

# 2018-2019 Program Review Cycle



## Instructional Programs

## CAN Program Review (Instructional) - Accounting & Business (Odd Year)

### Program Review Narratives

2018-2019

#### **Instructional Program Review (IPR)**

**Lead Contact Person:** Candice Nance, Business Faculty and Chair

**Writing Team:** Candice Nance (Business Faculty & Department Chair), Jonathan Wax (Program Services Coordinator), and Leonor Cabrera (Dean of Business, Design, and Workforce)

#### **Executive Summary**

**0. Executive Summary:** The Business and Accounting Department aligns with Cañada College's mission through the delivery of quality Career Education (CE) and transfer programs. Our mission is to provide our community with gainful employment opportunities and continuing education opportunities in accounting, bookkeeping, business administration, entrepreneurship, management, marketing, payroll, and small business management.

As our Business Program continues to accelerate in the growth of student access and completion, with that growth comes many challenges in additional staffing and funding demands. As our full-time Accounting Professor has been internally promoted, we are faced with the challenge of decreasing student enrollments due to a multiyear vacancy in the faculty position due to the hiring process of internal promotion. We are confident that with strategic college support we will continue to grow both programs while maintaining a close-knit community focused on student Access, Equity, and Success.

Our department has many strengths:

1. The Business Program is the fastest growing program at Cañada College, with an increase of 175% in total student enrollments from fall of 2013 to the fall of 2017. This growth is due to the collaborative effort of program faculty and staff with strategic enrollment management and curricular redesign.
2. We've created the following eight new Career Education (CE) and transfer programs:
  - a. Business Management Associate (60 units)
  - b. Business Information Worker (BIW) Certificate (18 units)
  - c. Marketing Certificate (18 units)
  - d. Marketing Associate (60 units)
  - e. Business Assistant Associate (60 units)
  - f. Business Assistant Certificate (18 units)
  - g. Business Management Certificate (19 units) (awaiting State approval)
  - h. Human Relations in the Workplace Certificate (18 units) (awaiting State approval)
3. The Business Program consistently meets or exceeds the District and College load goal of 525.
4. Our Business Administration Associate Degree for Transfer (ADT) is the most petitioned ADT by students at Cañada College and has seen growth in student petitions year-over-year since its inception in 2013/2014.
5. Each year the percentage of students completing Business courses has steadily increased each year, from 57% in fall of 2013 to 76% in fall of 2017.
6. Students in Business are completing just as successfully in online classes as they are in in-person classes.
7. We are piloting the new Business Online Academy (BOA) Program this year, a fully online program for students to complete our 19-unit Business Administration Certificate in 12-months or less.
8. We've increased our Business and Accounting summer course offerings from zero in the summer of 2013 to seven sections of core transfer courses in the summer of 2018, equivalent to 1.4 FTEF.

Opportunities include:

1. The stabilization and rejuvenation of our Accounting Program after our full-time Accounting Professor was internally

promoted to our Division Dean leaving a multiyear vacancy in the faculty position during the hiring process.

2. Reinstating previous evening course offerings as new student demand increases after the projected upcoming economic recession.
3. Increasing Access, Equity, and Success in alignment with the new 2018-2019 State Funding Formula.
4. Collaborating with Cañada College's successful College for Working Adults (CWA) program to integrate Business as a potential major for their student population reflecting the increasing student demand for the major in Business.
5. New district-to-district high school articulation agreements under AB 288, including current work with Business Faculty at Carlmont High School in Belmont.
6. Initiating training and guidance for securing grant funding to support our Department goals and initiatives.
7. Hire a new Retention Specialist to support total quality management in the services we provide to Business and Accounting students, as well as to coordinate and promote targeted student intervention services, such as tutoring, mentoring, and bridging communication between the department and our academic counseling faculty.

Challenges include:

1. Supporting a swiftly growing program as the College's projects a decrease in FTEF allocation thereby limited if not reducing the number of course sections our department can offer.
2. Reduced full-time faculty staffing after one faculty promotion, one faculty inter-district transfer, and one faculty retirement in the last three years. All three positions remain vacant and unfilled.
3. With the aggressive growth in the Business Department, we've seen a parallel demand for additional staffing support for new industry partnership viability assessments, Retention Specialist tasks to promote student completion and success and to secure new grant funding.
4. The current state of facilities on our campus poses several challenges to our department, such as the loss of one of our three computer labs in building 13 to another department with special equipment needs, the lack of large lecture spaces to support the growth of over department load above and beyond the 525 load target, and the longstanding need for facilities remodeling, such as updating general classroom space and restroom facilities to remain competitive in the mid-peninsula education market.
5. Moving our successful Program Services Coordinator (PSC) position away from temporary grant funding under Strong Workforce funds to permanent Fund 1 allocation.
6. With the growth of our Business Department, we have an increasing need for additional Perkins, Strong Workforce, and College funding.

We are excited by the possibilities in Business and Accounting for our students and look forward to working collaboratively with College and District leadership to continue the growth and success of Business and Accounting Programs.

