DEPARTMENT/PROGRAM REVIEW
ACADEMIC PROGRAM REVIEW

SECTION 1 - BRIEF DESCRIPTION AND HISTORY OF THE PROGRAM

1. *Introduce the self-study with a brief department history. Include changes in staffing, curriculum, facilities, etc.*

The Business Administration program offers theoretical and practical courses for students planning to transfer as business majors, for students wishing to earn certificates of proficiency and achievement, and for students seeking to improve workplace skills.

While the Business Administration program has made some changes since its beginning in 1963, the heart of the program has essentially remained unchanged. Recent changes to the overall Business Administration programs reflect the articulation requirements with four-year programs include compliance with the SB 1440 Transfer degrees (AS-T), providing a seamless transition from Grossmont to CSUs across the state. The Business Administration degree approved by the state Chancellor's office is virtually identical to the degree already in use by Grossmont. The one exception is that our students now choose between Statistics and Calculus, though both are recommended.

The Accounting Program was deleted in Fall 2002 to boost enrollment at Cuyamaca College. Accounting courses continue to be a significant portion of the offerings in the department and include online, hybrid, and fully on-campus learning environments. Technological innovation has played a noteworthy role in accounting education. Students are now given the choice of using a traditional hard-copy textbook or an ebook. The online features have been enhanced over the years to include adaptive learning systems, interactive presentations, and homework completion with real-time feedback.

The Business-General program is incorporated in the Business Administration program analysis for the purposes of this program review. Some students are interested in gaining a broad overview of the world of business. The Business-General certificate and degree were instituted to award students who complete a series of introductory courses. Typically we advise most students to enroll in the courses that provide more depth and also provide transfer in case they decide to pursue a bachelor's degree at a later date.

Program Goals

> **2.** *Appendix 1 contains the most recent 6-year Unit Plan for the program. From the 6-year Unit Plan, select your **most** and **least** successful goals and answer the following questions.*
>
> > *For your most successful goal:*
> > *a. What activities did you undertake to achieve this goal?*
> > *b. Report and explain the data you have to verify progress toward your goal.*
> > *c. How did the achievement of this goal help move the college forward toward fulfillment of the planning priority goals in its strategic plan?*

Our most successful goal: *Examine the success rates of the online and hybrid accounting course through Data-on-Demand. Consider offering some sections of traditional courses.*

Due to the hard work of Judy Zander and Mike Barendse, we have a better idea as to what works for our students. The result is that we now have a mix of fully on-ground, hybrid, and fully online sections of both accounting courses (BUS 120 & BUS 121).

> > *For your least successful goal:*
> > *a.   What challenges or obstacles have you encountered?*
> > *b.   Has this goal changed and why?*

Goal 4: *Update the department website, including full-time faculty web pages.*

While we had considerable success moving in a positive direction, the campus-wide decision to completely change our campus and department websites means we have a lot of work ahead of us. The goal changed because the campus moved the goal posts.

Implementation of Past Program Review Recommendations

> **3.** *Your program 6-year plan in **Appendix 1** contains the most recent Program Review Committee recommendations for the program. Describe changes that have been made in the program in response to recommendations from the last review.*

Past Program Review Recommendations:

1. Immediately fill the full-time replacement position.

At this time we have no need for a full-time replacement.

2.   Replace full-time faculty as they separate.

At this time we do not anticipate the departure of any full-time faculty members.

3.   Examine the success rates of the online and hybrid accounting course through Data-on-Demand. Consider offering some sections of traditional courses.

Both of our accounting courses now include a traditional section of BUS 120-Financial Accounting in the Fall semesters and a section of BUS 121-Managerial Accounting in the Spring semesters.

4.   Update the department website, including full-time faculty web pages.

The department website was updated several years ago to include more comprehensive information about business offerings for students. It now contains links to the BOT and MMIB websites.

Since the college is currently undergoing a redesign process, we are looking forward to be able to update and redesign our website.

Currently many faculty in the department use the email and discussion board tools in Blackboard for communicating with students.

Nate Scharff created a Facebook page for the department in August 2012. Judy Zander is the editor. Here is an example of a Weekly Page Update.   The numbers are somewhat low due to the summer session.

Week of Jul 7- Jul 13 (2014)

	Last Week	This Week	Trend
Total Page Likes	122	122	0%
New Likes	0	0	0%
Weekly Total Reach	58	3	1,833.3%
People Engaged	9	0	0%

At the beginning of each term, students are encouraged to "Like Us" on Facebook. During the term, the administrators can post information that is pertinent to students in the department, including current business news, updates from the college, open classes, etc.
https://www.facebook.com/GrossmontBusiness

Judy Zander has a website that she uses for her accounting courses. www.judithzander.wordpress.com

Brian Keliher has two Twitter accounts he uses for instruction:
twitter.com/bkbus law for BUS 125 - Business Law and
twitter.com/bkperfinance for BUS 195 - Personal Finance

5.   Collaboratively write student-learning outcomes and collectively agree upon their assessment methods to be written in course syllabi for Business Communication, Business Law, Business Math, Family Income Management, and Introduction to Business.

All course SLOs for the department have been written and assessed, including BUS 110-Introduction to Business, BUS 125-Business Law, BUS 128-Business Communication, BUS 152-Business Math, and BUS 195-Personal Finance (formerly Family Income Management).

6.   Use student-learning outcomes data for continued course and program improvement.

   Our student learning outcomes have not, to this point, manifested a need for significant change to any course or program. The assessment of outcomes has, though, resulted in important discussion among faculty concerning the need to remain consistent in what we teach and how we assess students.

   One program objective (Communicate effectively using written, oral, and collaborative skills) that was identified for improvement was the need to increase instructional focus in all business courses SLOs. This has led to writing assignments being included in all business courses, whether they be Financial Accounting or Business Communication.

   Discussions on our program's SLO progress are scheduled each flex week each semester. In Fall 2013, full-time faculty gathered for two hours for a dedicated SLO meeting to review our progress on our 6-year Plan and to discuss strategies for executing our transition to TracDat.

   Course-specific improvements have also been made. Where courses are not meeting the standard, modifications to instructional focus have been made. We have not identified the need to change any of our SLOs, but rather our instructor focus to improve student success rates on objectives that are scoring lower based on SLO data. For example, in Business Communications (BUS 128), SLO data revealed that students were not achieving the standard (70% success rate) with regards to learning objective *#1:*

Students are able to analyze common business scenarios, determine the appropriate response method for that scenario, and prepare a typed business message/response within a timed deadline.

As a result of analyzing SLO data, BUS 128 instructors have increased their focus on the writing portion of the course. Additionally the timed standard was made consistent by having all BUS 128 instructors test the written response assignments in a timed lab setting with computers.

Section Three of this document (Outcome Assessment) expands further on SLO findings.

7.   Using the Course History Information Report, continue to submit curriculum modification proposals for those courses that have not been reviewed by the Curriculum Committee in more than four years or curriculum deletion forms for those courses that have not been offered in the last three years.

Fall 2012: Hard block prerequisite of BUS 120 added to BUS 121

Fall 2012: Hard block prerequisite of ENG 110 added to BUS 128

Fall 2012: Course Modification (updated outline)
        BUS 128

Spring 2013: Course Modification (updated outline)
        BUS 110

Spring 2014: Course Modification (updated outline)
        BUS 121

SECTION 2 - CURRICULUM DEVELOPMENT AND ACADEMIC STANDARDS

In **Appendix 2- Catalog Descriptions**, insert copies of your catalog descriptions from the most recent college catalog (see "Courses of Instruction" section. This is the blue section). If your program has an Associate Degree program, include the relevant pages from the catalog (see "Associate Degree" section. This is the yellow section). [NOTE: Do not include your actual course outlines]

> **2.1** *Review your courses outlines and explain how these outlines reflect currency in the field and relevance to student needs, as well as current teaching practices.*

BUS 110-Introduction to Business: This course outline was updated with Instructional Operations in 2013. An increased emphasis has been placed on self-managed teams, which is a growing trend in business management. This is reflected in course objective *d. "Analyze the role of the manager in planning, organizing, leading and motivating employees"*, and via instruction method *c. "In-class group exercises and assignments on business scenarios."*

With regards to assessments and current teaching practices, many - but not all - instructors have begun integrating on-line testing and assignments as part of their student assessments. Being an entry-level survey course with many sections, this course is taught by several different instructors. BUS 110 instructors will be reviewing assessment methods in our next department meeting to determine if we need to update our course outline to reflect online assessments as part of our method of evaluation and/or instruction.

BUS 120-Financial Accounting and BUS 121-Managerial Accounting: Both accounting course outlines have been reviewed and approved by the C-ID or Course Identification Numbering System, "a faculty-driven system that was initially developed to assign identifying designations (C-ID numbers) to significant transfer courses. C-ID addresses the need for a "common course numbers" by providing a mechanism to identify comparable courses. Most C-ID numbers identify lower-division transferable courses commonly articulated between the California Community Colleges (CCC) and universities (including Universities of California, the California State Universities, as well as with many of California's independent colleges and universities). While C-ID's focus is on courses that transfer, some disciplines may opt to develop descriptors for courses that may not transfer to UC or CSU. As submission of a course to C-ID by a CCC indicates acceptance of courses bearing that C-ID number, C-ID is a means of establishing intrasegmental (with the CCC) articulation.

The C-ID number is a designation that ties that course to a specific course "descriptor" that was developed by intersegmental discipline faculty and reviewed statewide. It provides information for students, staff, and faculty who must identify which community college courses best meet the expectations transfer partners have for courses that contribute to transfer into a major at specific universities. The C-ID descriptor also provides information

for ongoing curriculum development and revision of lower division courses." ~from the C-ID website http://www.c-id.net/

Current teaching practices in both courses include lecture, demonstration, and classroom participation.   Students in both courses are required to work in groups in the classroom on assigned exercises and problems, which fosters a spirit of cooperation and teamwork that is vital to success in the business world. It also is excellent preparation for their group project. Instructors use this opportunity to help students understand the material, organize and delegate tasks, find resources, as well as manage their time.

BUS 123-Accounting Internship: Since this is an internship course where students gain practical experience in a business organization, the currency related to the field of accounting is built in to their involvement in the financial needs of the company.

The teaching methods involve the student's supervisor on the job and the instructor who advises the student as needed.

BUS 125-Business Law: The outline for Business Law/Legal Environment of Business has been reviewed and approved by the C-ID or Course Identification Numbering System, "a faculty-driven system that was initially developed to assign identifying designations (C-ID numbers) to significant transfer courses. C-ID addresses the need for a "common course numbers" by providing a mechanism to identify comparable courses. Most C-ID numbers identify lower-division transferable courses commonly articulated between the California Community Colleges (CCC) and universities (including Universities of California, the California State Universities, as well as with many of California's independent colleges and universities). While C-ID's focus is on courses that transfer, some disciplines may opt to develop descriptors for courses that may not transfer to UC or CSU. As submission of a course to C-ID by a CCC indicates acceptance of courses bearing that C-ID number, C-ID is a means of establishing intrasegmental (with the CCC) articulation.

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Current teaching practices in Business Law includes lecture and classroom participation.   Students are required to analyze cases and legal scenarios using the IRAC method, which strengthens their critical thinking skills.

BUS 128-Business Communication: The outline for Business Communication has been reviewed and approved by the C-ID or Course Identification Numbering System, "a faculty-driven system that was initially developed to assign identifying designations (C-ID numbers) to significant transfer courses. C-ID addresses the need for a "common course numbers" by

providing a mechanism to identify comparable courses. Most C-ID numbers identify lower-division transferable courses commonly articulated between the [California Community Colleges](#) (CCC) and universities (including Universities of California, the California State Universities, as well as with many of California's independent colleges and universities). While C-ID's focus is on courses that transfer, some disciplines may opt to develop descriptors for courses that may not transfer to UC or CSU. As submission of a course to C-ID by a CCC indicates acceptance of courses bearing that C-ID number, C-ID is a means of establishing intrasegmental (with the CCC) articulation.

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Current teaching practises in Business Communication place a heavy emphasis on writing. In addition to several business letters, an extensive formal analytical report is required of all students. An oral presentation is also required.

BUS 152-Business Math: This course covers practical applications of math to personal and business decisions. Personal student needs are met through many of the topics covered, such as banking, credit cards, and home ownership.

BUS 195-Personal Finance: This course covers valuable life skills that every student should possess upon graduating college. Topics covered include budgeting, credit card management, income taxes, home and auto purchases, investing, and retirement planning. The course satisfies the general education requirements for CSU E transfers to CSU.

Current teaching practices include lecture, demonstration, and class participation. The online version of the class requires regular (twice a week) postings to discussion board questions as well as weekly quizzes and homework in ConnectPlus (a publisher provided homework software). At the end of the semester the students are required to prepare a written exam, which essentially is the development of a financial plan for a fictitious individual.

