Instructional Units Program Review Year Five Update - Business Department Latest Version

This cycle is for Instructional Units to complete the Year Five Update of the Program Review Cycle.

Instructional Units Program Review Year Five Update

1. Program Update : Version by **Wilkins, Penny** on **02/17/2022 00:53**

1a. Provide any important changes or updates within your program since your Program Review Year Three Update (2019-20). (New degrees, new curriculum, staffing changes, etc.)

Changes
-Degrees- Changed ADT in Business to align with state requirements for ADT Business 2.0
-Staff- Hired two new adjunct faculty.
-Modality- All courses now have online course addendums. In addition, several courses went through the OEI CVC rubric alignment and are being approved to be badged in the CVC course listing.
-Change 1/2 unit 90s classes to 1.5 units to meet student need and cover topics with more valuable depth.

1b. Please address the following enrollment data provided for your program.
1.b.1. What are the enrollment trends over the past 3 years, beginning with Fall 2018? (Please address census enrollment, census fill   rate, and productivity (FTES/FTEF)
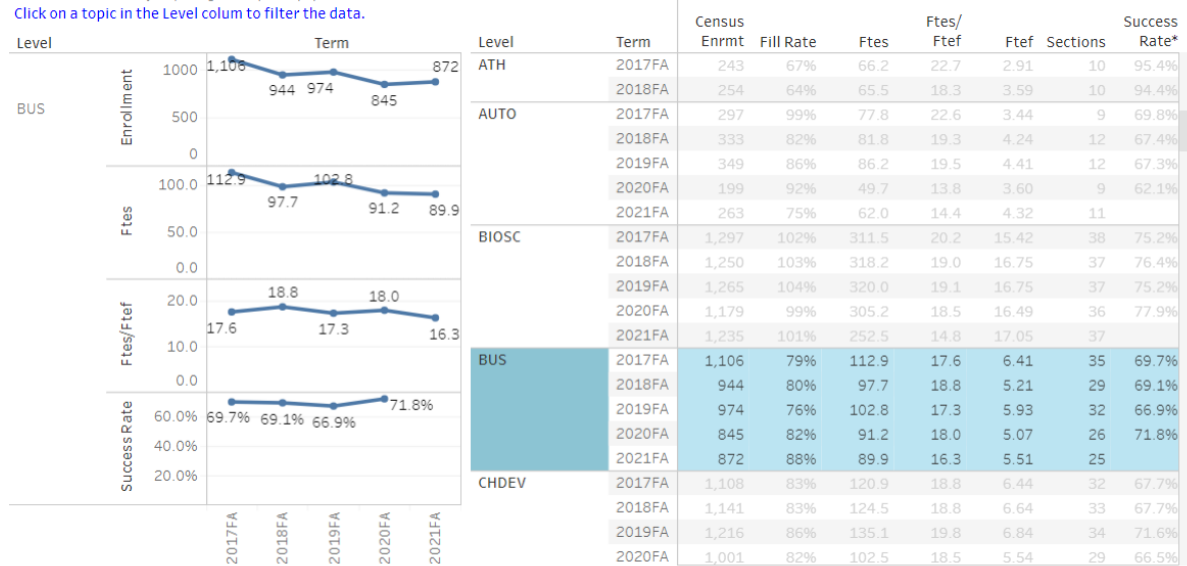

