2018-19 Program Review – Instructional

Program Overview

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

> The mission of the business program is to educate students so they can compete and perform successfully in today's ever-changing global business environment. This requires not only job specific technical skills but also more general skills. Students in this program will acquire the knowledge and skills needed for initial employment, skill upgrades, career advancement, and career changes as well as the undergraduate courses needed to move into four-year business degree programs that have similar goals.

List your Faculty and/or Staff

> Full-time: Leonard Chung
>   Peter DuBois
> Part-time: Sharon Garrett
>   Fayez ElGiheny
>   Cindy Turner
>   Joseph Ho
>   Johnnie Harrison
>   Shirley Fogarino
>   Malkiat Sandhu
>   Rabab Chowdhury
>   Tracy Coleman
>   Vidalia Cordon de Galvez

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

> Assessment
> Complete the fourth cycle (Fall2018 to Spring2021) of the assessment process for all classes. Department chair and lead instructors are responsible for follow-up. (Process started and ongoing).
> Reviews of all classes, degrees, certificates, and programs. (Process started and ongoing).
>
> Curriculum
> Design new business program/course. (Under discussion)
> Create new Certificate of Achievement/Proficiency in Business/Accounting (Ongoing)

Describe your current utilization of facilities, including labs and other space

Business instructors utilize the smart classrooms at the main campus building as well as classrooms in the auxiliary building. Interacting with students in discussions about the courses, using and discussing with student assistants, tutors and student mentors the materials and needs of students. Business instructors are using PowerPoint presentations, videos, computer labs and Internet exercises, etc. Hence, audiovisual projectors, audio, dry erase boards, and reliable internet connection are absolutely necessary in the classroom. While innovative methods of instructions are encouraged, instructors have academic freedom to select the method they believe is most effective.

Enrollment Trends

[Enrollment Trends Power BI dashboard](#)

Note: Please consider the most recent 3 years when answering the questions below.

Set the filters above to your discipline, and discuss enrollment trends over the past three years

Overall enrollment:
Fall15 to Spring16 is up. Fall16 to Spring17 is down, Fall17 to Spring18 is up but still below the Fall15 to Spring16 level.

Nearly every aspect of life is linked to business. Any changes in the overall economy of the world obviously affect our programs and our students. When the economy is booming, it is good news for students who want jobs, but negatively affects our enrollment in the classes and programs aimed at employment. When the economy lags, it is bad news for job seekers, but our enrollments increase so

students can improve their skills and/or progress towards a degree to become more competitive in the job market. As in every discipline, this roller coaster enrollment is a challenge.

Obviously, the changes in technology in our world affect the design of our courses and the methods of instruction used. Nevertheless, many core business principles have remained valid and continue to be relevant and included in our programs, updated as needed using current business examples.

Set the filter above to consider whether the time of day each course is offered meets the needs of students.

Enrollment in **day** classes improved slight in Fall17 to Spring18. (F15-Sp16: **588**; F16-Sp17: **556**; F17-Sp18: **565**)
Enrollment in **evening** classes improved in Fall17 to Spring18. (F15-Sp16: **436**; F16-Sp17: **364**; F17-Sp18: **423**)
More evening business classes should be offered.

Are courses scheduled in a manner that meets student needs and demands? How do you know?

Based on the enrollment figures, for the period Fall17 to Spring18, enrollment for evening business classes increased by 16% and for the same period, whereas enrollment for day business classes increased by only 2%.

In general, courses are scheduled so day students may complete the business programs within two years. A common issue is that for most day students required courses in different disciplines are offered at the same time or not available due to class closure or mostly cancellation. This is data that students are constantly conveying to instructors.

It appears that more day classes should be scheduled during the evening hours to suit the needs of students.

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

Use of LMS (Learning Management System) such as Canvas for teaching regular classes, technology as a teaching tool, PowerPoint presentations, videos, computer labs and online exercises.

How is technology used by the discipline, department?

Business instructors created self-prepared videos, projects, and class exercises, and publisher online materials to motivate student interest and participation.