> ### 2.2   *What orientation do you give to new faculty (both full- and part-time) regarding curricular expectations (i.e. SLOs and teaching to course outlines), academic standards, and department practices? How do you maintain an ongoing dialogue regarding these areas?* ***You are encouraged to use feedback from your Faculty Survey discussion.***

We've not had to give full-time faculty training in more than nine years, so we have little information to share there. Concerning part-time faculty, our orientation includes a one-on-one meeting between the chair and the instructor. Topics discussed include course outline contents and the SLOs. SLOs are also discussed at each and every biannual department

meeting. Beginning in the Spring 2015 semester, we will send via email copies of the course outlines, including SLOs, to each faculty member assigned to teach that topic.

And our Faculty Survey results back up the assertion that we are doing a good job of reaching our faculty. In fact, 10 of 10 strongly agreed or agreed with the following statement: ***I received an orientation to the college, department and the classes including... (a. Current course outlines were made readily available to me)***

During Professional Development Week of each semester, the accounting faculty meets to discuss all new developments, such as changes in texts or editions, train faculty in any new technology updates, and review the past semester's assignments/assessments for coverage, accuracy, and completeness.

> **2.3** *Give some examples of how your department members keep their instruction (i.e. delivery, content, materials, syllabus) current and relevant to student academic and/or career needs.*

The vast majority of instructors in the department include supporting Blackboard sites for on-ground classes, allowing students to access course materials digitally. The department also maintains its own Facebook page and posts business news updates routinely for student access. Perhaps most importantly, our full-time instructors all have considerable business experience in their fields prior to joining Grossmont. This experience is brought into the classroom to add relevance to course content. For example, among our full-time faculty, Michael Barendse is a practicing CPA, Brian Keliher is a practicing attorney representing local authors, and Nate Scharff brings his advertising, product management, and consumer research background into the classroom and routinely includes guest speakers into the classroom.

Our adjunct faculty further support relevancy to student academic and career needs in the following ways:
- Use of articles from the WSJ, Forbes, or other publication that spurs discussion of a current topic ranging from the housing market to what employers want/need from a new graduate.
- Using TED Talks online videos to illustrate a point or create a discussion
- Subscribing to HigherEd websites
- Using Quality Matters principles in teaching
- Sharing client stories about financial decisions affecting their lives
- Attending current tax & accounting seminars for current issues
- Discussion of television programs, such as Shark Tank, The Profit, and Undercover Boss

Included in the accounting faculty are three licensed CPAs, one J.D., one IRS Enrolled Agent/Tax Professional and are members of American Institute of CPAs and/or the California Society of CPAs. These professional affiliations carry Continuing Education requirements to keep them up-to-date with the latest subject matter changes. Fortunately, our faculty members bring the department any changes or discuss any current trends that are relevant to our students' academic and, potentially, career needs during the

Professional Development Week meetings. This also drives necessary changes to the content and syllabus covered in accounting.

> **2.4**   *Analyze the data in **Appendix 3 - Grade Distribution Summary Report**. Identify and explain any unusual retention patterns or grading variances. (To figure retention percentages, subtract the "W's" from the total enrollment and divide that result by the total enrollment.)*

There is little fluctuation in instructor grading for all courses in the department with the exception of accounting and law.

For accounting, it is apparent that one instructor awarded more A grades than all other instructors for most semesters in this time period. As of the Fall 2014 semester, this instructor is no longer teaching at Grossmont.

Concerning Business Law, we are currently dealing with a significant imbalance with grades given, especially with two part-time faculty members. An hour of our Fall 2014 Department Meeting was spent discussing the need to get a bit more back in sync. Each Business Law faculty member was given a report showing grade distribution in our respective sections . The differences were obvious. Some of this disparity can be attributed to effectiveness of the respective faculty member. But not all. Our next step is for each faculty member to share with the others a copy of his/her exam so that we can contribute thoughts as to the challenging nature, or lack thereof, of questions presented. Our goal is to get us close to the same place, though we know that the subjective component of grading will always exist.

> **2.5**   *Describe strategies employed to ensure consistency in grading in multiple section courses and across semesters (e.g., mastery level assessment, writing rubrics, and departmental determination of core areas which must be taught).*

BUS 110 - During professional development week each semester, full-time and part time instructors of BUS 110 confer to discuss core areas of instruction (per the course outline), SLOs and rubrics. Overall, there are no major grade distribution anomalies in this course, but in an effort to address the actual question asked here, a more detailed answer is warranted. To that point, our BUS 110 instructor meetings have recently revealed that some instructors include writing sections of a business plan as part of the course content, whereas others do not. The business plan is not part of the course outline, but it is a component of the textbook. More discussions are scheduled among full-time and part-time instructors, with the goal to come to an agreement about the role of the business plan in this course, while simultaneously respecting academic freedom.

BUS 120 & 121 - The accounting faculty use common assignments in their syllabi and common testing schedules (testing every three or four chapters) in all sections. During each semester's faculty meeting, the efficacy of the problems tested in the previous semester and their relationship to our SLOs are discussed and changes made accordingly. This helps insure that we are all assessing the same outcomes. In addition, there is agreement about what materials are allowed/not allowed during testing.

BUS 125 - As noted above, we are currently wrestling with this issue, with two instructors in particular coming up with different results. Of course, a certain degree of difference is expected, due to the subjective nature of the process, together with the the ability of some faculty to connect with students more effectively than others. However, a gap that is too wide is an issue. Here's what we have planned:
-Give each faculty member a print out of the actual distribution of grades.
-Give each faculty member a copy of the course outline.
-Review each syllabus to make sure appropriate material is covered.
-Discuss the issue together as a group at our department meeting, asking for solutions to this problem.
-Discuss the matter one-on-one with each instructor.

BUS 128 - While this was an issue a few years ago, we now are in a good place. Break out sessions at our department meetings give faculty members the ability to raise issues early on before they become a problem.

BUS 195 - The two full-time faculty members meet each semester to discuss the best methods for assessing the student performance. This discussions have led to a consistent final written exam being administered for both the on ground and online class.

2.6 *Describe and give rationale for any new courses or programs you are developing or have developed since the last program review.*

We have not developed any new courses or programs since the last program review.

2.7 *How are current issues (i.e. environmental, societal, ethical, political, technological) reflected in your curriculum?*

BUS 110: In this introductory course, these issues are taught from the view of being a business looking to capitalize on these macro trends. Many instructors use current business news topics to launch into course content. Many online news formats now offer text updates allowing instructors to keep up with student news cycles. Following are just a few examples of how this is played out in the course curriculum.

- Aging baby boomers (population born between 1946 - 1964) are an example of a current social/cultural issue. Students are challenged to think about what product or service categories are going to experience growth over the next 20 years as a result of this trend.

- For technology, case studies are teeming with examples from the tech industry. Twitter is featured when the course covers equities markets and IPOs (initial public offerings). The goal is to get students to evaluate businesses from a business owner viewpoint, rather than as a consumer.

- For political/legal trends, there is no shortage of current issues that can be used to springboard into class topics. For example, the recent (2012) new corporate structure - B-Corps (Benefit Corporations) is a political/legal trend. California is the

seventh state to allow this new structure. Loosely defined, benefit corporations are for-profit organizations that include society, the environment, *and* a profit in their decision making. Patagonia recently incorporated in California as B Corporation, and this example is used to start a discussion on the different forms of business ownership along with their pros and cons.

BUS 120: Financial Accounting students are required to prepare an analytical report for a publically traded company where they include a discussion of the company's "green" strategies.

BUS 121: Managerial Accounting students are required to prepare an analytical report for two companies where they include a discussion of environmental issues related to manufacturing specifically.

BUS 120 & 121: Technology is an inherent part of accounting education as students now learn and process material in a digital setting more frequently than using paper & pencil. Using Blackboard for all the accounting courses, students practice proper netiquette as part of the course requirements. Ethics are a critical part of accounting education and are discussed throughout both courses. The accounting profession has been under more and more scrutiny with respect to recent business collapses (Enron and Worldcom as examples) and has instituted more regulations to improve ethics and prevent future failures. The Sarbanes-Oxley Act which was enacted to address these corporate scandals is discussed at the beginning of each semester in Financial Accounting.

BUS 125: Political and social issues have a huge impact on the courts and business legal environment. Our textbook includes updates on legal developments, and most faculty members incorporate business and legal news into our classroom instruction. For example, full-time faculty member Brian Keliher posts articles to his Twitter account (twitter.com/bkbuslaw) and he begins each lecture with a reference to at least one of the articles. Article topics are often incorporated into tests.
BUS 128: Technology is an important component of Business Communication. In fact, a significant portion of the textbook covers technological changes in the way we communicate in business. Video conferencing, texting, and proper cell phone behavior are just a few of the issues.

BUS 152: Business Math has fewer opportunities to incorporate these issues, but bringing in topics such as inflation, loan interest rates and the compounding of interest rates does allow the introduction of current events.

BUS 195: Students in the online, hybrid, and on-ground versions of the class learn and process some or all material in a digital setting (Blackboard) so technology is essential to their learning experience. Students are kept abreast of current issues as tax law changes, which require adjustment to the material presented. In addition, new legislation, such as the Affordable Care Act , and its impact on medical insurance and costs is discussed in the classroom or discussion forum.

2.8 *If applicable, provide a comparison of the retention and success rates of distance learning sections (including hybrid) and face-to-face sections. Is there anything in the data that would prompt your department to make changes?*
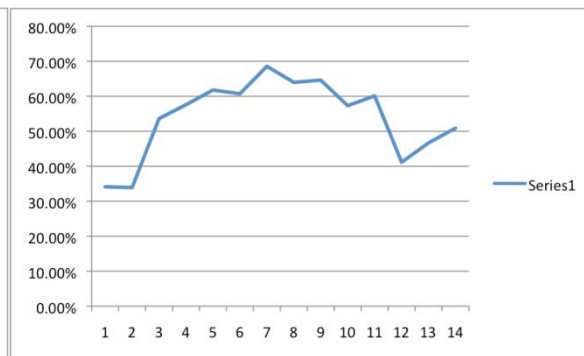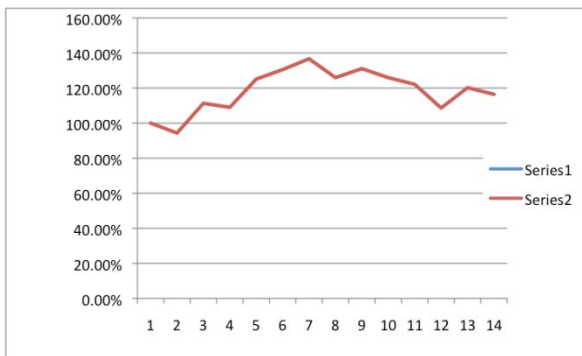
Please see Appendix C for detailed retention and trend analysis.

BUS 110 - Introduction to Business: Retention has stayed mostly in the 70%-80% range for the period with the exception of mid-high 60% in the Fall 2007-Fall 2008 period.

BUS 120 - Financial Accounting & BUS 121 - Managerial Accounting::

BUS 120 - Retention for all sections   BUS 120 - Retention for online sections
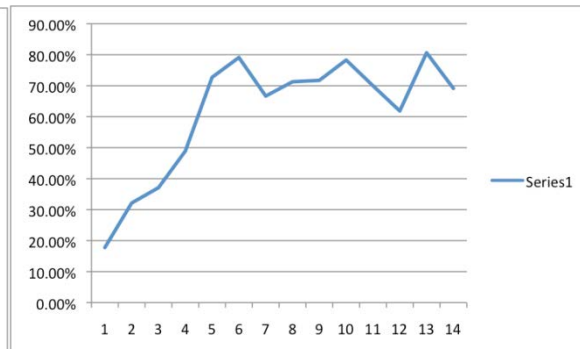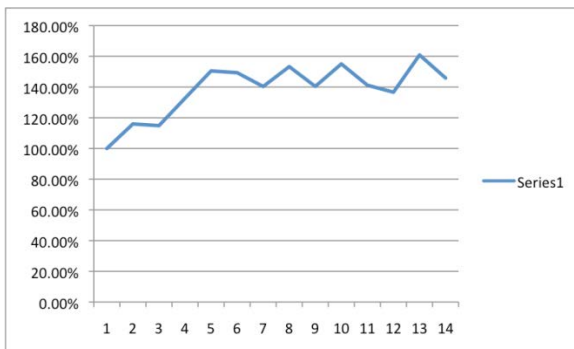

BUS 120 has retention rates mostly in the 60%-70% range during the period with a low of 54% ((Spring 2007) and a high of 78% (Fall 2009). Financial Accounting has historically low retention across the country. Many students drop the class due to the rigors of learning the basics in accounting, the amount of time needed to practice the material, and the volume of homework required.

As you can see from the trend analysis graphs above (using Fall 2006 as the base year), the retention for BUS 120 during this period is relatively the same between all sections and online sections only.

BUS 121 - Retention for all sections   BUS 121 - Retention for online sections

BUS 121 has retention rates mostly in the 70%-80% range with the exception of Fall 2006-Fall 2007. Retention for Managerial Accounting is typically higher than BUS 120 as students are aware of the workload having completed the Financial Accounting prerequisite.

For BUS 121, the retention trends are similar between all sections and online sections only.

For both accounting courses, there are no indications that changes need to be made in course format offerings.