Level	Term	Census Enrmt	Fill Rate	Ftes	Ftes/ Ftef	Ftef	Sections	Success Rate*
ATH	2017FA	243	67%	66.2	22.7	2.91	10	95.4%
	2018FA	254	64%	65.5	18.3	3.59	10	94.4%
AUTO	2017FA	297	99%	77.8	22.6	3.44	9	69.8%
	2018FA	333	82%	81.8	19.3	4.24	12	67.4%
	2019FA	349	86%	86.2	19.5	4.41	12	67.3%
	2020FA	199	92%	49.7	13.8	3.60	9	62.1%
	2021FA	263	75%	62.0	14.4	4.32	11	
BIOSC	2017FA	1,297	102%	311.5	20.2	15.42	38	75.2%
	2018FA	1,250	103%	318.2	19.0	16.75	37	76.4%
	2019FA	1,265	104%	320.0	19.1	16.75	37	75.2%
	2020FA	1,179	99%	305.2	18.5	16.49	36	77.9%
	2021FA	1,235	101%	252.5	14.8	17.05	37	
BUS	2017FA	1,106	79%	112.9	17.6	6.41	35	69.7%
	2018FA	944	80%	97.7	18.8	5.21	29	69.1%
	2019FA	974	76%	102.8	17.3	5.93	32	66.9%
	2020FA	845	82%	91.2	18.0	5.07	26	71.8%
	2021FA	872	88%	89.9	16.3	5.51	25	
CHDEV	2017FA	1,108	83%	120.9	18.8	6.44	32	67.7%
	2018FA	1,141	83%	124.5	18.8	6.64	33	67.7%
	2019FA	1,216	86%	135.1	19.8	6.84	34	71.6%
	2020FA	1,001	82%	102.5	18.5	5.54	29	66.5%

Enrollment trends over the past three years has been a slight decline with an uptick in 2021. The number of section offered also declined as the department worked to eliminate irrelevant and misaligned courses although the Spring 2022 will move toward increasing the number of sections offered. While sections decreased the fill rate per section did slightly increase and the success rate slightly increased.

1b. Please address the following enrollment data provided for your program.
1.b.2. What does the data suggest in terms of future needs/directions?

Online learning has been sought after by business students for some time with pre-COVID online sections filling within three weeks of opening for registration. The increase if fill rate in fall 2020 and again increase in fall 2021 suggests students are gravitating more towards courses, which have been 100% online.

Possible considerations could be keeping the majority of sections online, as well as expanding course types to include new relevant areas, which would involve college and community wide marketing efforts. In addition, possible hybrid section additions may prove beneficial to students.

1c. Provide a brief update on the timeline for your program's goals as listed in your Program Review Year Three Update (2019-2020). If your program's goals are in progress or modified, please include action steps and responsible parties in your explanation.

Goals	Completed/ Abandoned/ In Progress/ Modified	Impact/ Explain/ Action Steps	Timeline/ Responsible Parties
Goal 1: Explore opportunities to establish more student engagement opportunities collegewide.	In progress		All FT Faculty
Goal 2: Explore entrepreneurship certificate pathways with other LMC departments: - Music - Art - Childcare - Automotive - Travel - Management	In Progress		All FT Faculty
Goal 3: Explore opportunities to reduce unsuccessful student completions.	In progress		All FT Faculty

Goals 1, 2, and 3 are ongoing.
FOR CTE PROGRAMS ONLY
1c. Community and Labor Market Needs (Link Ed Code 78016 (http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=78016.), Title 5, 51022 (https://govt.westlaw.com/calregs/Document/I69DDBCC0B6CB11DFB199EEE3FF08959C? viewType=FullText&listSource=Search&originationContext=Search+Result&transitionType=SearchItem&contextData= (sc.Search)&navigationPath=Search%2fv1%2fresults%2fnavigation%2fi0ad7140b0000016c911a16d7fb7f969b%3fNav%3dREGULATION_PUBLICVIEW%26fragmentIdentifier%3dI69DDBCC0B6CB11DFB199EEE3FF08959C%26startInde

Accounting Outlook

SOC	Description	2021 Jobs	2026 Jobs	2021 - 2026 % Change
13-2082	Tax Preparers	657	674	3%
43-3031	Bookkeeping, Accounting, and Auditing Clerks	12,190	11,929	(2%)
43-3051	Payroll and Timekeeping Clerks	1,276	1,254	(2%)
		14,123	13,856	

Business Outlook

SOC	Description	2021 Jobs	2026 Jobs	2021 - 2026 % Change
43-1011	First-Line Supervisors of Office and Administrative Support Workers	11,330	11,187	(1%)
43-6011	Executive Secretaries and Executive Administrative Assistants	6,151	5,569	(9%)
		17,481	16,756	

The decrease in executive secretaries and executive admin assistants is known, thus the reason we eliminated several of our office support related courses.
While the above two areas have decreased, small business is on the rise.
FOR CTE PROGRAMS ONLY
1d. Advisory Board Update and Analysis (CTE related only) Include dates of Advisory Board meetings in 2020-2021, and those completed or planned in 2021-2022.