How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

Consistently review and adhere to the course outlines. Self-assessment, self-evaluation of courses and observation of faculty members on regular basis. Constant monitoring and analysis are a priority.

Curriculum

Please review your course outlines of record in CurricUNet Meta to determine if they have been updated or deactivated in the past three years. Specify when your department will update each one, within the next three years.

All business course outlines will be updated in the next five semesters. BUS210 will be deactivated in Fall2019.

CurriQunet Meta

Please summarize the Discipline, Department or program of study plans for curriculum plans for improvement. Below, please provide details for individual course improvement. Add plans for new courses here.

New business certificates of achievement and updates of certificate of proficiency are being drafted and discussed in the department.
New business courses are being discussed in the department following the hiring of a full-time business instructor with extensive experience in the various business sectors.

Assessment – Instructional

Student Learning Outcomes Assessment

List your Student Learning Outcomes

Two courses were assessed in Fall2018 and final reports and results should be available before the end of the Spring semester:

BUS1A SLOs:

1. Analyze transactions and determine their effect on financial reports.
2. Complete the steps in the accounting cycle and prepare the following financial reports: Income Statement, Retained Earnings Statement, Balance Sheet, and the Statement of Cash Flows.
3. Demonstrate competence in handling complex transactions in these areas: Accounts receivable, inventory valuation, notes payable and receivable, plant asset acquisition, depreciation, and disposal.
4. Journalize and post transactions involving sale of stock, changes in retained earnings, declaration of cash and stock dividends, sale and early redemption of bonds.
5. Prepare payroll records and journal entries relating to employee earnings and deductions as well as employer taxes, payments, and reports.

BUS1B SLOs:

1. Prepare and analyze a statement of cash flows.
2. Analyze financial statements using ratio, horizontal and vertical analysis.
3. Prepare and analyze income reporting under variable and absorption costing.
4. Compute contribution margin and determine break-even and target sales.

Student learning outcomes will be reviewed and updated accordingly.

Were there any obstacles experienced during assessment? What worked well? (Mainly based on evidence in the report, attach other evidence as necessary)

No obstacles reported. Students were assessed by classroom examination questions.

What percent of your programs have been assessed? (mainly based on evidence in the report, attach other evidence as necessary; note: a complete program assessment means all Program Learning Outcomes (PLOs) have been assessed for that program)

Ongoing process: Business programs will be assessed after all outcomes have been assessed.
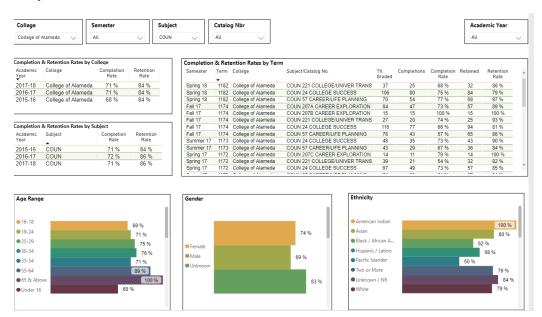
How has your dept worked together on assessment (planning together)? Describe how your dept works well on assessment? Describe things that went well or obstacles. What aspects of assessment work went especially well in your department and what improvements are most needed?

Each faculty is responsible for assessing their own courses. Department chair works with the assessment liaison/coordinator to ensure that all faculty members will assess their courses in the current cycle.

Collaboration

All business faculty members are expected to participate and cooperate during the assessment cycle.

Leadership Roles

Department chair (and the coordinator/liaison) will assume the leadership roles under the guidance from the PIE Assessment Committee.

Planning Process

Assessment schedules are planned, followed, and updated accordingly by the department chair and the liaison with consultation with committed faculty members.

Dept meetings for Collaboration

Collaboration meetings are set as necessary.

Data Analysis

N/A.

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning? In other words, how has your department used the results of assessment to improve student learning and/or curriculum? Please be as detailed as possible.

Reference the student learning outcomes when preparing the teaching plan before covering the topics in class and continually reference them throughout the course. Indicate that the learning outcomes are building blocks that will be developed over the course of the semester.