Prepared by:

Candice Nance, Business Faculty & Chair

Jonathan Wax, Program Services Coordinator

Leonor Cabrera, Dean of Business, Design, and Workforce

### **Program Context**

**1. Mission:** \*\*\*IMPORTANT NOTE FOR IPC READERS: Please see the attached Program Review PDF under "Documents" in the left-hand navigation pane in TracDat to see an easier-to-read template which includes all of the referenced figures and tables.\*\*\*

The Business and Accounting Department aligns with Cañada College's mission through the delivery of quality Career Education (CE) and transfer programs. Our mission is to provide our community with gainful employment opportunities and continuing education opportunities in accounting, bookkeeping, business administration, entrepreneurship, management, marketing, payroll, and small business management.

**2. Articulation:** \*\*\*IMPORTANT NOTE FOR IPC READERS: Please see the attached Program Review PDF under "Documents" in the left-hand navigation pane in TracDat to see an easier-to-read template which includes all of the referenced figures and tables.\*\*\*

Yes, we continually review and revise our curriculum offerings on an annual basis depending on changes in articulation, scheduling limitations, and student demand. We work closely with our Curriculum Committee and Articulation Officer to keep our courses relevant and useful for our transfer students. Below is a summary of new programs in Business, the significance of Business ADTs for Cañada, AB 288 district-to-district articulation agreements, and industry partnership impacts.

**NEW PROGRAMS IN BUSINESS:** After a thorough curriculum redesign in the last five years, we offer an efficient schedule of courses with new program offerings. With upcoming changes to the State Allocation Formula to include a three-pronged focus of

Access, Equity, and Success, we have continued to create new programs in Business that have received local, regional and state approval. In the last five years, we have created eight new programs. You can see a list of all of our recently approved programs in Section 4: Curricular Changes.

Additionally, we have the following new programs awaiting state approval for 2019-2020:

1. Business Management Certificate (19 units)
2. Human Relations in the Workplace Certificate (18 units)

THE SIGNIFICANCE OF BUSINESS ADTs FOR CAÑADA: In the spring of 2018, our Business Associate Degree for Transfer (ADT) was the highest ADT petitioned on campus, with 29 petitions, according to the 2017-2018 Transfer Center Program Review data. See Table 1 below. Under the new State Funding Formula, AD-T completions are weighted the heaviest the in the Student Success Incentive Allocation with a “4” multiplier compared to a “3” multiplier for regular Associate’s Degrees and lesser multipliers for Certificates.

Table 1: Cañada College ADT Petitions in Spring 2018

According to data collected by the Transfer Center, we have seen continual growth in student petitions for an ADT in Business since its inception in 2013/2014. In the data below in Table 2, you can see a significant increase in the number of Business ADT student petitions notated by the asterisk in 2015/2016. This increase was due to campus collaboration efforts to change the MATH 241 Course Outline of Record to include all required CID descriptor requirements for the ADT in Business. Prior to this articulation change, students were required to take both MATH 241 and MATH 242.

Table 2 - Growth in Business ADT Student Petitions

Academic Year	2013-14	2014-15	2015-16*	2016-17	2017-18	2018-19	
Number of Approved ADTs in Business	9	13	26	45	49	In Progress	
Increased by		45%	50%	73%	9%	In Progress	

Clearly, District and College students are very interested in Business as a major thus growing our program significantly, even during an economic boom when many departments are struggling with enrollments. As mentioned in Section 7: Enrollment Trends, our Business Department has an increase of 174.71% in total enrollments from fall 2013 to fall of 2017. Our number of continuing students has grown from 248 in 2013/2014 to 650 in 2017/2018 indicating an increase of 162.1%, again as referenced in Section 7: Enrollment Trends.

With the upcoming transition to the new State Funding Formula, we must continually seek ways to promote and empower students to complete our Business and Accounting Programs. Since the new State Funding Formula, under the Student Success Initiative Allocation, has allocated a heavier weight for an ADT completion over the completion of an Associate’s Degree, we must continue to promote, recruit, and support students completing an ADT. An ADT in Business is one of the most successful ways for our students to achieve gainful employment after they graduate from a university. According to the 2017 – 2018 Transfer Center Program Review, up to 21% of students may not be aware of the benefits of an ADT on the CSU application. The growth trend in Business ADT completion supports our need for a new Retention Specialist as detailed in Section 6B: Impact of Staffing Changes. Unfortunately there is still no approved ADT in Accounting.

We are also continuing to work with our local mid-peninsula Deputy Sector Navigators (DSNs) as apart of the California Community Colleges Doing What Matters initiative. For the mid-peninsula region, we work closely with our Business & Entrepreneurship DSN, Global Trade DSN, and ICT/Digital Media DSN.

AB 288 DISTRICT-TO-DISTRICT ARTICULATION: One source of increasing workload demand includes new AB 288 district-to-district articulation agreements with local high schools. In the summer of 2018, the San Mateo Community College District’s Board of Trustees approved new AB 288 agreements between SMCCD and the Sequoia High School District. Business faculty are already working directly with Carlmont High School Business Faculty in Belmont to investigate college credit options for their students in partnership with Cañada College. However, the recent AB 288 agreement articulating Cañada’s BUS 100 course with Carlmont High School’s business course is likely to lead to disappointment in both districts without significant investment from the College regarding guidance about dual enrollment procedures, a lack of administrative assistance in authenticating high school faculty minimum qualifications, and proactive collaboration over likely union issues from both collective bargaining units.