BUS 125 - Business Law:

Retention for BUS 125 has been consistently in the 80% range with the exception of 90% in Spring 2007.

BUS 128 - Business Communication:

All retention rates for BUS 128 are in the 80% range for the entire period.

BUS 152 - Business Math:

Retention for BUS 152 has been consistently in the 70%-80% range for the period with the exception of a low 56% in the Fall 2011 semester.

BUS 195 - Personal Finance:

Retention for BUS 195 has remained in the 70%-80% range during the period with the exception of 91% in the Spring 2012 semester.

> **2.9** *If applicable, include the list of courses that have been formally articulated with the high schools. Describe any articulation and/or collaboration efforts with K-12 schools. (Contact the Career and Technical Education Partnership and Tech Prep office for help.)*

There are none. Business Administration is a transfer program that is geared toward sophomores who have completed all or most of their GE requirements and are taking our core curriculum in order to transfer to a university (mostly SDSU) for a bachelor's degree. As such, we do not recommend our courses to high school students. In addition, high school curriculum in Business does not meet the standards of rigor in our courses.

> **2.10** *Consult with the articulation officer and review both ASSIST.org and the Grossmont College articulation website. Please identify if there are any areas of concern or additional needs your department has about articulation with four-year institutions. Please describe how the program ensures that articulations with key four-year universities are current.*

We have no special concerns with the transfer process. The creation of the state-mandated AS-T degree has streamlined the process for a significant number of transfer students to the CSU system. We are finalizing our last few C-ID descriptors to complete this process. We do our best to stay in touch with faculty at SDSU to keep current on changes that may be taking place for non-AS-T degrees. And the Chair, when necessary, interacts with representatives of the private institutions to assist students with transfer opportunities. Articulation agreements with SDSU exist for our transfer courses:
BUS 120, 121, 125, & 128

SECTION 3 - OUTCOME ASSESSMENT

Using the course Student Learning Outcome (SLO) assessment data that you've compiled in **Appendix 1 - Annual Progress Reports** and **Appendix 4 - Course to Program SLO Mapping Document,** answer the following questions:

> **3.1** *What is working well in your current SLO assessment process, and how do you know? What needs improvement and why?*

A brief historical overview is included here to help shed light on the department's SLO efforts and results.

The Business Department's SLO process began in 2005 when select college faculty began attending Academic Senate sponsored regional SLO conferences. In 2006 Grossmont held its own SLO conference, and at that conference the department crafted four program SLOs:

1. In-depth knowledge and understanding of fundamental business concepts
2. The ability to identify, apply and integrate functional business knowledge to solve problems in practical business situations involving accounting, law and general business
3. Communicate effectively using written, oral and collaborative skills
4. The ability to identify and resolve moral and ethical business issues

With our program SLOs foundation constructed, the department set about designing and implementing SLOs for every course.

Given that the Business and MMIB departments combined have over 30 distinct courses, with many courses taught by part-time faculty, coordinating course SLOs was not a minor task. Since our humble start in 2005 to current processes, our SLO journey can be summarized by reviewing the three distinct historical stages of this process.

Stage One: *Course SLO Generation.* At the time, the launch of campus-wide SLOs came with considerable faculty discussion and consternation about maintaining academic freedom, along with concerns about SLOs being used for instructor performance measurement. These attitudes and opinions were considerations as the department set about determining the best process for course SLO generation. Agreeing that it was important to maintain the integrity of academic freedom, the department decided to select lead instructors (often sole instructors) for each course. These lead instructors were then given the freedom to craft course SLOs as they deemed best, as long as the course SLOs aligned with course outlines and program SLOs.

Stage Two: *SLO Assessment and Analysis.* Prior to recent implementation of TracDat, the assessment process had three steps. First, conduct the assessment. Second, analyze the assessment. Third, complete an assessment analysis report. Recognizing

that the real "gold" of the SLO process was getting instructors to talk with each other about *what* students should learn (outcomes), *how* they should be taught (instruction) and whether or not they are being effective (assessment*)*, the department sought collaborative discussions for multiple section/multiple instructor courses where appropriate. When executed properly, instructors gained considerable insight and unity in course approaches. Some examples where the SLO collaborative discussion model was working well included Accounting courses (Judy Zander and Michael Barendse), Business Communications (Brian Keliher, Nate Scharff, Linda Camara, Joann Carciopollo), Business Law (Brian Keliher, Phil Orr, Jennifer Bergovoy and Leah Peer), Introduction to Business (Nate Scharff, Jack Riley, Linda Camara). When instructors could meet and talk about their SLO assessment findings, course improvement was a natural byproduct.

BUS 110 - Introduction to Business

SLO assessment analysis revealed that this introductory, lecture-oriented course was resulting in a large percentage of multiple-choice assessments. At the same time, students were scoring poorly on written assignments either because written assignments were not being given enough grading weight (no consequence for poor writing) or instructors were focused on terminology-laden assessments that didn't require students to synthesize concepts and be able to communicate them successfully in a written, open essay format (instructor avoiding assessing writing). This was not in line with our third program SLO – *communicate effectively using written, oral and collaborative skills*. Adjustments were made and instructors increased the grading weight and quantity of both written and oral assignments

BUS 120 – Financial Accounting & BUS 121 – Managerial Accounting

During the development of SLOs, there was a great deal of dialogue that took place between the full-time and part-time faculty members. The inclusive nature of this dialogue helped to make certain that the SLOs were well thought out, and would be an accurate gauge of what the students learned and are able to apply from taking the financial and managerial accounting classes. In addition, several of the part-time faculty members are actively engaged in the field of accounting in the surrounding area, which help ensure that are SLOs take into consideration the needs of local employers and the community.

During each semester's Professional Development Week, the accounting faculty meets to continue the discussion of SLOs based mostly on the results of the previous semester. Changes are made based on the assignment and assessments that the faculty determined needed improvement.   Most changes have taken place in the tests themselves and the testing schedule (one test every four chapters or one test every three chapters). It was determined that faculty could choose either format in BUS 120 and that the original format in BUS 121 would remain unchanged.

There have also been several minor changes to the test problems as well. The top consideration for discussing the potential changes was whether the question(s) supported the SLOs for the course.

The accounting faculty believe in continuous improvement and fulfill this through our semester training sessions and discussions of syllabus, specific chapter assignments, and testing.

BUS 125 – Business Law

The Business Law faculty members decided to develop a list of ten multiple- choice questions that would be given to students at the beginning of the semester and again at the end. The purpose was to measure the success for our respective courses first, and ultimately having discussions together to see if we, as a group, are meeting the goals set at 70% success. The SLO we're focusing on right now is this: "To identify legal issues and assess the financial and other risks affecting business." The 70% goal was met and we will continue discussion concerning this and other SLOs.

BUS 128 - Business Communication

Following SLO assessment meetings, instructors Brian Keliher and Nate Scharff recognized that students were not meeting the 70% success standard with regard to the following course SLO:
Students will be able to analyze common business scenarios, determine the appropriate response method for that scenario, and prepare a typed business message/response within a timed deadline.

The SLO assessment process identified the need for an ENG 110 prerequisite for this course in order to better prepare students for the course writing requirements, thereby allowing instructors to focus on the business message response component of this SLO. Working with the curriculum committee, the prerequisite was put in place and student success with this SLO improved.

BUS 152 – Business Math

The SLO that is the focus of the assessment is as follows: "Student will be able to recognize the cost of home ownership, identify the types of mortgages and compute their corresponding monthly mortgage payment amounts." The section is offered only once per year academic year, and it's been taught by only one faculty member during the past five years or so. We are set to assess this course in the 2015 year.

BUS 195 – Personal Finance

The two full-time faculty have met and determined that the best way to assess the performance of the students was through the development of a semester ending financial plan with particular emphasis on the preparation of a statement of net worth. A

70% success standard was established, and the students were able to meet the standard in both the online and on ground classes.

What needs improvement?

Despite these successes, the intended SLO process wasn't holding up in all courses. Many courses in the department are taught by one instructor, making assessment collaboration a lonely proposition.   Other courses were taught by part-time faculty only. Given that the business department employs many adjuncts who work full-time in their field, it was challenging to get adjuncts together for assessment analysis and reports. In stage one, the department had given lead instructors considerable autonomy in crafting SLOs for their course(s) – to maintain the integrity of academic freedom during this process. However, in stage two, the department found themselves assessing, analyzing, and reporting on a large number of SLOs. Academic freedom had resulted in the department struggling to follow up with a multitude of instructors and maintain assessment deadlines as committed to in the six-year plan.

The department took a look at what course disciplines were having success with SLO assessments. Accounting had taken a more standardized approach to SLOs and, as a result, their SLO assessment process was running smoothly. Other courses had multiple sections and instructors, and the department was able to get these instructors to meet and collaborate on SLOs (Business Law, Business Communications, Introduction to Business, and Personal Finance). The department looked to these successful disciplines in the department to seek standardization and organization for the remaining outliers.

Stage Three: *SLO Process Improvement.* The department began devoting more time to SLO discussion during the department meeting. The discussion evolved from "how to get SLOs done" to "how to make the SLO process better". In 2013 the department held a dedicated SLO meeting to review course and program SLOs to consider revising and standardizing all course SLOs. In that meeting the department concluded that although our original solidarity toward academic freedom had resulted in a large number of course SLOs, and managing the assessment of all these SLOs was cumbersome, the course SLOs were still indeed valid. The SLOs we had in place didn't need to change. Furthermore, instructors were assessing their courses and discussing the results with their peers. The department simply needed to do a better job of actually imputing the results. With TracDat in place, the department is planning to utilize more department meeting time toward SLO assessment input.

3.2 *Using your course-level **SLO Assessment Analyses (Appendix 1)**, this is part of your annual reporting process, and your **Course-to-Program SLO Mapping Document (Appendix 4)**, discuss your students' success at meeting your Program SLOs.*

Program SLO's and our review of student's success at meeting these program SLO's are summarized below.

1. *Demonstrate In-depth knowledge and understanding of fundamental business concepts.*

   This program SLO is at the heart of our program and essentially 'step one' for most of our courses. Facts support concept knowledge, and concept knowledge leads to understanding larger principles. These principles guide business students in their independent decision making skills, thereby providing 'far transfer' skills that they can apply long term. Whether it's the fundamental concept of the 'accounting equation' or 'the marketing concept' or 'monetary policy', our course-level objectives drive towards student understanding of these fundamental business concepts. These concepts are supported with factual learning at the course level with the larger goal of students synthesizing this conceptual knowledge into guiding principles they can apply life long.

   As far as student success with this program SLO - *knowledge of fundamental business concepts* - there is more work to be done. The challenge for students is to be able to open the aperture of their course-specific learning outcomes and be able to link those learnings to the higher program objectives. The most practical way for us to assess this conceptual learning is with essay questions. Although currently there are no essay assessments specific to program SLO's, individual course assessments (essay) that query on fundamental business concepts show that students have difficulty moving from fact-based knowledge to larger conceptual understanding.

   Our department will be reviewing these program SLOs in subsequent meetings to challenge ourselves as to how our program SLOs are being linked to each course.

2. *Demonstrate the ability to identify, apply, and integrate functional business knowledge to solve problems in practical business situations involving accounting, law, and general business.*

   Case study and problem solving are integral components of business courses, and all of our courses contain case studies and situations that test students problem solving skills. Whether it is solving an accounting formula, applying an understanding of business law to a situation, or knowing how to respond to a

business communication challenge, our courses do a good job of integrating this program SLO into our course objectives and teaching.

As far as student success with this program SLO - *solve problems in practical business situations* - students are showing success. Situation-specific problem solving is a big part of what we teach in business.

3.   *Communicate effectively using written, oral, and collaborative skills.*

As mentioned previously, almost all of our courses include group work, which forces the development of collaborative skills.

With regards to student success at *communicating effectively using written and oral skills*, more work is needed. To be successful in business, one must be proficient with oral and written communication, regardless of the specific business discipline one is pursuing.

Instructors are increasing the amount of group projects and written work to address this program SLO success gap. As a department, we will be discussing this SLO in subsequent meetings to create more unity in addressing and assessing this program SLO .

4.   *Demonstrate the ability to identify and resolve moral and ethical business issues.*

The case-study focus and problem-solving orientation of our courses lends itself to ample discussion and teaching of moral and ethical business issues. Our classroom discussion goes beyond the legality of business practices (insider trading, hiring practices, ec.) to a larger discussion of the gray area of business where situations are legal but perhaps not ethical. Morality exists within each individual as a continuum, so here the instruction focuses on identifying moral issues/dilemmas rather than directly resolving them.

With this program SLO we feel that students are being adequately instructed and assessed, and students are achieving success with this program SLO.

3.3   *Based on your discussion in **3.2**, are there any program SLOs that are not adequately being assessed by your course-level SLOs? If so, please indicate by clearly designated modifications to your Course-to-Program SLO Mapping Document in **Appendix 4**. Please discuss any planned modifications (i.e. curricular or other) to the program itself as a result of these various assessment analyses.*

Overall, the department feels that the program SLOs are appropriate, and all of our course-level SLOs align towards these program SLOs.