Does your department participate in the assessment of multidisciplinary programs? If Yes, Describe your department's participation and what you learned from the assessment of the program that was applicable to your own discipline.

N/A

Does your department participate in your college's Institutional Learning Outcomes (ILOs) assessment? If Yes, Please describe your departments participation in assessing Institutional Learning Outcomes.

N/A

What support does your department need from administrators, assessment coordinators and/or your campus assessment committee to continue to make progress in assessment of outcomes and implementation of action plans?

None so far.

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

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Course Completion

Course Completion Power BI Dashboard

Consider your course completion rates over the past three years (% of student who earned a grade of "C" or better).

Use the filters on the top and right of the graphs to disaggregate your program or discipline data. When disaggregated, are there any groups whose course completion rate falls more than 3% points below the discipline average? If so, indicate yes and explain what your department is doing to address the disproportionate impact for the group.

Age

> For academic year 2015-2016: 1. The 15 or younger cohort was 10% below the average.
> 2. The 55 to 64 cohort was 14% below the average.
>
> For academic year 2016-2017: 1. The 19-24 cohort was 7% below the average.
>
> For academic year 2017-2018: 1. The 30-34 cohort was 4% below the average.

Ethnicity

For academic year 2015-2016, two groups, 15 or younger and 55-64, were more than 3% point below the average of which: Black/African American 42%, Hispanic/Latino 52%, Two or More 47%, unknown 54%.

For academic year 2016-2017, one group, 19-24, was more than 3% point below the average: Black/African American 42%, Hispanic/Latino 50%, Two or More 46%.

For academic year 2017-2018, one group, 30-34, was more than 3% point below the average: Black/African American 41%, Hispanic/Latino 55%, Pacific Island 33%, Unknown 46%.

Gender

In academic year 2015-2016, male was 4% below average.

In academic year 2016-2017, male was 4% below average.

In academic year 2017-2018, unknown was 33% below average.

Foster Youth Status

In academic year 2015-2016, 27% below average, 8 students.

In academic year 2016-2017, nil.

In academic year 2017-2018, 22% below average, 6 students.

Disability Status

In academic year 2015-2016, 4% below average, 16 students.

In academic year 2016-2017, 12% below average, 24 students.

In academic year 2017-2018, 15% below average, 24 students.

Low Income Status

In academic year 2015-2016, 4% below average, 528 students.

Veteran Status

In academic year 2015-2016, 8% below average, 17 students.

In academic year 2016-2017, nil.

In academic year 2017-2018, 8% below average, 17 students.

Consider your course completion rates over the past three years by mode of instruction. What do you observe?

Face-to-Face

Similar completion rates over the past three years, 59%.

Hybrid

Completion rates: 2015-2016: 81%
                  2016-2017: 57%
                  2017-2018: 78%

100% Online

N/A

Dual Enrollment

N/A

Day time

For the three years period, more students enrolled in day classes than evening classes. Day time classes achieved the average completion rates except for 2016-2017 with a 4% below average.

Evening

For all three years, less students enrolled than day time classes, evening students performed the same or better than day time students.

How do the course completion rates for your program or discipline compare to your college's Institution-Set Standard for course completion?

Academic year	College	Business	
2015-2016	65%	60%	5% below college completion rate
2016-2017	66%	58%	8% below college completion rate
2017-2018	66%	60%	6% below college completion rate

How do the department's Hybrid course completion rates compare to the college course completion standard?

Academic year	College	Hybrid Course	Remarks
2015-2016	63%	81%	Exceeded standard
2016-2017	61%	57%	4% Below standard
2017-2018	67%	78%	Exceeded standard

Are there differences in course completion rates between face to face and Distance Education/hybrid courses? If so, how does the discipline, department or program deal with this situation? How do you assess the overall effectiveness of Distance Education/hybrid course?

Hybrid course completion rate for 2015-2016 was 21% higher that the face-to-face courses, 2016-2017 was 4% below standard, 2017-2018 was 18% higher.