INDUSTRY PARTNERSHIPS: Another source of increasing workload demand comes from a recent increase in external solicitations for employer partnerships, such as Amazon, Facebook, and YearUp. Without additional staffing support, our department will not be able to further investigate the viability of these exciting industry partnership opportunities and the resulting new programs

they propose.

**3. Community & Labor Needs:** Students who may have traditionally elected to take night courses are frequently opting for online offerings for the flexibility in their schedule. Due to this change in student demand, we are currently piloting the first year of the Business Online Academy (BOA). This program has been built with strategic sequencing, coordination, and training of all online faculty participants, and an increase in marketing so students can complete our 19-unit Business Administration certificate completely online in 12-months or less. This supports the new changes in the State Funding Model with an emphasis on student completion. This program would benefit the most from a new Retention Specialist position as detailed in Section 6B: Impact of Staffing Changes.

Our Business Advisory Board met in the fall of 2018 as did our Accounting Advisory Board. Both Advisory Boards approved of the curricular changes and online offerings for students with a continual focus on the developing student skills in communication, leadership, and teamwork. All Advisory Board meeting agendas and minutes can be found on the supporting SharePoint website.

### **Looking Back**

**4. Curricular Changes:** Over the last few years, our department has gone through a strategic curriculum redesign. We have banked or deleted courses that were no longer relevant or required for our student needs and created new courses and programs that kept up with industry demand and student interest. We have created several new programs in Business, including the following:

1. Business Management Associate (60 units)
2. Business Information Worker (BIW) Certificate (18 units)
3. Marketing Certificate (18 units)
4. Marketing Associate (60 units)
5. Business Assistant Associate (60 units)
6. Business Assistant Certificate (18 units)

It will take several years of student completion data before we can report back on the success of student completion in these programs, but we predict that we will see an increase in program completions with additional program offerings since many of the program offerings did not require new courses to be created with additional student recruitment.

Since our last program review, we converted our experimental course, BUS680CB - Startup for Artists, Designers and Creators, to a permanent course, BUS 158 – Startup and Freelance Fundamentals, which is included in four Fashion Programs and two Business Programs.

We also collaborated on the creation of a new ADT for Law, Public Policy, and Society which was implemented in 2017-2018. Since BUS 201 Business Law is one of the core required courses for the ADT, we project a moderate increase in demand for BUS 201 sections.

Curriculum, however, is just one part of an instructional program. Career Education (CE) programs, in particular, depend on many other factors to be successful. For instance, marketing course programs and courses to our existing students and potential new students is a continual focus of our Program Services Coordinator (PSC). We continue to need additional marketing resource requests from the College Marketing Department that go unfulfilled due to internal constraints within the Marketing Department. We strategically utilize our Perkins and Strong Workforce funding to execute our marketing strategy and increase the exposure of our CE programs, including Business and Accounting.

In the last year, our PSC has strategically updated many of our department websites, including Business and Accounting, to the new mobile-friendly website. But in addition, faculty and our PSC worked collaboratively to update and expand the content on our program website to better reach out target audience. Additionally, our Division Dean and PSC worked continuously on updating and unifying all CE marketing collateral, such as program brochures, campus screensavers, and flyers. This unified effort has benefited our campus recruitment team and armed them with accurate data and information about all of our CE programs. Lastly, our PSC and faculty have been instrumental in executing targeted social media ads on both Facebook and Instagram to increase awareness of our Business and Accounting courses. The return on investment for these ads has proven to be very beneficial and we continue to strategically plan our social media marketing efforts.

Lastly, we have had many requests from private companies to provide a curriculum that aligns with their product offerings. As per Title 5 regulation §53200 (b), faculty have the primary function to make recommendations with respect to academic matters, including curriculum. This includes solicitations from outside parties such as large employers. We need additional financial support from the College to provide equitable compensation and release time to validate such solicitations and ensure that they are not only sustainable at our college but also in the best interest of our students and community. The College must rely on the informed recommendation of our faculty discipline experts regarding the viability of proposed new programs.

**5A. Progress Report - IPC Feedback:** The most significant concern was around Student Learning Outcome (SLO) assessments for the program. We recently created the three-year SLO assessment plan for both Accounting and Business and are in full implementation this academic year.

**5B. Progress Report - Prior Action Plans:** We have achieved many of our strategic action plans from our last program review. For instance, we implemented our plan for connection and entry goals which included additional online sections and strategically scheduled late-start courses to accommodate our working student population. We have also worked progressively on strategic course sequencing and enrollment management with the support of our Program Services Coordinator (PSC).

**6A. Impact of Resource Applications:** \*\*\*IMPORTANT NOTE FOR IPC READERS: Please see the attached Program Review PDF under "Documents" in the left-hand navigation pane in TracDat to see an easier-to-read template which includes all of the referenced figures and images.\*\*\*

While we don't require a substantial investment in equipment or research, we are currently limited by six resources: a growth-restricting FTEF allocation model, reduced faculty staffing, a demand for additional staffing, facility constraints on campus, a lack of grant funding, and demand for additional funding.