Although we feel our program SLOs are on point, our assessment of these program SLOs bears review. Specifically, the program SLO of *communicate effectively using*

written, oral, and collaborative skills shows that student success in this area is lacking at a program level. One driver of this gap may be instructor inconsistency in our <u>assessment</u> of this program SLO. Our department is planning to discuss assessment of this program SLO in an upcoming meeting. In previous staff discussions it appears all instructors are including some level of written and oral assessment in their course. What remains unclear is the depth of rigor and assessment along this program SLO. Simply put, if students are not being sufficiently assessed for writing and speaking (oral) skills in <u>all </u>of our courses, then lower student success is a natural outcome. We plan to address this.

3.4 *How has the SLO process affected teaching and learning in your department?*

In the accounting courses (120 & 121), the syllabus has been refined to meet the needs of all faculty in assignments and testing, while leaving room for variations in classroom teaching. Improved communication has also helped refine the specific chapter assignments and test components to reflect SLOs more effectively.

In our Business Communication course (128), we have seen a need for students to have more time on task with regards to the SLO of oral communication. As a result, instructors are increasing their focus on these skills. Instructor strategies to accomplish this are varied. All have increased the amount of in-class discussion, Others have included a more structured spiraled approach, where students first present within their small groups, then as a group to the entire class, then as an individual to the entire class. Overall, our instructors have found that students build speaking confidence and accountability by working in teams.

In the Introduction to Business course (110), we are seeking instructional methods that breathe more relevance into our topics and outcomes. Overall, instructors feel that the outcomes are appropriate, but we can improve in linking the topics to current business practices. The SLO process has affected our teaching in this course by increasing our focus on group interaction, case studies, and even focusing more on minority-owned businesses to increase relevance for special populations.

SECTION 4 - STUDENT ACCESS

4.1 *How does facility availability affect access to your program*?

Facility availability has not been an issue for the Business Administration program. We offer classes days, afternoons, evenings, hybrid, and online. We have had issues arranging computer labs for our Business Communication in-class writing assignments, but that's due to lab availability. And that is only for three class sessions per semester.

4.2 *Discuss what your program has done to address any availability concerns (i.e. alternative delivery methods, alternative scheduling sessions, off-site offerings).*

As you can see below, the department offers a wide variety of course availability, delivery, and alternative scheduling for students.

Fall 2013
All offerings on Grossmont College campus

BUS 110 – Introduction to Business
Four sections offered:
100% on-campus format – two morning sections, one evening section
100% online format – one section

BUS 120 – Financial Accounting
Eight sections offered:
Hybrid – two morning sections, two afternoon sections
100% on-campus format – one evening section (offered each Fall)
100% online format – three sections

BUS 121 – Managerial Accounting
Four sections offered:
Hybrid – two morning sections (one cancelled due to low enrollment), one evening section
100% online format – one section
Note: a 100% on-campus format is offered each Spring

The 8-week sessions that were offered in the past have been discontinued due to low success rates. All accounting sections are now 16-week sessions.

BUS 125 – Business Law
Five sections offered:
100% on-campus format – four mornings and one evening.
One afternoon section added beginning Fall 2014

BUS 128 – Business Communication
Six sections offered:
100% on-campus format – two mornings, two afternoons, two evenings

BUS 152 – Business Math
One section is offered in the Fall semester only as 100% on-campus format in the evenings. This class is offered once a year due to low demand and is scheduled in the evenings to accommodate working students.

BUS 195 - Personal Finance
Two sections offered:
100% on-campus format - one afternoon section
100% online formats – one section
(Note: Hybrid section added in Fall 2014.)

4.3 *Based on your analysis of the Student Survey results in **Appendix 5**, what trends did you observe that might affect student access (i.e., course offerings, communication, department and course resources)?*

Note: The Student Survey was not distributed to any online classes, so the analysis below addresses only traditional face-to-face and hybrid classes. In addition, there were only 442 respondents in Fall 2013 when total enrollment ranged from 1374 to 1836 during the Fall 2006 to Spring 2013 period. This is clearly less than half of the department's total enrollment.

Course offerings: By far, most students surveyed take classes in the department because they are required for major (almost 70%). The next highest response was transfer at 32%. These two sections could potentially be combined as many transfer students would indicate "required for major" if they are considering their Bachelor's degree major requirements.

Most students find out about classes in the department via the class schedule or college catalog (77%).

Communication: Face-to-face and email are the top percentages, 92% and 89% respectively, of respondents when asked about lines of communication. (Students were able to select more than one option.)

When surveyed students were asked what they use for course information and messages, most responded Blackboard Announcements and Email. And if they needed to speak with their instructor, it was mostly before or after class meets or via email.

Other than reaching out to the instructor for help, students used the textbook website (34%) and friends who have taken the class (32%), with the Tutoring Center at 17%.

Department/course resources: The course resources that helped most were lecture (79%), textbook (64%), homework (55%), and PowerPoint slides (49%). (Students were able to select more than one option.)

Out of 442 students surveyed, here are the ranked responses for each having been used to assist in completing the course

Tech Mall	195
Library (online services	185
On-campus Library	177
Tutoring Center	130
EOPS	119
Assessment & Testing	117
Blackboard Help Line	116
EWL	109
Math Study Center	109
Dept Computer Labs	106 (which is interesting since we don't have any)
DSPS	80

4.4   *What implications do these findings from 4.3 have for your program?*

The students in Business Administration courses are following a traditional path to find out about the department and courses by using the class schedule and catalog. They are students, for the most part, who are planning to transfer to a university or earn an associate's degree in Business Administration.

What's become more apparent is that students are using more technology to access their course material (Blackboard and publisher resources) and to communicate with their instructors.

Lastly, though the numbers appear low for the use of college resources, their importance cannot be overemphasized. It's the smaller percent of students struggling with a particular subject that continues to require our best effort to help and assist them.

4.5   *Based on your analysis of questions 3 through 16 in the **Appendix 5 - Student Survey**, identify any changes or improvements you are planning to make in curriculum or instruction.*

The results of the Student Survey showed us that vast majority of students are taking our courses because they are required for their major and for transfer. As a result, we will continue to offer classes in a variety of formats to meet the needs of our students. Of the 428 who responded to the survey, 62% took the class in a traditional classroom setting and 38% took the class in a hybrid format. Unfortunately no online

sections were included in the survey, however they are typically filled quickly with relatively long wait lists.

Another significant finding was in the area of lines of communication. There were almost equal results (92% & 89%) of students communicating with their instructors face-to-face and via email. With the availability of Blackboard for all courses, instructors in the department are utilizing its communication functions to contact students individually (Blackboard email) and classwide (Blackboard Announcements). Again the online sections were not surveyed, but we would presume that the percentage for using email would be significantly higher for the online students.

> ***4.6*** *Discuss program strategies and/or activities that have been, can be, or will be used to promote/publicize the courses/program. Comment on the effectiveness of these strategies in light of the results of the **Student Survey** (**Appendix 5***).*

One important way the department promotes our program and course is through the Class Schedule and College Catalog. According to the Student Survey, these two campus publications are used by 77% of the respondents when asked how they found out about the classes offered.

Word-of-mouth is another effective strategy used to promote the program and classes. Students (25% in the Student Survey) acknowledge Grossmont College counselors as helping them find out about our department/class offerings. Although smaller percentages than the publications and counselor recommendations, many students learned about the program through friends, family members, a work referral, and instructors.

There is more and more information being promoted through social media and instructor websites. As an example, Judy Zander has a website that highlights the classes she teaches each semester and gives general information about the college Academic Calendar and so forth. In addition, the department has a Facebook page with almost 150 likes. Announcements are posted there that benefit not only the department, but the college as a whole, such as listing open classes during the registration period.

> ***4.7*** *Explain the rationale for offering course sections that are historically under-enrolled. Discuss any strategies that were used to increase enrollment.*

As described in 4.2, BUS 152 – Business Math has had historically low demand. It is not part of the core curriculum for Business Administration majors, which comprises the majority of the department's student population. The Student Survey shows 69.3% of students taking our classes are "Required for major", 32.3% as "Transfer", and 20% as "Improve Job Skills".

BUS 152 is a requirement for an Associate's Degree or Certificate of Achievement in only two non-transfer programs: Business-General and Retail Management.

Between 2006/2007 and 2012/2013, there were 37 total degrees and 41 certificates awarded in Business-General. For Retail Management, there were three degrees and four certificates awarded.

In the same time period, there were 503 total degrees and 532 certificates awarded for Business Administration.

2006/07 - 2012/13	Degrees	Certificates
Business-General	37	41
Retail Management	3	4
Business Administration	503	532

Due to the low demand for this course based on the students that it serves, the department sees no reason to try and increase enrollment.

4.8 *Based on an analysis and a review of your **6-year Unit Plan (Appendix 1)**, what specific strategies were utilized to address* <u>*access*</u> *issues of special populations (e.g. ethnicity, age, and gender).*

The department offers a variety of scheduling choices for all students, including those with access issues. Offering evening and online sections has helped working students, stay-at-home parents, and others who are unable to attend the traditional day classes on campus and thereby giving them a chance to meet their educational goals.

SECTION 5 - STUDENT SUCCESS

> **5.1**   *Building on your answer to question 4.8, what specific strategies were utilized to maximize <u>success</u> issues of special populations (e.g. ethnicity, age, and gender). Please consult **Appendix 10** for data that will be provided to you by the research liaison. (Note: Asian, African-American and Hispanic are our three largest ethnic groups outside of White-Non Hispanic and should be included in this discussion. Feel free to include others as well.)*

In many of our courses, we use a wide variety of learning modalities to address the needs of all students, including special populations.

Here are some examples that are available to students in both on-campus and online sections:

- <u>Interactive Presentations</u> that teach each chapter's core learning objectives and concepts through an engaging, hands-on presentation, bringing the text content to life. Using technology that is available to students at any time and for multiple viewings, these presentations engage all learning styles.
- <u>Guided Examples</u> that provide narrated, animated, and step-by-step walkthroughs of algorithmic versions of assigned homework exercises. They allow students to identify, review, or reinforce the concepts and activities covered in the text and in class. They provide immediate feedback and focus on the areas where students often need the most guidance.
- <u>LearnSmart</u> is an intelligent learning system that uses a series of adaptive questions to pinpoint each student's knowledge gaps. It then provides an optimal learning path for each student, so that they spend less time in areas they already know and more time in areas they don't. This path helps students retain more knowledge, learn faster, and study more efficiently.

The department would like to see more diversity among its ranks and acknowledges that a diverse faculty population often helps special populations improve their success in the classroom. When hiring opportunities arise, the department will continue to seek to improve its faculty diversity.

Faculty ethnicity aside, instructors work to feature minority-owned business in their classroom examples, and the increasing global nature of business affords many opportunities to do this. We seek textbooks that represent a diverse business population. Low student success is also often tied to socioeconomic factors. To address this, all our instructors include reserve copies of their textbooks in the Library for student use. Furthermore, many instructors allow the use of older textbook versions to ensure students with economic limits are able to get a textbook in their hands.

5.2 *Describe specific examples of departmental or individual efforts, including instructional innovations and/or special projects aimed at encouraging students to become actively engaged in the learning process inside and outside of the formal classroom.*

BUS 110 - Introduction to Business
Students evaluate portions of Grossmont College to link class concepts to outside activities (facility layout, marketing mix, break-even analysis).

BUS 120 – Financial Accounting & BUS 121 – Managerial Accounting
A group project is assigned in all sections of BUS 120 and BUS 121. The projects require students to work in teams to analyze a company or companies to determine whether an investment would be advised or not. The teams are generally formed by the students in the on-campus sections and formed by the instructor for the online sections. Each team determines the workload and scheduling that requires them to meet outside of the classroom (both on-campus and online). These projects give students to opportunity to synthesize all the accounting they have learned and to participate in a decision-making process often found in the business world. In the process they also have the opportunity to practice working in groups – potentially dealing with difficult people, coordinating scheduling, finding ways to motivate freeloaders, etc.

BUS 125 - Business Law
Because the law changes frequently, it's crucial that our students are up on recent developments in the legal world. One tool used to keep students up to date is the use of Twitter, and other social media tools. For example, Brian Keliher posts on average four articles each week on his Twitter account -- #bkbuslaw. Students are required to read the posts, with some being included on the quarterly tests. Feedback from students has been positive.

BUS 128 - Business Communication
The analytical report project requires students to review local businesses and conduct a comparative analysis to select which company would be the best choice for their professional work.

Students create marketing plans and business plans that they present to individuals from the local community.

Students create a social media policy where they research policies of real companies, determine whether a policy is needed, and make a recommendation.

BUS 195 - Personal Finance
Students have many opportunities for outside engagement in this course. Examples include requirements that students download credit reports, shop for loans, compare health insurance rates, and many more.

5.3 *Explain how the program collaborates with other campus programs (e.g. interdisciplinary course offerings, learning communities, community events, tournaments, competitions, fairs) to enhance student learning inside and outside of the formal classroom.*

Business Law faculty encourage students to take part in Political Economy week, especially when speakers are directly connected to topics discussed in our classrooms. Students are also encouraged to participate in the campus book club when topics are relevant to what we teach, such as "The Immortal Life of Henrietta Lacks".

