipend was not implemented, the program maintained communication with honor students. The new Accounting instructor has agreed to take over leadership of Alpha Beta Gamma to rebuild student engagement and participation.	Completed and transitioning: leadership reassigned to new faculty for continued growth.
Create Associate in Science in Business Administration for Transfer Degree 2.0 as outlined by the California Community Colleges TMC	The AS-T 2.0 in Business Administration was developed, approved, and implemented in alignment with CALGETC standards. It is now the primary transfer pathway for business students.	Completed and active: fully implemented and reflected in the catalog.
Create a partnership with American Canyon High School through College and Career Access Pathways (CCAP) partnership with Napa Valley Unified School District and the Napa County Office of Education for BUSI 100	A CCAP partnership was successfully established with American Canyon High School and the Napa County Office of Education, offering BUSI 100: Introduction to Business as a dual enrollment course.	Completed

Will any components of the last program plan be carried over into the plan that results from the current review process?

No

SECTION VI. PROGRAM PLAN (FOR THE FUTURE)

Program Plan

Program Plan for the Future					
Program	Program-Level Initiative	Initiative/Component #	Alignment with EMP/Other Plans	Anticipated Year of Implementation	Anticipated Outcome of Initiative
BUSI	Launch Entrepreneurship Certificate (CCAP) at Napa High – Offer the certificate in Spanish for dual immersion students, beginning with BUSI 100, 104, 142, and 144.	1	Aligns with EMP Goals 1.1 (Access & Equity) and 2.2 (Pathways to Completion); supports Dual Enrollment and Workforce Development initiatives.	2026-2027	Increases access and equity for bilingual students; expands early college pathways; strengthens CCAP and CTE alignment.
BUSI	Create a City of Napa & Chamber of Commerce Partnership to Host an Annual Business Resource Fair – Engage local employers, entrepreneurs, and students in workforce networking.	2	Aligns with EMP Goal 3.1 (Community Partnerships) and Workforce Innovation & Opportunity Act (WIOA) priorities.	2025-2027	Builds stronger connections among colleges, communities, and industries; enhances student career readiness and local business engagement.
BUSI	Develop a Wine Business Pathway with Sonoma State University – Create a seamless transfer route for	3	Aligns with EMP Goals 2.3 (Transfer & Articulation) and 3.2 (Regional Collaboration); supports	2026-2028	Establishes a regional transfer pipeline; diversifies business pathways; and increases student

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	students pursuing Wine Business Management.		the Business & Entrepreneurship strategic plan.		transfer and employment opportunities in the wine industry.
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SECTION VII. RESOURCE NEEDS (FOR THE FUTURE)

Resource Needs

Resources Needed to Implement Program Plan		
Initiative/ Component #	Resource Type	Resource Description
1	Marketing / Communications Support	Collaboration with the NVC Communications Department to promote community partnerships and events such as the Children's Business Fair and the Business Resource Fair, including press releases and social media outreach.
2	Partnership / Articulation Support	Administrative and faculty collaboration time to formalize the Wine Business Pathway with Sonoma State University, including articulation agreements, advising materials, and marketing support.

SECTION VIII. OVERVIEW

A.1 Assessment of State of the Program

Growth

A.2 Rationale for the State of the Program Selected

The Business Administration Program is in growth mode based on consistent increases in enrollment, course demand, and degree completion.

(1) Enrollment growth: Headcount rose from 473 to 548 students over three years, a 15.9% increase, outpacing the collegewide rate.

(2) High fill rates: The program maintains an average fill rate of 91% and strong productivity (16.5), reflecting sustained student demand.

(3) Program expansion: The addition of the AS-T 2.0 degree and new BUSI 148: Leadership Essentials course align with transfer and workforce needs.

(4) Community engagement: Events such as the Children's Business Fair and Business Plan Competition enhance visibility and attract new students.

(5) Strong outcomes: Retention, completion, and job placement rates all exceed institutional averages.

These factors demonstrate that the program is thriving and continues to expand its impact within the college and community.

B.1 Major Findings: STRENGTHS

The Business Administration Program demonstrates strong performance across all key indicators.

(1) Enrollment Growth: Headcount increased by 15.9% over three years, exceeding institutional trends.

(2) High Fill and Productivity Rates: A consistent 91% fill rate and 16.5 productivity reflect sustained demand and efficient scheduling.