**GROWTH-RESTRICTING FTEF ALLOCATION MODEL:** It is a challenge to support our rapid growth in student enrollments over the last five years as the College continues to use a decreasing college-wide enrollment FTEF allocation model. We are continually asked to limit new section offerings and or reduce our overall section offerings when the data proves that we are in a growth period. The College needs to consider growth silos on campus and how to best support them with dedicated growth in FTEF allocation.

**REDUCED FACULTY STAFFING:** Our department currently operates with just one full-time faculty member with a vacancy for three full-time faculty positions, including a retirement from Computer Business Office Technology (CBOT). This is a significant negative impact on the workload for the department. While Business Programs and student enrollment have continued to grow substantially from 2013 to 2018, Accounting Programs and student enrollment growth stagnated and then declined following the year our Accounting Professor was promoted within the division. With the departure of our full-time Accounting Professor, accounting course completion and retention have declined. With the replacement hire for this position in 2019, we are confident that not only will we stabilize the Accounting Program, but we will also grow it in conjunction with the Business Program.

**DEMAND FOR ADDITIONAL STAFFING:** In addition, we require additional support from a newly proposed Retention Specialist position to improve student experience and completion. Business is traditionally a very large department on most college campuses, both at the community college and CSU/UC level. We need additional administrative support to continue to grow our program and increase our students' access to gainful employment opportunities in the Bay Area.

**FACILITY CONSTRAINTS:** In 2017-2018 we lost one of our three computer labs, 13-214, to another department on campus with special equipment needs. Due to the inability to use the lab now that special equipment has been installed, we can no longer offer classes in that space. The loss of this classroom space represents a reduction of one-third of our available computer labs indicating a significant reduction in available facilities space. This semester, during an economic boom with less student demand on scheduling, we faced difficulties finding space for all on-campus classes. With the amount of growth in student demand for Business programs and courses, we need the reacquisition of 13-214 to take place before the 2019-2020 academic year.

We also need a space for larger lectures greater than 35 students due to the college administration's demands for load and efficiency. Without sufficient facilities space on campus, we continue to face headwinds in growing our departmental load greater than the 525/535 load we have been able to maintain.

Lastly, many of the general classrooms in building 13 are in desperate need of remodeling. With outdated technology, aging furniture and infrastructure, our facilities lack in the professionalism and cleanliness of our sister colleges. As one example, several of the bathrooms in building 13 have been haphazardly reorganized without finishing touches, such as exposed urinal connections and insufficient lighting. Reference Image 1 below for a visual reference as compared to Image 2 at Skyline College.

Image 1 – Cañada College Building 13 Restroom with Exposed Plumbing Fixtures

Image 2 - Skyline College Bathroom in Building 6 & 7

While this does not have a direct impact on our program, it does make a negative impression on our students and does not promote our campus atmosphere adequately compared to the College of San Mateo and Skyline College. Building 13 is also in desperate need of a strategic wayfinding and signage update, removing old signs and adding clear new directions for students.

**GRANT FUNDING:** One of the many pillars of success in Cañada STEM programs is grant funding. Our STEM program has secured

a lion's share of the federal, state, and local grants acquired within our District. Going forward, our Business & Accounting Program is interested in investigating possible grant funding opportunities at all levels to support and pilot many of our strategic initiatives.

**DEMAND FOR ADDITIONAL FUNDING:** A few years ago, the Business and Accounting Department had little to no Perkins funding and Strong Workforce funding did not exist. While we have more funding from both funds this academic year, the growth and strategic initiatives planned for 2018 – 2020 require additional funding. We will need additional Perkins, Strong Workforce, and permanent College funding to achieve our goals, such as transferring our current Program Services Coordinator (PSC) position away from temporary grant funding to permanent funding as detailed in Section 6B: Impact of Staffing Changes. We will continue to collaborate with our Division Dean to strategically and mindfully execute our Perkins and Strong Workforce funding to provide Access, Equity, and Success for our students.

**6B. Impact of Staffing Changes:** Our department has had a disproportionate impact by a decrease in staffing in faculty positions. In 2014, our department funded three full-time tenured faculty positions, two in business and one in accounting. Two faculty members took internal promotions or transfers, leaving one faculty member remaining with two faculty vacancies waiting to be filled. We are projecting a full-time tenure-tracked Accounting Professor replacement hire in spring 2019 and a full-time tenure-tracked Business Professor replacement hires in fall of 2019. It is, however, not uncommon for accounting and business hiring committees to have to go out for a position multiple times due to the limitations of the pool and the desire for many applicants to consider industry positions that pay significantly higher salary and benefits.

Additionally, after the Computer Business Office Technology (CBOT) full-time faculty member retired in 2014, our department has taken over many of the responsibilities of that department. However, the CBOT program requires a Program Improvement and Viability (PIV) process with a paid CBOT Coordinator position to guide that process. The College must commit to equitable treatment of the students in the CBOT Program with transparent and intentional program improvement efforts. Students are currently facing increasing course cancellations without equitable access to program completion.