Accounting faculty invite representatives from the SDSU chapter of Beta Alpha Psi (an honorary organization for Financial Information students and professionals) to speak to the students regarding the benefits of membership as well as leadership and networking opportunities.

5.4 *Based on an analysis of "Reports" data (This is found on the intranet under "Reports"), discuss trends in success rates, enrollments and retention, and explain these trends (e.g. campus conditions, department practices). Provide examples of any changes you made to address these trends.*
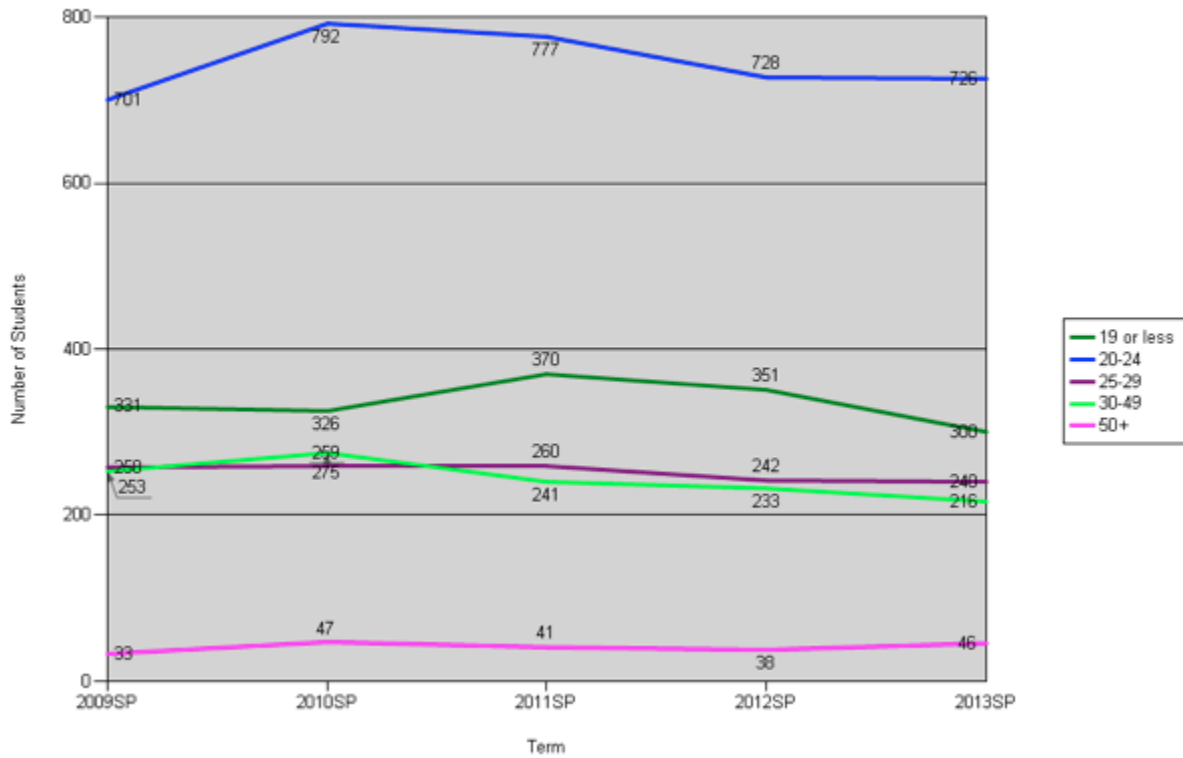
ENROLLMENT
ENNICITY:

ETHNICITY:

Enrollment by Ethnicity (Unduplicated Student Counts)
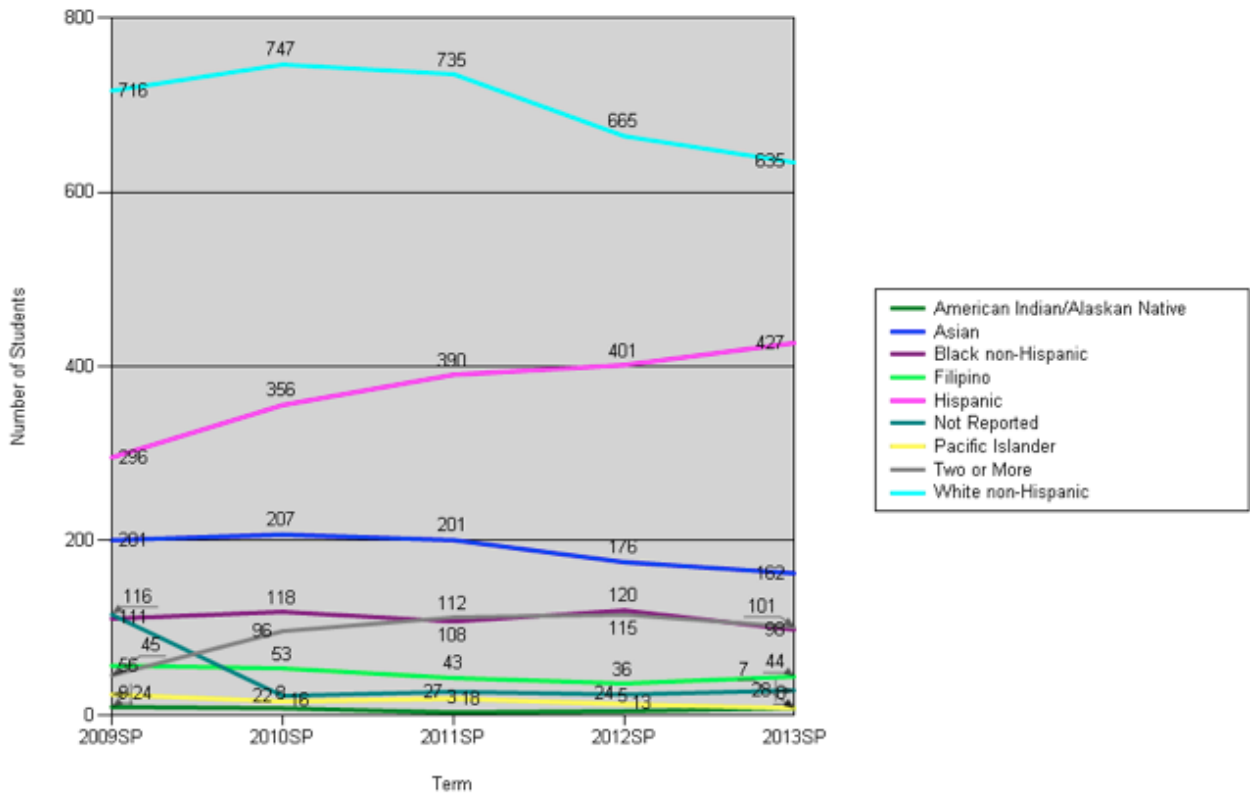
As seen in the graph above, the Hispanic population is growing while the White, non-Hispanic is dropping slightly. These two populations are the most prevalent in the department followed by Asian and Black, non-Hispanic.
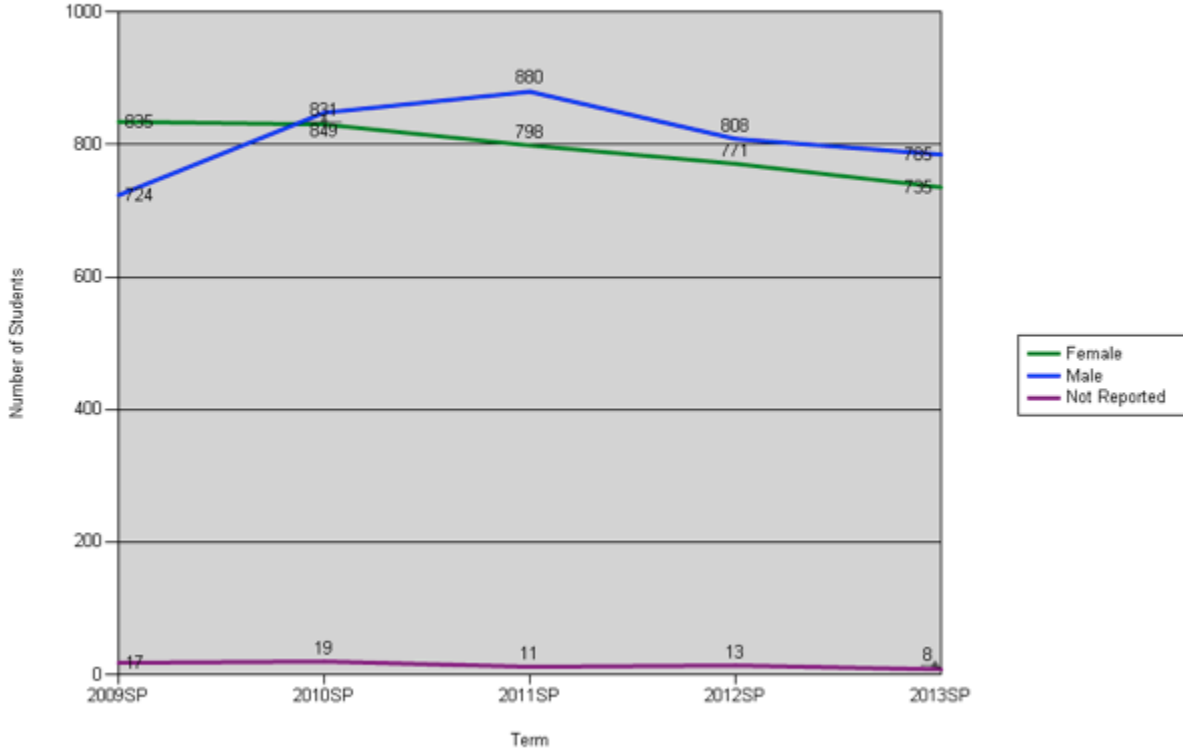
AGE:

Enrollment by Age (Unduplicated Student Counts)

The Enrollment by Age graph above shows that most Business students are in the 19-24 range. This is logical since most of our population consists of transfer students and as such are in this age range.
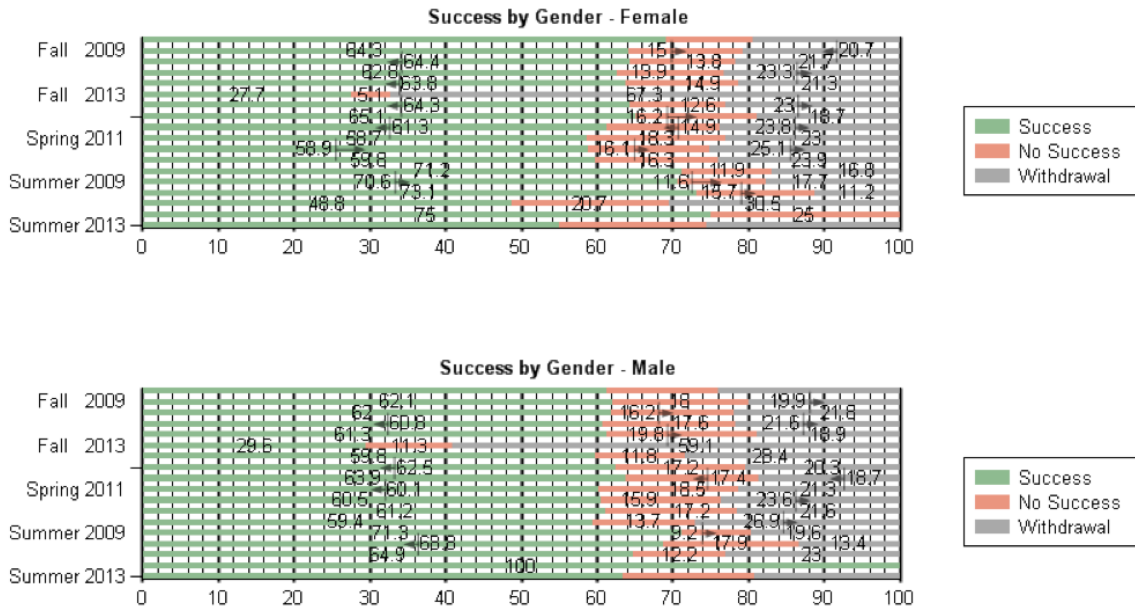
GENERMER:

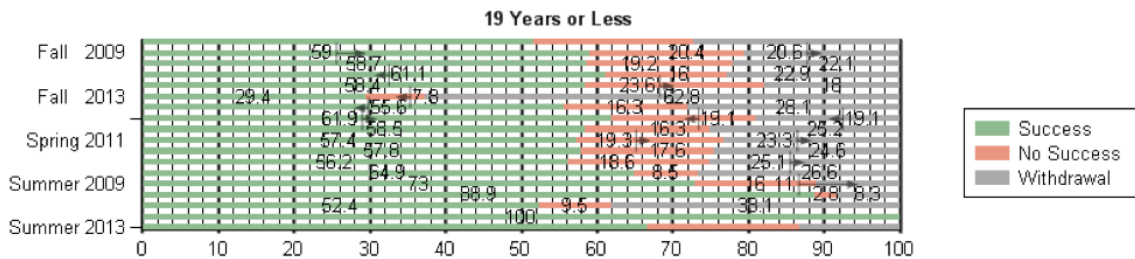## Enrollment by Gender (Unduplicated Student Counts)

The closely aligned numbers of females and males show no discernable trend in the gender data for the department.