(3) Student Success: Retention (91.1%) and course completion (80.5%) rates exceed institutional averages, showing strong instructional quality and student engagement.

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(4) Transfer and Workforce Alignment: The AS-T 2.0 degree, Leadership Essentials (BUSI 148), and streamlined curriculum align with CALGETC and employer needs.

(5) Community and Industry Partnerships: Collaboration with industry and educational partners, along with events like the Children's Business Fair and Business Plan Competition, strengthen student connections to real-world learning.

These strengths demonstrate the program's consistent growth, relevance, and alignment with institutional goals.

B.2 Major Findings: AREAS FOR IMPROVEMENT

While the Business Administration Program continues to grow and perform above institutional averages, several areas present opportunities for improvement.

(1) Online and Hybrid Success Rates: Although strong overall, completion rates in online and hybrid formats are slightly lower than in-person sections, suggesting a need for enhanced student engagement and support in virtual environments.

(2) Data Consistency: Continued collaboration with institutional research is needed to ensure consistent reporting of dual enrollment and high school partnership data across systems.

(3) Faculty Support: Additional professional development in digital accessibility (ADA Title II) and inclusive online teaching would strengthen instructional equity.

Addressing these areas will sustain program quality, support equitable outcomes, and ensure continued alignment with institutional and community needs.

C. Describe the great work the program has been doing the past three years, including effective and innovative practices to improve the student experience, success, learning, and achievement.

Over the past three years, the Business Administration Program has demonstrated innovation, growth, and student engagement.

(1) Curriculum Innovation: Implemented the AS-T 2.0 degree and launched BUSI 148: Leadership Essentials, aligning coursework with CALGETC and workforce needs.

(2) Equity and Access: Expanded dual enrollment (CCAP) partnerships with local high schools, providing early college opportunities for first-generation and Latinx students.

(3) Experiential Learning: Integrated Work Experience and Business Plan Competition activities to connect students with employers and real-world business challenges.

(4) Leadership Development: Strengthened participation in Alpha Beta Gamma to promote leadership and recognition of academic achievement.

(5) Student Success: Maintained retention (91.1%) and completion (80.5%) rates above institutional averages through applied learning and inclusive instruction.

These practices enhance student achievement, engagement, and workforce readiness.

D. New Objectives/Goals

The Business Administration Program will continue to expand opportunities for student learning, workforce alignment, and community engagement.

(1) Expand Dual Enrollment: Grow College and Career Access Pathway (CCAP) partnerships with local high schools to increase early exposure to business education.

(2) Strengthen Industry Collaboration: Continue partnerships with industry and educational partners to enhance

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curriculum relevance, internship opportunities, and job placement.

(3) Promote Experiential Learning: Expand participation in the Business Plan Competition and encourage student involvement in local Career and Business Resource Fairs.

(4) Advance Equity and Accessibility: Implement ADA Title II digital accessibility standards (WCAG 2.1 AA) and increase bilingual resources, including a Spanish-language Business Start-Up Certificate.

(5) Support Faculty Development: Provide ongoing training in inclusive pedagogy, online engagement, and accessible course design.

These objectives reinforce student success, equity, and workforce readiness while sustaining program growth.

E. List of Individuals Who Contributed to the Report/Participated in Process

Anna Eshoo, Shawntel Ridgle & Cristine Tapia

ADMINISTRATIVE FEEDBACK

Supervising Administrator

Douglas Marriott

Strengths and successes of the program, as evidenced by analysis of data, outcomes assessment, and curriculum.

The strengths and success of the program are evident in the data presented. There are quantitative successes in the form of enrollments that should be applauded and lifted up as models as the campus has been in a period of enrollment stabilization. Also impressive is the qualitative energy given to the program in the form of leadership, advocacy, and innovation from the current Program Coordinator. This individual is mentoring a new full time faculty in the area, organizing and deploying community events to benefit the program and college, and always connecting dots to support students, resulting in higher enrollment and student success.

Areas of concern, if any

None at this time.

Recommendations for improvement

Continued support and advocacy of the program to meet labor market needs, to continue to position entrepreneurship as a needed transferable skill in changing workforce landscapes, and continued partnerships with K12 and community and industry partners.

Additional information regarding resources

We will work collectively to continue to support and advance this successful NVC program.