The Business, Design, and Workforce Division acquired a new Program Services Coordinator (PSC) that has proven invaluable to our department. The work of this position is focused on enrollment management, strategic course sequencing, marketing outreach, and program project management. This position works closely with our Director of Workforce, Division Dean, and College Marketing Department to support Career Education (CE) efforts to connect our graduating workforce students with industry partners and gainful employment. California Education Code requires that "The governing board of each school district participating in a career technical education program shall appoint a career technical education advisory committee to develop recommendations on the program and to provide liaison between the district and potential employers." (EC § 8070.) Our PSC is instrumental in supporting the management of all department Advisory Board meetings, including planning, organizing, and documenting the meetings. Currently, our PSC position is funded through temporary Strong Workforce grant funding. The work done in this role is instrumental in the success to the Business Department and other departments in our division. As such, Cañada College should support the institutionalization of this position and move it into Fund I. The success of moving such a position into Fund I can be seen by the PSC role supported in our Fashion Department which was once temporarily funded but is now funded by Fund I.

Moving forward, our department requires a Retention Specialist to provide direct student retention services for our business students. Through coordinating and promoting targeted intervention services, such as tutoring, mentoring, and bridging communication between the department and our academic counseling faculty, this position will support student success and student completion as we move to align our college funding away from the existing state funding formula focusing solely on Access and transitioning to the Student Success Incentive Allocation model. Our efforts must be strategically aligned with student success and completion. A new Retention Specialist would be the champion on coordinating this effort, particularly with our new Business Online Academy (BOA) program where students can complete our 19-unit Business Administration Certificate online in 12-months or less. While our current data shows a nominal dip in online completion and success rates at the course level, our goal is to promote success and retention in a purely online program, such as the Business Online Academy program.

### **Current State of the Program**

**7. Enrollment Trends:** \*\*\*IMPORTANT NOTE FOR IPC READERS: Please see the attached Program Review PDF under "Documents" in the left-hand navigation pane in TracDat to see an easier-to-read template which includes all of the referenced figures and tables.\*\*\*

**STRATEGIC ENROLLMENT MANAGEMENT:** Before diving into data packets, it first warrants a discussion about strategic enrollment management for the Business and Accounting Program. Much of our success has been due to a cross-campus collaboration within and outside of our Division. Going forward we strive to develop an annual department schedule of courses to retain our growing adjunct faculty pool, stabilize scheduling for academic advising with students, and forward planning for full-time faculty scheduling and workload.

We are also keeping an eye on the overall economy to begin to execute a recession course schedule where we hope to grow some of our day course offerings and bring back our evening course offerings that have been cannibalized due to student demand for online courses. Adding evening course sections back into our scheduling will result in a slightly higher load number than continually increasing our online enrollment numbers since online courses receive the lowest allocation for Weekly Student Contact Hours (WSCH).

We also strive to provide learning opportunities for our highest achieving students by further developing our collaboration with the Honors Transfer Program (HTP). Additionally, we continually support our Business and Entrepreneurship (BEC) student club on campus by promoting the club to our students and encouraging attendance at club events.

**BUSINESS PROGRAM:** Thanks to the collaborative efforts of our department faculty and staff, our Business Department has grown substantially since 2013 while the overall college has seen a decline. The Business Department has grown from 170 total enrolled in the fall of 2013 to 467 total enrolled in the fall of 2017, indicating an increase of 174.71% in the total number enrolled. Please see figure 1 below. Our summer offerings have been very successful. In the summer of 2013 we had no summer classes and now we support six sections of our core business transfer classes each summer online.

Figure 1 - Business Program: Total # Enrolled Trend Data

The Business Department grew by an astonishing 174.71% during that period compared to the decline of College-wide total number enrolled by -18.93%. See Figure 2 below for College-wide total number enrolled trend data.

Figure 2 - College Total # Enrolled Trend Data

Each year the Business Department continues to grow. In 2013/2014 the department had 401 total number of students enrolled. By 2017/2018 we were able to grow that number to 1106, indicating an increase of 175.81% total number enrolled. See Figure 3 below for the total number enrolled by year data trend line.

Figure 3 - Business: Total Number Enrolled by Year

The Business Program total unique student count by year was 339 in 2013/2014 and grew to 872 total unique student count by 2017/2018 representing an increase of 157.23%. See Figure 4 below for the total unique student count by year data trend line.

Figure 4 - Business: Total Unique Student Count by Year

An important data trend to address is the total unique student count by enrollment status, as we can decipher some differing trends within the Business department. As indicated by the teal growth line in Figure 5 below, the number of students who are continuing students has increased significantly in the last five years. In 2013/2014 there were just 248 continuing students in Business, whereas in 2017/2018 there were 650 continuing students, indicating an increase of 162.1% of continuing students in Business. See Figure 5 below for a data trend graph depicting this growth in our department.