Describe the course retention rates over the last three years. If your college has an Institution-Set Standard for course retention, how does your program or discipline course retention rates compare to the standard?
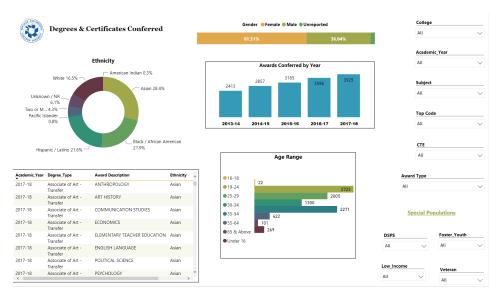
Academic year	College	Business
2015-2016	78%	83%
2016-2017	77%	57%
2017-2018	84%	83%

For academic year 2016-2017, retention rate was 20% below standard.

What has the discipline, department, or program done to improve course completion and retention rates?

Constant monitoring and analysis of the retention rates by the department chair and program coordinator to assess the issues.
Provide tutoring in the Learning Resources Center for business courses.

Degrees & Certificates Conferred

Degrees & Certificates Power BI dashboard

What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Include the number of degrees and certificates awarded by year, for the past three years.

Academic year	AA	AS-T	CA	CP
2015-2016	12	17	5	12
2016-2017	15	28	9	7
2017-2018	6	36	5	7

Offer transferable and required core day and evening courses every semester and promote the degrees and certificates in the classroom.

Over the next 3 years, will you be focusing on increasing the number of degrees and certificates awarded?

Yes, following the hiring of a full-time business faculty with extensive experience in various sectors in business, it is expected that the new faculty member will review and recommend new courses, programs, and certificates for the department. Enrollment is expected to drastically improve following the implementation of the new programs, certificates, and courses.

What is planned for the next 3 years to increase the number of certificates and degrees awarded?

Refer to the above, plus the recommendations from members of our Business Community Advisory Board, new degrees, programs, certificates should be available to accommodate the needs of our students and local business community.
Provide tutoring services for all business courses.

Engagement

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

PIE member: Leonard Chung
Assessment liaison and coordinator: Leonard Chung

Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

Attend and participate in Business Advisory Meeting.

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

Adjunct members are regularly consulted in course development and assignments as necessary based on their area of interest and expertise. They are regularly invited and encouraged to attend professional development activities, department meetings, and advisory committee meetings.

Prioritized Resource Requests Summary

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

Resource Category	Description/Justification	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost
Personnel: Classified Staff	To hire students who graduated from our business/accounting program to provide tutoring services to evening students.	$6000	$1500	$7,500
Personnel: Student Worker	Hire accounting tutor in Learning Resource Center and provide tutoring services for evening students	$7,000	$3,000	$10,000
Personnel: Part Time Faculty	Adjunct Faculty	$150.000	$25,000	$175,000
Personnel: Full Time Faculty				

Resource Category	Description/Justification	Total Estimated Cost
Professional Development: Department wide PD needed		
Professional Development: Personal/Individual PD needed		

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Supplies: Software	Accounting software and application programs: There is a continuing need to purchase the latest versions of accounting programs for our computerized accounting class to allow accounting faculty to stay current in the industry and to create training videos and lecture materials for accounting and business students.	$3,000
Supplies: Books, Magazines, and/or Periodicals		
Supplies: Instructional Supplies	Supplies for accounting tutors, calculators for students to use in the classroom.	$3,000
Supplies: Non-Instructional Supplies		
Supplies: Library Collections	Textbooks for reference desk for business and accounting courses.	$2,000

Resource Category	Description/Justification	Total Estimated Cost
Technology & Equipment: New	Additional laptop computers are needed to develop instructional materials.	$4,000
Technology & Equipment: Replacement		

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Facilities: Classrooms		
Facilities: Offices		
Facilities: Labs		
Facilities: Other		

Resource Category	Description/Justification	Total Estimated Cost
Library: Library materials		
Library: Library collections		

Resource Category	Description/Justification	Total Estimated Cost
OTHER		