SUCCESS
    GENERAL:

Success by Gender - Female

Success by Gender - Male
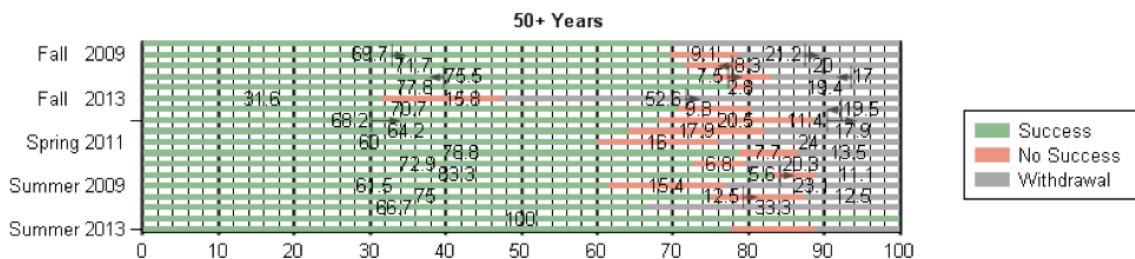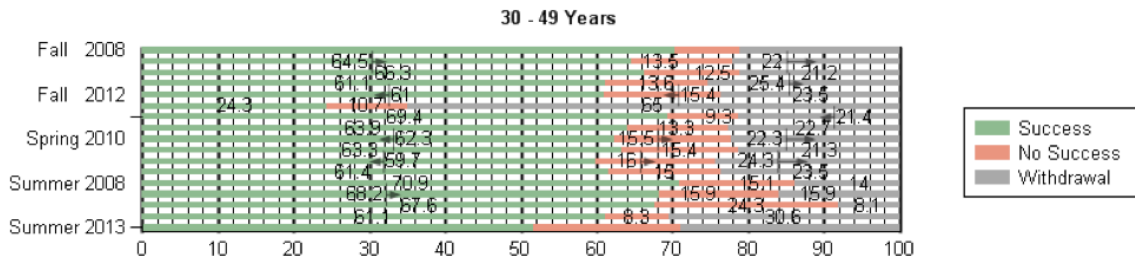
As the two graphs above show, there are slightly higher success rates for women than men. Hannah Rosin in *The End of Men,* "postulates that men are falling behind because women are more adaptable, whether by nature or because of the flexibilities they're allowed by cultural norms." http://collegestats.org/2013/05/why-men-are-falling-behind-in-higher-ed/

    AGE:

19 Years or Less

20 - 24 Years

25 - 29 Years

30 - 49 Years

50+ Years
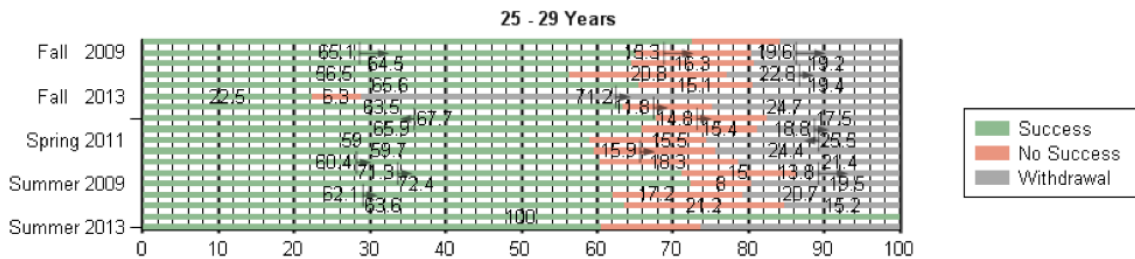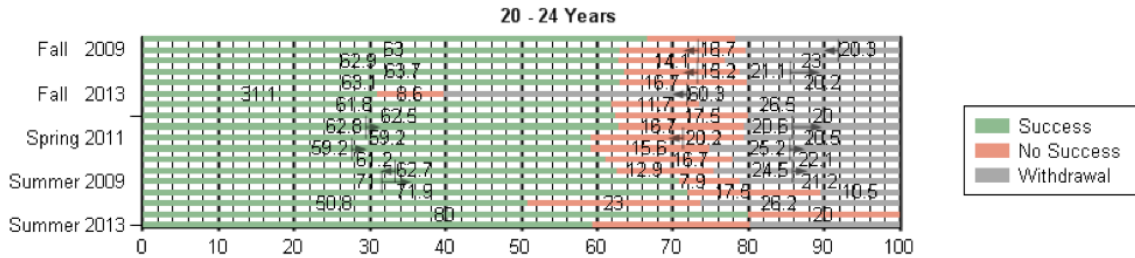
It appears from the series of age graphs above, showing success and retention by age, that success rates are higher for the older demographics. This could be attributed to maturity in terms of time management, motivation, and life experience.

ETHNICITY:
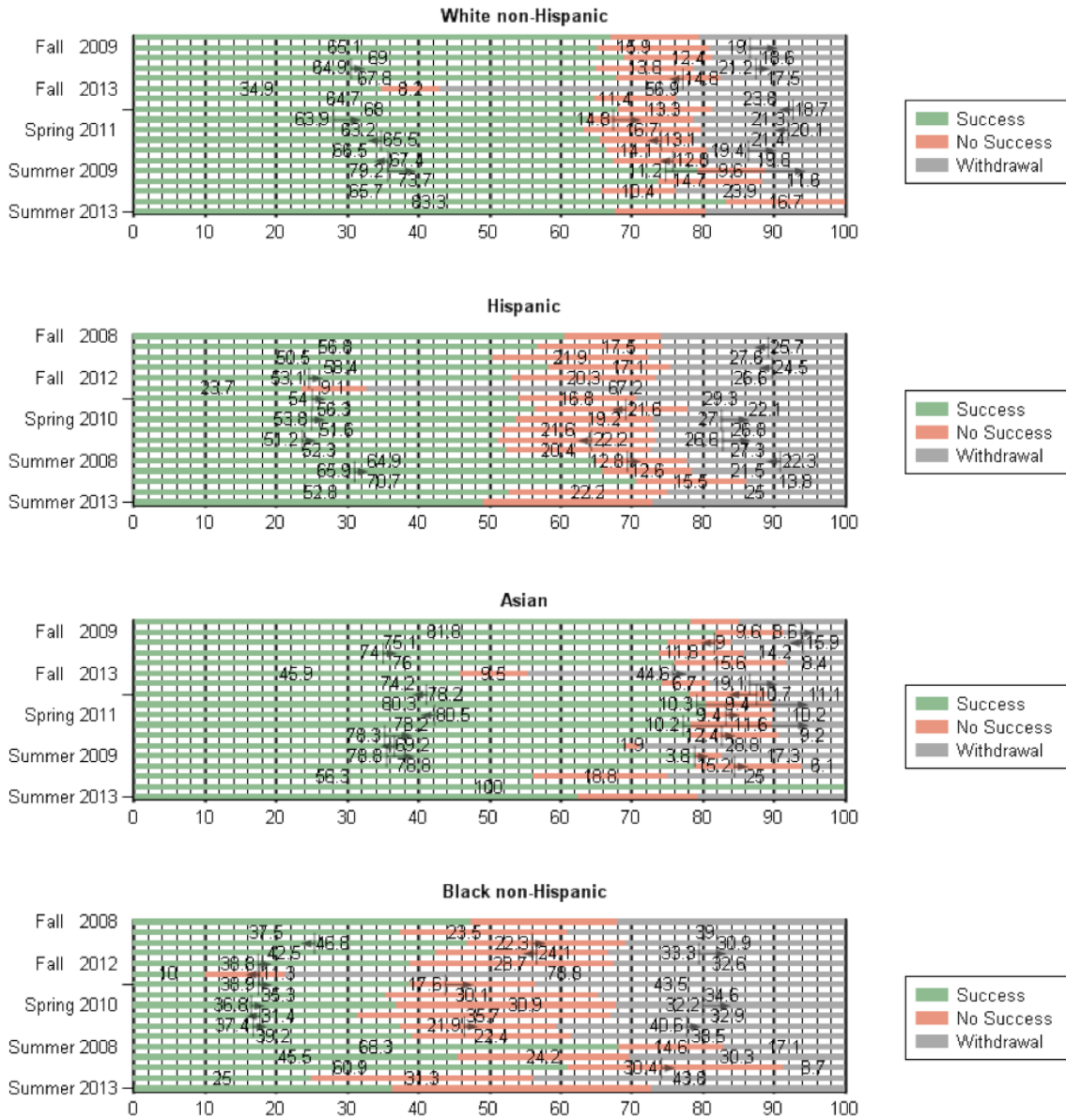
Success/Retention graphs of the top four ethnicities in the department are shown above in order of enrollment. Success and retention are highest in the Asian population followed by White non-Hispanic, Hispanic, and Black non-Hispanic.

Some of the troubling discrepancies can perhaps be explained by socio-economic factors that contribute to students' ability to stay in college and succeed.

The department has discussed ways to do a better job of early detection of low-performing students and pointing them to resources available to them on campus. Some faculty who use McGraw-Hill's learning management system called Connect use the "at risk" reports available to send messages alerting students that the system has detected low/missing assignments. It is stressed that the sooner these reports/messaging are used in the semester, the better. That way there is time enough for one-on-one contact between the student and teacher where resources can be discussed.

The department as a whole uses more examples of minority-owned businesses than were available in the past. This is a consideration during the textbook adoption process for all our courses.

> **5.5**   *If state or federal licensing/registration examinations govern the program, please comment on student success.*

There are no state or federal licensing/registration examinations in the Business Administration or Business – General programs.

> **5.6**   *Referring to **Appendix 6 - Degrees and Certificates** if the program offers a degree or certificate in the college catalog, explain the trends regarding number of students who earn these degrees and/or certificates.*

The total degrees and certificates awarded 2006/07 to 2012/13 for Business Administration was 503 and 532, respectively. The count varied from 55 to 92 for the each year in the period. The counts for each academic year are very close for both degrees and certificates, indicating that students are applying and being awarded both since most of the courses they need for both overlap. For instance, in 2010/11 there were 92 degrees and 90 certificates awarded.

For Business-General, total degrees and certificates for the same time period were 37 and 41 respectively, ranging from 2 to 9 during a particular academic year.

As has always been the case in the department, the number of students pursuing a degree or certificate in Business-General is significantly lower than students in the Business Administration program.

> **5.7**   *Describe activities your faculty has implemented to provide and maintain connections to primary, secondary and post-secondary schools.*

We consult with, when appropriate, various initiatives that reach out to high schools students, including programs like the Statewide Pathways project.

SECTION 6 - STUDENT SUPPORT AND CAMPUS RESOURCES

6.1 Indicate how the program utilizes college support services (i.e. Learning and Technology Resources Center; learning assistance centers for English reading and writing, math, technology mall, and tutoring center; Instructional Media Services).

Tutoring

Tutoring is a significant resource for accounting students. The accounting faculty distributes information at the beginning of the semester (included in the syllabus as well) and remind/encourage students to take advantage of this free service particularly before an upcoming test.

The Tutoring Center provided the following information for the accounting tutors:

Fall 2013

Number of students served: 64

Number of appointments: 329

Spring 2014

Number of students served: 118

Number of appointments: 442

We added a Business Law tutor in the Spring 2014 semester.

The Student Survey – Appendix 7 shows that 16.8% of students who responded used "Tutor/tutoring center" to answer the question "Who else or what else do you turn to for extra help?".

Writing Center

Business Communication students are regularly sent to the Writing Center for help. The Student Survey indicates that 87% of respondents voluntarily used the English Writing Lab, where 13% were required to use it.

> *6.2   Analyze the results of the **Student Survey** - **Appendix 5** and describe student utilization and satisfaction with campus resources **as it relates to your program** (i.e. availability, usage, etc.).*

There were a total of 442 students who responded to the Student Survey and none of the online classes were surveyed. Also note that this is less than a third of the department's average enrollment of 1517 during the Fall 2006-Spring 2013 period.

Assessment & Testing Center

The center was voluntarily used by 96 out of 117 responses and required to use by 21. It was 50/50 whether they found it helpful or not.

The Assessment Center is used by some faculty as proctoring services for students who need to take a makeup exam.

English Writing Lab

Out of 109 responses, 95 students said they used the EWL voluntarily and 14 were required to use it. Forty-seven percent said it was not helpful while 53% said it was.

Accounting students are encouraged to use the EWL for the written analysis of the Group Projects. And as noted above in 6.1, Business Communication students are strongly encouraged to use these services.

Tech Mall

There were 195 responses with 170 using it voluntarily and 25 required to use it. Out of the 185 responses to finding it helpful or not, 78% said it was helpful while 22% said it was not.

The accounting faculty encourage students to use the Tech Mall if they do not have adequate technology of their own. An additional advantage is that they have technical help available should they need it.