Figure 5 - Business: Total Unique Student Count by Enrollment Status

If we take a closer look at this subset of data, as seen in Figure 6 below, we can also see a possible area of growth for the Business department in collaboration with our Silicon Valley Intensive English Program (SVIEP). We had our first two SVIEP students in 2017/2018. While the nationwide data indicates a projected decline in international student recruitment due to political headwinds, in the Business Program we foresee a small but gradual increase in our SVIEP student population. However, it must be stated that this is heavily dependent upon the management of the overall SVIEP program as it struggles with its own budget, recruitment, student retention, and staff turnover.

Figure 6 - Business: Data Supporting Total Unique Student Count by Enrollment Status

We are successfully growing Business student headcount while also retaining students at a higher level. Another important metric for our Business Department is course completion. Our students are completing more now than ever. In fall 2013, 98 students completed courses. By the fall of 2017, 357 students completed courses, indicating an increase of 264.29% in students completing courses. During that time, the number of students who did not complete was 72 in the fall of 2013 and 110 in the fall of 2017. So, while we saw major growth in our overall student headcount, the percentage of students completing today is significantly higher than it was in the past. In other words, the proportion of non-completing students did not grow in parallel to our overall growth trend in the number of students served. See figure 7 below for a visual representation of this data.

#### Figure 7 - Business: Number of Students with Course Completion

As reiterated in Figure 8 below, we have significantly increased our percent of course completion. In fall 2013, 57.65% of students completed a business course while 42.35% did not complete. In the fall of 2017, 76.45% of students completed a business course and only 23.55% did not complete. As our program grows with enrollments we are also achieving higher standards of student success and completion at the course level.

#### Figure 8 - Business: Percent of Course Completion

One of the most impressive data points for the Business Department are our productivity numbers. All four data points in relation to productivity are higher year-over-year: number of sections by term; load by term; number enrolled at census by term; and total full-time equivalent students by term. Not only have we strategically grown the number of Business course sections offered each term (such as just 7 course sections in fall 2013 up to 22 course sections in fall of 2017), but we have also met and exceeded District and College load goals. In fall 2013, our load was as low as 370, but we hit our peak load of 621 in the summer of 2016. On Census Day in fall of 2018, the Business Program maintained a 538-load, surpassing the college goal of 525-load. See Figure 9 below for data supporting the increase in all four of our productivity data points.

#### Figure 9 - Business: Productivity Data Points Documenting Increasing Efficiency and Productivity

**ACCOUNTING PROGRAM:** The Accounting Program had small growth from fall of 2013 to fall of 2016 in the number of course sections. In fall 2013, six accounting courses were offered and by fall of 2016 we grew the number of sections by 33% to eight sections offered. However, by the time our full-time Accounting Professor was promoted to Interim (and then permanent) Division Dean of Business, Design, and Workforce, we were left with a remaining faculty vacancy that negatively impacted our program. Reference Figure 10 below, but notice that the data is organized by all fall data on the left, followed by all spring data and then finally summer data at the very right.

#### Figure 10 - Accounting: Number of Courses by Term

Over the last five years, our Accounting Program has grown its course offerings during the summer term. In the summer of 2017 and summer of 2018, we successfully offered at least one course in Accounting over the extended 8-week summer session, whereas in summers previously we did not offer any accounting courses at all in the summer.

The impact of losing our full-time Accounting Professor can clearly be seen in Figure 11 below where the load by term dropped to 391 in fall of 2017 and 375 in spring of 2018. In previous terms, such as spring 2016, the program load was as high as 524, marginally meeting the College load goal of 525.

We are confident that by filling the full-time Accounting Professor vacancy we will reinvigorate the program and give it the dedicated faculty oversight it deserves.

#### Figure 11 - Accounting: Load (Productivity) by Term

**8-A. Access & Completion:** According to the equity supplement gap analysis for Business in 2017-2018, the only group highlighted to have an equity gap in terms of program access rates are female students. Since this is a program access rate, and students can easily enroll in any Business course without prerequisite roadblocks, the college needs to investigate any bias in the advice given by counselors across all college programs, such as general counseling, TRIO, A2B, Promise, etc. Is there a bias when advising female students on appropriate majors? Is Business seen by our staff as a male-dominated major? I would also have to question how this data is collected and how we compare it to other metrics.

The equity supplement analysis also indicates two groups experiencing a program course completion rate gap: Hispanic students and black non-Hispanic students. Seeing as the college is a designated Hispanic Servicing Institute (HSI), the college can help address common barriers to completion for students by funding a permanent Retention Specialist for our department. A Retention Specialist will help address these issues as detailed in Section 6B: Impact of Staffing Changes.

**8-B. Completion - Success Online:** According to the "Course Success and Retention by DE vs Non DE" data table, our in-person, hybrid, and online courses are comparable in terms of student success and retention. Our faculty have been trained in online teaching pedagogy and regular effective student contact, including incorporating student-to-student peer contact in online courses.

With Governor Jerry Brown's proposal to create an online community college as our 115th California Community College, we must stay competitive and offer quality education online. While students face challenges both in the classroom and online, our goal is to remain committed to improving the quality of teaching both in the classroom and online.