Pandemic situations seem to have impacted formalized Advisory Board meeting attendance. Contact with industry has been through adjuncts and students working in the industry. Additional contact for accounting has been done through communication with local accounting employment organizations.

Prior to the pandemic, most students were traveling outside the area for work with upwards in excess of 80% leaving the local area daily. While some are returning to work, many students are now working from home and seeking online classes to keep their degree work progressing. Many other students are also unemployed.

Specific to accounting, employers continue to need qualified accounting people. Providing students employable skills in this area continues to be an area of exploration. Current specific focus is on possible Quickbooks and Bookkeeping certification for students.

Goals and Objectives			Modified	In Progress	Abandoned	Completed
Goal 1. Strengthen a culture of equity, diversity, inclusion, and racial justice. (District #2 and #4)						
Recommended Actions	Goal 1: Explore opportunities to establish more student engagement opportunities collegewide.	0 linked SLOs 0 resource requests				
Goal 2. Increase and maximize equitable opportunities for students to successfully complete courses and programs. (District #1 and #2)						
Recommended Actions	Goal #2 Explore online offerings post pandemic.	0 linked SLOs 0 resource requests				
Goal 3. Increase opportunities that will prepare students to enter high-demand and living-wage occupational fields. (District #3)						

Goals and Objectives		Modified	In Progress	Abandoned	Completed
Recommended Actions	Goal 3: Explore entrepreneurship certificate pathways with other LMC department: - Music - Art - Childcare - Automotive - Travel - Management	0 linked SLOs 0 resource requests				
	Goal 4. To better support students in accomplishing their academic and career goals – from entry to completion/transition – and to enhance course-level and program-level achievement, expand and deepen educational, workforce, and community partnerships. (District #3)				
	Goal 5: Effectively utilize institutional resources to meet the needs critical to the College mission. (District #4 and #5)				

2. Vision for Success Goals Update : Version by **Franco, Dennis** on **02/08/2022 19:23**

2a. The following table lists the *Vision for Success* indicators that we must align to as a College and as a District. Please look at your program data (Tableau) for each of the following *Vision for Success* indicators. Please address all indicators that are relevant to your program and provide a status update on your program goals from your Program Review Year Three Update. Please include action steps if your goal(s) has been modified and an explanation if your goal(s) has been abandoned. *

NOTE - Please copy and paste the table below in your response and complete accordingly.

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
Course Success					
Degrees (AA, AS, ADT)					
Certificates of Achievement					
Unit Reduction					
CTE Jobs					

Vision for Success Indicators and ACCJC Indicator	Program Set Goals (from PR Year 3 Update)	Status (Indicate Modified, Completed, or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
Course Success	74.20%	73.40%	ongoing	All FT faculty	Continue to advise students of program offerings and requirements. Post publications showing different certificate and degree options, and encourage students to apply before college deadline.
Degrees (AA, AS, ADT)					
Business - Accounting- AS	18	17	ongoing	All FT faculty	Continue to advise students of program offerings and requirements. Post publications showing different certificate and degree options, and encourage students to apply before college deadline.
Business - Accounting Certificate of Achievement	6	8	completed	All FT faculty	Review and analyze prior performance and discuss and create new goals.
Business - Small Business Operations- AS	6	5	ongoing	All FT faculty	Continue to advise students of program offerings and requirements. Post publications showing different certificate and degree options, and encourage students to apply before college deadline.
Business - Small Business Operations- Certificate of Achievement	3	1	ongoing	All FT faculty	Continue to advise students of program offerings and requirements. Post publications showing different certificate and degree options, and encourage students to apply before college deadline.
Business Administration for Transfer- ADT	75	84	completed	All FT faculty	Review and analyze prior performance and discuss and create new goals.

2b. The *Vision for Success Goal 5 - Equity* is designed to reduce the equity achievement gap on course seuccess for disproportionately impacted (DI) student populations. The College has identified the following three disproportionately impacted (DI) populations: African-American, economically disadvantage students (low income), and foster youth students.