While most students have access to technology at home, a significant number do not. And some have problems opening PowerPoint documents on their personal devices. Faculty in these situations encourage students to use the Tech Mall, where all programs are accessible.

<u>Library - online resources</u>

There were 164 responses where 141 said they voluntarily used the resource and 23 were required to do so. There were 125 (75%) responses that it was helpful and 41 (25%) who said it was not.

Business Communication students are encouraged to use the online resources in the library when working on the analytical report project.

<u>On-campus Library</u>

Of the 177 responses, 161 used the library voluntarily where 16 were required to use it. The students who found it helpful numbered 124 (76%) and those who found it not helpful numbered 39 (24%).

Some students use the hard copies of the texts that available to them in Limited Loan.

<u>Math Study Center</u>

There were 109 responses with 93 indicating voluntary use and 16 being required to use. Out of 140 responses, 52% found it useful where 48% did not.

The only math class in the department is BUS 152-Business Math.

<u>Tutoring Center</u>

Of the 130 responses, 112 used the center voluntarily and 18 were required to use it. Of the 152 responses to whether it was helpful or not, 70% said yes and 30% said no.

The accounting faculty encourage students to use the Tutoring Center, especially when the evidence shows (test results) that they are struggling. Often an appointment with a tutor face-to-face is a solution they cannot find elsewhere.

The accounting faculty, with the center and department chair, use the pool of accounting students in our classes to identify and encourage individuals who would be a good fit for tutoring.

As noted above in 6.1, a Business Law tutor was added at the request of faculty.

DSPS

There were 71 students who said they voluntarily used DSPS and 9 who were required to do so. Out of 119 student responses, 45% found it helpful where 55% did not.

DSPS alerts faculty when a student requires accommodations. The number of Business Administration students who qualify varies from semester to semester.

EOPS

Out of 74 respondents, 66 said they used EOPS voluntarily and the remainder said they were required to use the service. Of the 121 students who responded to its helpfulness, 40% agreed it was helpful while 60% did not find it helpful.

EOPS students are identified in our classes when the progress report forms are sent via email.

Dept. Computer Labs

The voluntary users numbered 87 with 19 required to use. Of the 106 respondents to helpfulness, 59% said the labs were helpful and 41% said they were not.

It's interesting that Business Administration students responded to this since the department has no computer labs. Presumably students equate the CSIS computer labs as part of BA.

This continues to be a significant challenge for Business Communication classes. We all have three in-class writing assignments. Finding space continues to be a problem. We're working on this with Instructional Facilities.

Blackboard Help Line

There were 116 respondents where 83 voluntarily used the help line and 33 were required to do so.   The help line was considered helpful by 60% of 138 respondents with the remaining 40% saying it was not helpful.

6.3   *Describe some of the activities for which your department has used the Institutional Research Office or other data sources.*

Aside from the available information in Reports available on the intranet, the department has not requested any research.

6.4   Working with your library liaison evaluate and provide a summary of the current status of library resources (i.e. books, periodicals, video, and databases) related to the program.

The department's library liaison is Patty Morrison.

The Library Reserve section is invaluable to students who cannot afford textbooks for their classes, particularly at the beginning of the semester. Most faculty in the department ensure that at least one copy of the course textbook is available.

Specifically, the accounting faculty use Limited Loan in the Library to provide copies of the textbooks for BUS 120-Financial Accounting and BUS 121-Managerial Accounting. Since the publisher provides a free two-week trial for their homework management system that includes an ebook, now students generally have less of a need than in the past to use the hard copies that are available to them in the library.

6.5   How does the program work with the various student support services (i.e. Counseling, EOPS, DSPS) to help students gain access to courses, develop student education plans, make career decisions and improve academic success? How does your program communicate specific and current information that can be used by those student service groups?

All faculty in the department are alerted by EOPS when a progress report form is needed for students in the program and by DSPS when a student qualifies for accommodations. Many times during the course of a semester, faculty members help students who are struggling, and may need the additional help of these and other services, by advising them of the potential benefits. In addition, department faculty submit the EOPS evaluations and comply with the accommodations recommended by DSPS.

*6.6   Describe how the department uses available technology to enhance teaching and learning and to communicate with students? According to the **Student Survey** in **Appendix 5**, how do students respond to the use of technology?*

The use of Blackboard in all department courses has enhanced the communication between faculty and students due to the availability of instructors sending announcements to the entire class and using email for instructor-to-student, student-to-instructor, and student-to-student messages.

Out of the 438 student responses to lines of communication used, 403 (92%) use face-to-face, 390 (89%) use email. Keep in mind that students were able to select more than one option in this question and that none of the online classes were surveyed.

Technology is used extensively in both the BUS 120-Financial Accounting and BUS 121-Managerial Accounting courses. In <u>all</u> sections, students are required to complete their homework (includes Interactive Presentations, LearnSmart, and end-of-chapter problems) in the textbook publisher's homework management system.   (Please see Section 5.1 for more detail.)   In addition, there are technology-driven student resources available including a video library, Powerpoint presentations, and narrated slides.

6.7 *Identify and explain additional technological resources that could further enhance student learning.*

Online tutoring in accounting students would greatly enhance the ability for students getting the help they need when they are struggling with the material. This is particularly true for the 100% online courses where some students don't attend classes on campus and where some students don't live in the area.

SmartThinking is an online tutoring service that has been re-initiated this Fall 2014 semester for certain subjects, including accounting. The department feels that some faculty training is needed to explore the system, who and how it can help, and best practices for students to use it.

6.8 *Comment on the adequacy of facilities that your department uses. (e.g., does the room size and configuration suit the teaching strategies?)*

Room size is adequate for the most part and the configuration is okay. At this moment there is not a lot we can do. However, we've been working with the architect concerning changes we would like to see in the new business building we expect within the next seven to ten years.

SECTION 7 - COMMUNITY OUTREACH/RESPONSE

7.1 *How does your program interact with the community (locally, statewide and/or nationally)? Describe activities.*

Accounting internships allow local businesses to work directly with students in our programs.

Some accounting faculty work in the field and provide services for businesses throughout the local area.

Business faculty are involved in the following:
Board member for a local non-profit
SPRITES (mother-daughter philanthropic organization in East County)
WASC leadership team
CHP volunteer

Membership in the following:
AICPA
CalCPA
California Society of Tax Consultants
Association of Management Accountants (East County)
Pacific Southwest Academy of Legal Studies in Business

Advisory Committee Recommendation

The Business Administration department does not have any advisory committees.

Some disciplines are required to have advisory committees. Answer this question if this is applicable to your program. In **Appendix 7**, please list the organizations represented on the Advisory Committee and include samples of the meeting minutes.

7.2 *If appropriate, summarize the principal recommendations of the program advisory committee since the last program review. Describe how the program has responded to these recommendations. Include the date of last meeting and frequency of meetings. List organizations represented.*

N/A

SECTION 8 - FACULTY/STAFF PROFESSIONAL DEVELOPMENT

8.1 *Highlight how your program's participation in professional development activities including sabbaticals (listed in **Appendix 8**) has resulted in improvement in curriculum, instruction, and currency in the field. (Specifically, we ask that you include how this work has affected instruction inside or outside of the classroom - a couple of examples with details will suffice.)*

Judy Zander participates in the accounting publisher's (McGraw-Hill) WebEx series where training in new developments takes place. This keeps her up-to-date with the latest enhancements in the homework management system and changes in technology. She shares the training with all accounting faculty during the Professional Development Week meetings twice a year. This is part of the continuous improvement program for the Financial and Managerial Accounting courses.

Accounting faculty who are CPAs must complete at least 80 hours of continuing education every two years. Issues include issues related to tax compliance, auditing, ethics, and fraud assessment.

All instructors teaching Business Law are licensed attorneys, and each is require to complete 30 hours of professional development every three years.

Individual department members have participated in the following:
- Quality Matters Certificate (teaching standards for online learning)
- SDCCD Online Teaching Certificate
- Web Tools Wednesday (weekly workshops sponsored by SD County of Education)
- WebEx Workshop (online meeting application allowing students/instructor to share desktops)

8.2 *Describe any innovative professional development activities your program has created.*

Although not "created" by our department, one of the most important activities for faculty development happens during each Flex Week when course-specific "mini-meetings" are held where current issues are discussed, including SLO assessments.

8.3 *Describe how your faculty shapes the direction of the college and/or the discipline (e.g., writing grants, serving on college/district committees and task forces, Academic Senate representation, presenting at conferences, etc.).*

Current Representation

Michael Barendse: Planning & Resource

Brian Keliher: Academic Senate. Enrollment Strategies, Statewide Online Education Initiative

Nate Scharff: Program Review

Judith Zander: Faculty Staffing Committee

SECTION 9 - STAFFING TRENDS AND DECISION-MAKING

This table was completed by the department with the exception of Earned WSCH, which was provided by the Research Liaison.

	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012		
# of FT faculty	5*	6**	5***	5***	5***	4	4		
# of PT faculty	15	14	14	13	12	14	11		
Total Full Time FTEF (including XP)	4.78	5.05	4.97	4.75	4.60	4.35	4.35		
Total Reassigned Time	.325	.325	.325	.325	.325	.325	.325		
Total Part Time FTEF	4.89	4.69	3.95	3.30	2.44	3.14	2.43		
Total FTEF	10	10.1	9.25	8.38	7.37	7.82	7.11		
FT % of Total FTEF	47.8%	50.0%	53.7%	56.7%	62.4%	55.6%	61.2%		
Earned WSCH	4922	5293	5348	5490	4965	5472	4716.6		

* Evan Enowitz 40%
**Evan Enowitz 40% and Clif Quinn (CSIS) 20%
*** Clif Quinn (CSIS) 20%

Utilizing the data in the table **and the results of your Faculty Survey discussion**, answer the following questions:

9.1 *Explain any observed trends in terms of faculty staffing and describe changes that have occurred (i.e. reassigned time, accreditation issues, expertise in the discipline, enrollment trends).*

Faculty staffing has remained relatively consistent since the last Program Review. In fact, all full-time faculty on board today were here for the last Program Review. Reassigned time for the chair position has remained the same, though there is talk from the union that an adjustment is in the air. Concerning expertise, our department is quite diverse, fully meeting the needs of our students. Judy and Mike are experts in accounting and finance; Nate is delivering the goods in the Business Communication and Intro to Business field; and Brian covers law and communication. Our adjunct pool, too, is quite well qualified, with all disciplines covered. And notwithstanding the impact of the budget cuts, our enrollment has been relatively consistent, especially concerning the staffing of our department. The table above shows a drop in adjunct faculty from 15 to 11 from 2006 to 2012, but it should be noted that 2012 the college was hit hard from budget cuts.

1. Semester & Year	Fall 2006	Spring 2007	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
2. Enrollment	1537	1598	1643	1625	1550	1183	1603	1680	1468	1685	1628	1503	985	1546
3. Earned WSCH/FTEF	515.9	519.1	529	520.5	578.2	559.3	680.3	687.8	699.3	667.7	726.7	684.9	692.6	645.1
4. Total FTES	363.9		388.4		425.97		378.18		390.5		382.1		349.11	
5. Cost/FTES	$1,841.45		$1,810.89		$1,718.58		$1,845.27		$1,628.74		$1,646.49		$1,853.40	
6. Total Cost/Fiscal Year	$670,102.00		$703,349.00		$732,064.00		$697,846.00		$636,024.00		$629,123.00		$647,039.00	
7. Total Revenue	$1,500,359.70		$1,772,979.97		$1,944,480.64		$1,726,327.41		$1,782,566.12		$1,744,221.54		$1,593,627.80	
8. Other Revenue														
	*Table reflects sum of Business General and Business Accounting FTES and Costs													
	Enrollments are taken from BA Grade Distribution data													

The table above includes BOT 109 in the figures. The correct enrollment figure for Spring 2013 is 1438, not 1546 as shown. The department is considering this discrepancy as insignificant.

Here is a graph showing enrollment for the period using the figures from the table above:
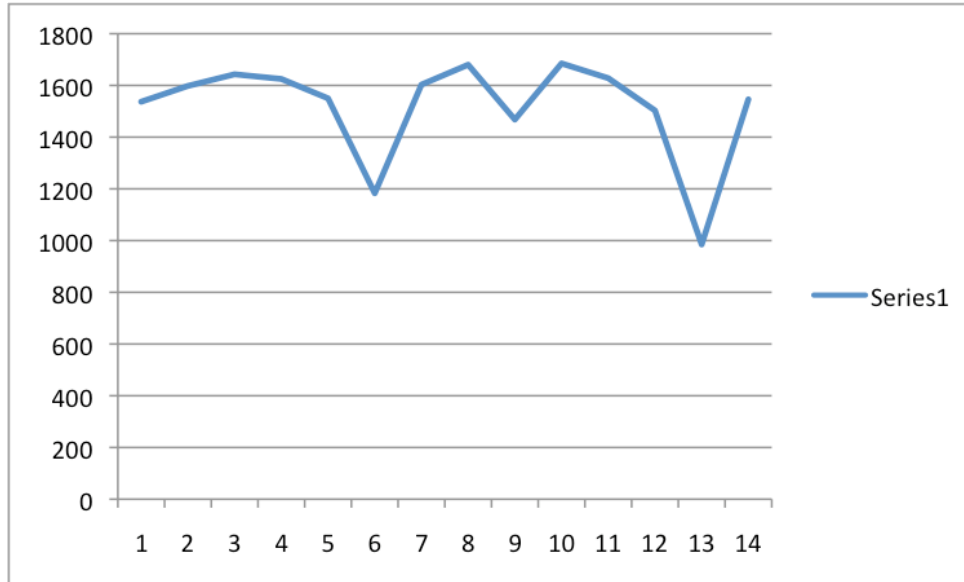
9.2   *Discuss part-time vs. full-time ratios and issues surrounding the availability of part-time instructors.*

Part-time vs. full-time ratios:

The full-time percent of total FTEF for the department has increased from 47.8% at the beginning of the period to 61.2% in the last. The budget cuts experienced throughout this period led to a reduced number of sections being offered. Since the total full-time FTEF remained relatively constant, the number of sections being taught by FT faculty began to outnumber the ones taught by PT faculty, this raising our FT% of total FTEF for Fall 2008 and beyond.