Our faculty are participating in the Community of Practice (COP) and the Faculty Learning Program (FLP) in collaboration with STEM faculty. This program is modeled after the UC Berkeley Transforming STEM Teaching Faculty Learning Program which is a professional learning program for all university and college instructors in STEM to improve STEM faculty's instructional practice. In these programs, the research focuses on improving the quality of education in the classroom. The goal for our department is to focus on the quality of teaching that can take place not only in the classroom but also in an online environment to focus on student retention and success. The goal of an FLP is to improve student achievement by deepening faculty's understanding of how people learn, changing teaching behavior to support student learning, engaging faculty in habits of reflection, nurturing a tradition of continued learning about teaching, and building a faculty learning community.

Additionally, with the support of a new Retention Specialist position, as detailed in Section 6B: Impact of Staffing Changes, we can thoroughly investigate new and innovative ways to increase student retention and success in our online and in-person courses and programs.

**9A. SLO Assessment - Compliance:** We have been actively assessing SLO's and recently created the three-year SLO assessment plan to ensure all classes are appropriately assessed in a timely and strategic manner. We have split our entire course listings into 3-years of semester assessments rotating on a three-year cycle.

**9B. SLO Assessment - Impact:** The value of SLO's in student success is still yet to be determined. We are currently revamping many of our SLO assessments to collect more thorough and valid data. Some SLO assessment practices, such as pre- and post-course assessments, resulted in negligible data. The College will need to invest in actual SLO assessment training for faculty since no training has existed on campus for over 5 years.

**10. PLO Assessment:** As indicated during the last IPC review cycle, our PLO Assessment Plan remains very strong. Our PLO's are clearly aligned with Cañada College ILOs and course SLOs. We review our PLOs on a rotating cycle to remain in alignment with College ILOs and annual check-in with our Advisory Boards to receive guidance about PLOs.

### **Looking Ahead**

**11. Program Planning:** Objective #1: Increase student retention and completion in Accounting and Business Programs.

Objective #2: Strengthen and increase the number of local community partnerships, including but not limited to the Redwood City Chamber of Commerce, mid-peninsula local employers, San Mateo County employers, and the Sequoia High School District.

Objective #3: Improve the condition and availability of facilities space on campus available to Business and Accounting Programs.

Objective #4: Increase student access to Accounting and Business Programs to promote student equity.

Objective #5: Promote Business and Accounting Programs.

**Program Review Narrative Status:** Complete

## **Objective: Increase Student Retention and Completion**

in Accounting and Business Programs

**Objective Status:** 1 - New (PR)

**Objective Year:** 2018-2019, 2019-2020, 2020-2021, 2021-2022

**Estimated Start Date:** 01/01/2019

**Estimated Completion Date:**

**Please select the college goals with which this objective aligns.:** Student Completion/Success - Provide educational and student services programs that highlight inclusivity, diversity, and equity in their mission to help students meet their unique educational goals and minimize logistical and financial barriers to success.

**Please select the district goals with which this objective aligns.:** District Goal #4 - Ensure Necessary Resources Are Available To Implement This Strategic Plan Through Sound Fiscal Planning And Management Of Allocations. Protect Community-supported Status And Undertake The Development Of Innovative Sources Of Revenue That Support Educational Programs Beyond That Which Is Available From Community And State Allocations.

### ***Action Plans***

**2018-2019 - Hire a new Retention Specialist (Active)**

**Who's Responsible for Completing this Action Plan?:** Division Dean

**Estimated Completion Date:** Spring 2019

# CAN Program Review (Instructional) - Accounting & Business (Odd Year)

## Related Documents:

[Career Education Retention Specialist Position Request](#)

**2019-2020** - Create a Business and Accounting Community of Practice (COP) Program to increase the quality of teaching, both in-person and online (Active)

**Who's Responsible for Completing this Action Plan?:** Faculty

**Estimated Completion Date:** Summer 2020

## Related Documents:

[UC Berkeley Faculty Learning Program \(FLP\)](#)

**2019-2020** - Implement a new embedded tutor program, similar to EPIC, into our Accounting 121 course. If successful, expand the embedded tutor program to Accounting 131 and other courses as deemed appropriate. (Active)

**Who's Responsible for Completing this Action Plan?:** Faculty

**Estimated Completion Date:** Fall 2020

**2018-2019** - Fill full-time Accounting Professor vacancy (Active)

**Who's Responsible for Completing this Action Plan?:** Division Dean and Hiring Committee

**Estimated Completion Date:** Spring 2019

**2019-2020** - Fill full-time Business Professor vacancy (Active)

**Who's Responsible for Completing this Action Plan?:** Division Dean and hiring committee

**Estimated Completion Date:** Fall 2019

**2019-2020** - Convert existing Program Services Coordinator (PSC) position to a permanent funding in Fund I (Active)

**Who's Responsible for Completing this Action Plan?:** College President and Division Dean

**Estimated Completion Date:** Fall 2019

**2018-2019** - Increase Business and Accounting student awareness of Business AD-T, including benefits for CSU applications and admittance (Active)

**Who's Responsible for Completing this Action Plan?:** Department Chair, Faculty, Program Services Coordinator, Transfer Center Coordinator and Faculty, New Retention Specialist

**Estimated Completion Date:** Ongoing

## Related Documents:

[Transfer Center Program review 2017-18- Feb 2018.pdf](#)

**2019-2020** - Increase our Division FTEF allocation, and thus our Department FTEF allocation, to support our aggressive growth trend of 175% increase of student enrollments from fall of 2013 to fall of 2017. (Active)

**Who's Responsible for Completing this Action Plan?:** College President, Vice President of Instruction and Division Dean

**Estimated Completion Date:** Ongoing

## Resource Requests

**Additional FTEF allocation to support our department growth.** - With the added growth - the department is limited to the FTEF allocation in the BDW (org 3411) division when scheduling classes. The decrease in FTEF, which is tied to the decrease in FTES constricts department growth.