Please review your program data (Tableau) for each of the aforementioned DI populations, and provide a status update on your program goal(s) for your previously selected DI population(s) in your Program Review Year Three Update. If your goal(s) has been modified please include action steps and if your goal(s) has been abandoned please provide an explanation.*

NOTE - Please copy and paste the table below in your response and complete accordingly.

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
African American					
Low Income					

Foster Youth					

Course Success by DI Population	Program Set Goals (PR Year 3 Update)	Status (Indicate Modified, Completed or Abandoned)	Timeline	Responsible Parties	Action Steps/ Explanation
African American	53%	58.40%	completed	All FT faculty	Review and analyze prior performance and discuss and create new goals.
Low Income	74%	73.60%	ongoing	All FT faculty	Continue to advise students of program offerings and requirements. Post publications showing different certificate and degree options, and encourage students to apply before college deadline.
Foster Youth	59%	40%	ongoing	All FT faculty	Continue to advise students of program offerings and requirements. Post publications showing different certificate and degree options, and encourage students to apply before college deadline.

3. Assessment Status Update and CSLO Assessment Effectiveness : Version by **Wilkins, Penny** on **02/01/2022 18:22**

a. Please review the data provided on the assessment status of courses in your discipline for Cycle Two (2017/18-2020/21). For any courses that were not assessed in Cycle Two please list them in the table below in your response including why they were not assessed, when you are going to assess them, and who is going to assess them.*

NOTE - Please copy and paste the table below in your response and complete accordingly (add extra rows if needed).

Course Name/ Number	Reason course was not assessed	When course will be assessed	Faculty Responsible for Course Assessment

Course Name/ NumberReason course was not assessedWhen course will be assessedFaculty Responsible for Course Assessment

BUS-181	Course not offered	Next Offering	Unknown

b. Discuss the results of any CSLO assessments performed this year. What changes, if any, are planned to improve student success (ex. pedagogy, assessment instruments are not appropriate to measure, CSLO rewritten etc.)?

Course	Assessed	Date	Actions Based on Assessment
BUS-035A	Yes	2/25/2018	New textbook and software is being selected.
BUS-035C	Yes	1/18/2017	New textbook and software is being selected.
BUS-052	Yes	11/24/2019	Create opportunities for students to give low-stake elevator pitch presentations throughout the course
BUS-059	Yes	4/30/2021	Provide diagnostic tests to see where students are. Follow up with additional exercises that students can walk through on their own.
BUS-109	Yes	9/6/2019	Offer additional review session and self-practice options.
BUS-160	Yes	9/6/2019	The current teaching and learning approaches will be continued
BUS-185	Yes	1/9/2020	Expand review and practice opportunities.
BUS-186	Yes	4/30/2021	Continue to expand practice opportunities.
BUS-187	Yes	5/6/2021	Continue to expand practice opportunities.
BUS-294	Yes	3/27/2017	More in class practice, discussion, and note taking options.
BUS-091	Yes	4/25/2018	Course is being redesigned moving from .5 unit class to 1.5 unit class.
BUS-092	Yes	6/13/2018	Course is being redesigned moving from .5 unit class to 1.5 unit class.
BUS-093	Yes	6/14/2018	Course is being redesigned moving from .5 unit class to 1.5 unit class.
BUS-096	Yes	2/9/2018	Course is being redesigned moving from .5 unit class to 1.5 unit class.

4. Course Outline of Record Updates : Version by **Wilkins, Penny** on **02/01/2022 18:22**

Please review the data provided in eLumen for the status of the Course Outline of Records (COORs) in your discipline. Please indicate in the table below any COOR(s) for your discipline that has not been updated and identify the faculty member responsible for submitting the updated COOROs) to the Curriculum Committee by November 1, 2021.*

NOTE - Copy and paste the table below in your response and complete accordingly (add extra rows if necessary).

Course (Enter Course Name ex. ENGL-100)	Faculty Responsible for COOR Update

Course (Enter Course Name ex. ENGL-100)	Faculty Responsible for COOR Update
BUS052	Janith Norman - Due Fall 2021 and is in process.

Impact of Resource Allocation