FT % of Total FTEF	47.8%	50.0%	53.7%	56.7%	62.4%	55.6%	61.2%

Availability of part-time instructors:

Across the board there is an adequate pool of applicants available at Employment Services from which to draw. However many work full-time in the business field and are limited in their availability to teach during the day. We've added several adjunct instructors since our last Program Review. Leah Peer is a regular Business Law instructor, and Paula Margolis and Joann Carcioppolo now lead our Business Communication students. New to our accounting team is CPA Heather Austin.

9.3 *List and describe the duties of classified staff, work study and student workers who are directly responsible to the program. Include a discussion of any trends in terms of classified staffing and describe changes that have occurred (i.e. duties, adequate coverage, funding issues).*

The department has no classified staff, work study, or student workers. Individual faculty members who have 45 or more student in a section are awarded Teaching Assistant hours. These TAs are responsible to the individual faculty member, not the program.

9.4 *How are decisions made within your program? What role do part-time faculty and/or classified staff play in the department decision-making process?*

Our program is largely for transfer students wishing to move to a four-year university, so major changes are rare. But when decisions are made they are typically done through communication with the division dean, discussion among the full-time faculty members and, when possible, consultation with part-time faculty. Again, transfer agreements with the CSUs -- including the recent transfer degrees, limit major changes.

But when decisions must be made we always include those with a stake in the outcome. For example, the BUS 120-Financial Accounting and BUS 121-Managerial Accounting course offerings make up over 40% of the sections offered in the department (14 out of 34 sections in Spring 2013). As such, the two full-time accounting instructors (Judy Zander & Mike Barendse) ensure that all part-time accounting instructors are included in the decision-making process for syllabi development, assignments and testing, and some classroom policies. In the textbook adoption process, the full-time faculty develop a textbook short list, which is then discussed as a group, and a determination is made.

And across the department we have a goal to use a single textbook for all sections of a course. But all faculty, full-time and part-time, play a role in text selection. And in certain areas -- Introduction to Business and Business Law -- faculty can use a book not selected by the group as long as it fits the requirements of the course outline.

Hiring part-time faculty for accounting courses is a joint effort among the two full-time accounting faculty and the chair.

SECTION 10 - FISCAL PROFILE AND EFFICIENCY

Refer to **Appendix 9 – Grossmont WSCH Analysis** for efficiency. **Appendix 3** has the sections and class sizes. **Appendix 12 – Fiscal Data: Outcomes Profile** (provided by the research liaison) also has enrollment information.

> **10.1** *Analyze and explain any trends in enrollment, numbers of sections offered, average class size and efficiency.*

Enrollment

Here is a graph showing Enrollment for the period:
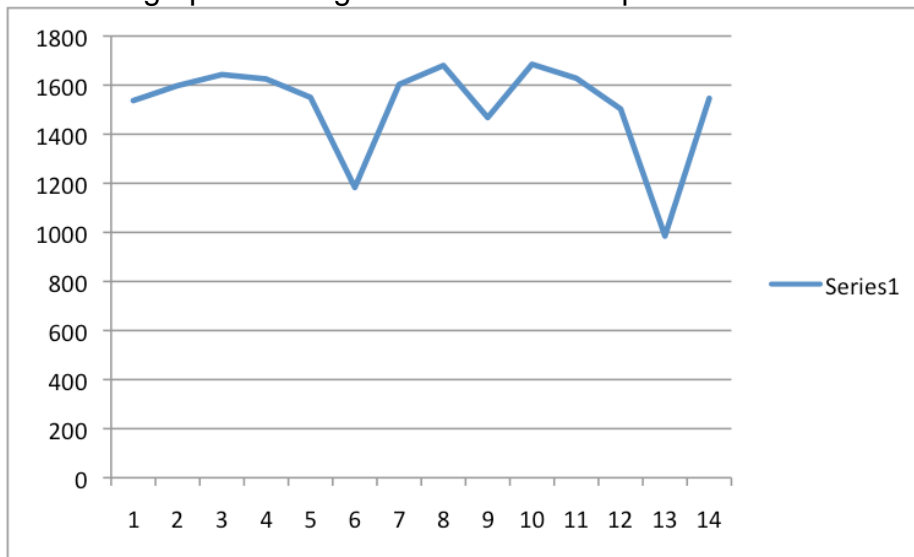
Here are the Enrollment figures used to derive the graph above (from Appendix 12 - which includes BOT 109, 176, & 179):

FA06	SP07	FA07	SP08	FA08	SP09	FA09	SP10	FA10	SP11	FA11	SP12	FA12	SP13
1537	1598	1643	1625	1550	1183	1603	1680	1468	1685	1628	1503	985	1546

Enrollment, with the exception of a low 985 in Fall 2012, has been mostly in the mid-four figures.

Number of Sections

Here is a graph showing the Number of Sections for the period:
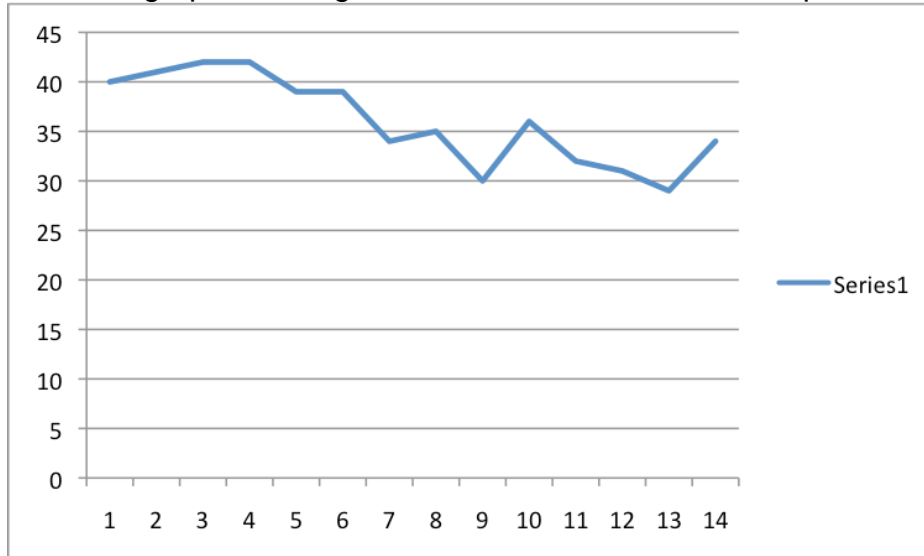
Here are the total sections for each semester which were used to create the graph above:

FA06	SP07	FA07	SP08	FA08	SP09	FA09	SP10	FA10	SP11	FA11	SP12	FA12	SP13
40	41	42	42	39	39	34	35	30	36	32	31	29	34

Average Class Size

Here are the average class sizes for the department (does not include any other department data):

FA08	SP09	FA09	SP10	FA10	SP11	FA11	SP12	FA12	SP13
29.7	22.7	35	35	35.2	34.9	36.4	34.6	26.5	32.5

For the most recent years Fall 2009-Spring 2013) of the review cycle, our average class size has been in the mid-30s with the exception of Fall 2012.

Efficiency

Here are the % of Max figures from Appendix 9 (which includes MMIB & the BOT accounting classes):

FA06	SP07	FA07	SP08	FA08	SP09	FA09	SP10	FA10	SP11	FA11	SP12	FA12	SP13
77.6	77.6	79.1	77.5	83.4	82.8	96.4	98.4	101	95.4	106	100	100	93.9

In the first two years of this review cycle, our efficiency was in the high 70s, then increased during the next year to the 80s, and finished the cycle in the 90s and 100s. The relationship between the number of sections offered and our efficiency is inverse. It appears that the reduced number of sections, due to budget cuts, helped to increase our efficiency.

> **10.2** *Analyze the Earned WSCH/FTEF data in **Appendix 9 - Grossmont WSCH Analysis.** Explain trends for your overall program and for specific courses over a five-year period.*

Here are the Earned WSCH/FTEF figures from Appendix 9, which includes data for MMIB and the three BOT accounting courses:

FA06	SP07	FA07	SP08	FA08	SP09	FA09	SP10	FA10	SP11	FA11	SP12	FA12	SP13
515.9	519.1	529	520.5	578.2	559.3	680.3	687.8	699.3	667.7	726.7	684.9	692.6	645.1

The average number of hours a FTEF has contact with students during the week during the period has ranged from 515.9 in Fall 2006 to almost 700 in Fall 2010. The hours have consistently been in the 600-700 range for the most recent seven semesters. We have met, and exceeded in all semesters, the college-wide efficiency target of 500.

Here is WSCH data for Spring 2013 by course:

BUS 110	BUS 120	BUS 121	BUS 125	BUS 128	BUS 195
185	704	200	272	152	33.8

BUS 120-Financial Accounting has the highest WSCH in the department followed by BUS 125-Business Law. Since all of our courses have multiple sections, with many at

50 student maximums and some 4-units (BUS 120 & 121), we have a considerable number of contact hours with students per week.

10.3 *Using **Appendix 11 - Program Data Elements** and **Appendix 12 - Fiscal Data: Outcomes Profile** analyze and explain the cost per FTES of the program in relation to the earned WSCH per FTEF.*

Here is our Cost/FTES for the last five academic years (using Appendix 12 which includes the figures for BOT 109, 176, & 179):

Cost/FTES:

FA08-SP09	FA09-SP10	FA10-SP11	FA11-SP12	FA12-SP13
$1,718	$1,845	$1,628	$1,646	$1,853

Total Cost:

$732,064	$697,846	$636,024	$629,123	$647,039

Total FTES:

426	378	391	382	349

Our Cost/FTES has fluctuated from a high of $1,853 to a low of $1,628 during the last five years, a difference of $225. The differences are due to changing costs at the college/district level and the changing number of FTES in the department due to class offering differences. Despite these changes, the averages for each student has remained relatively constant. All years meet the typical college-wide value of being under $2,500.

The table below shows the net difference in total revenue and total cost for the five years, showing the amount the department contributes to cover other campus uses:

$1,232,416	$1,028,481	$1,146,542	$1,115,098	$946,588

10.4 *If your program has received any financial support or subsidy outside of the college budget process, list the amount of any outside resources and how they are being used.*

The department receives no financial support or subsidy outside of the college budget process.

SECTION 11 – SUMMARY AND RECOMMENDATIONS

11.1 *Summarize program strengths and weaknesses in terms of:*

- *teaching and learning*
- *student access and success*
- *implementing and executing the department's vision and mission statement*
- *fiscal stability*

Strengths
We are:
- A community of instructors working together effectively.
- Comprised of faculty working in the business environment, practicing what we teach.
- Faculty who employ decision-making processes that include all affected.
- Current with advances in digital technology.
- Providers of ongoing training (accounting).
- One of the most cost-effective departments in the division

Weaknesses
We are:
- Vulnerable to changes in articulation with SDSU and other colleges.
- In need of a computer lab for BUS 128 - Business Communication.

11.2 *Describe any concerns that have affected or that you anticipate affecting the program before the next review cycle. These may include items such as increases or decreases in number of full-time and adjunct faculty, sections offered, and growth or decline of the program.*

There are no expected increases or decreases in full-time faculty. Changes in adjunct faculty will take place as needed.

The number of sections offered is dependent on state revenue shortfalls, loss of sales tax revenue in two years, and loss of income tax revenue in three years.

The growth/decline of the program will potentially be affected by the demographic decline in high school graduates statewide. In addition, the statewide Online Education Initiative may affect the stability of our enrollment management.

11.3 *Make a rank-ordered list of program recommendations. These recommendations should be clearly based on the information included in Sections 1 through 11 of this document. You may include recommendations that do not require additional fiscal resources.*

1. Continue to keep courses articulated with CSUs and other colleges.
2. Continue to assess and revise SLOs.
3. Secure lab facilities for BUS 128 - Business Communication.
4. Pursue additional training for online/ hybrid resources.
5. Improve our use of technology in the classroom (online and on-campus).
6. Keep current with business world issues
7. Investigate strategies for improved success rates of minorities