**Type of Resource:** Instructional Personnel

**Cost:** 100000

# CAN Program Review (Instructional) - Accounting & Business (Odd Year)

**Community of Practice (COP) Funding** - This follows the UC Berkeley Faculty Learning Program (FLP) that is already taking place with STEM and non-STEM faculty, however, this will require additional funding for faculty non-instructional rate hours (approximately \$1,000/faculty member) and food/beverages for kick-off meetings (less than \$500) with a goal of 5 participating faculty.

**Type of Resource:** Other

**Cost:** 5500

**Full-time Retention Specialist position** - To support student completion for Business and Accounting programs, including but not limited to the Business Online Academy program, in support of the new State Allocation model of Access, Equity, and Success.

**Type of Resource:** Non-Instructional Personnel

**Cost:** 60000

**Fund I allocation to institutionalize successful Program Services Coordinator (PSC) position** - The positive impact on a program of moving a PSC position from temporary funding to permanent funding can be seen by the PSC position in our very successful Fashion Department. With the successful implementation of our new grant-funded PSC position, we deserve equitable treatment in terms of permanent funding by the College.

**Type of Resource:** Non-Instructional Personnel

**Cost:** 80000

**Hourly non-instructional time to support the development of the Business Online Academy (BOA) Program** - Approximately 180 hours of time for the collaboration and sequencing of full-time and part-time BOA faculty and additional research into ways in which faculty can increase the quality of teaching in the online environment.

**Type of Resource:** Non-Instructional Personnel

**Cost:** 12000

## Objective: Local Community Partnerships

Strengthen and increase the number of local community partnerships, including but not limited to the Redwood City Chamber of Commerce, mid-peninsula local employers, San Mateo County employers, and the Sequoia High School District

**Objective Status:** 2 - Continuing (PR)

**Objective Year:** 2018-2019, 2019-2020, 2020-2021, 2021-2022

**Estimated Start Date:** 01/01/2019

**Estimated Completion Date:**

**Please select the college goals with which this objective aligns.:** Community Connections - Build and strengthen collaborative relationships and partnerships that support the needs of, reflect, and enrich our diverse and vibrant local community.

**Please select the district goals with which this objective aligns.:** District Goal #2 - Establish And Expand Relationships With School Districts, 4-year College Partners, And Community-based Organizations To Increase Higher Education Attainment In San Mateo County

### Action Plans

**2019-2020** - Build a community partners presence on our department website to encourage new local partnerships that benefit our students (Active)

**Who's Responsible for Completing this Action Plan?:** Faculty and Program Services Coordinator

**Estimated Completion Date:** Spring 2020

**2018-2019** - Build partnerships with local high schools through AB 288 district-to-district articulation agreements with active administrative support from the college (Active)

**Who's Responsible for Completing this Action Plan?:** Office of Instruction

**Estimated Completion Date:** Spring 2019

# CAN Program Review (Instructional) - Accounting & Business (Odd Year)

**2018-2019** - AB 288 District-to-District Articulation Agreement support, including a significant investment from College leadership regarding guidance about dual enrollment procedures, increased administrative assistance in authenticating high school faculty minimum qualifications, and proactive collaboration over likely union issues from both collective bargaining units. (Active)

**Who's Responsible for Completing this Action Plan?:** College President and Vice President of Instruction  
**Estimated Completion Date:**

## Resource Requests

**No direct cost associated with this objective.**

**Type of Resource:** Other  
**Cost:** 0

## Objective: Facilities Space

Improve the condition and availability of facilities space on campus available to Business and Accounting Programs

**Objective Status:** 1 - New (PR)

**Objective Year:** 2018-2019, 2019-2020, 2020-2021, 2021-2022

**Estimated Start Date:** 07/01/2019

**Estimated Completion Date:**

**Please select the college goals with which this objective aligns.:** Organizational Development - Focus institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.

**Please select the district goals with which this objective aligns.:** District Goal #4 - Ensure Necessary Resources Are Available To Implement This Strategic Plan Through Sound Fiscal Planning And Management Of Allocations. Protect Community-supported Status And Undertake The Development Of Innovative Sources Of Revenue That Support Educational Programs Beyond That Which Is Available From Community And State Allocations.

## Action Plans

**2018-2019** - Plan and implement a strategic use for the new Business Hub in 13-217 for both students and faculty (Active)

**Who's Responsible for Completing this Action Plan?:** Division Dean and Department Faculty  
**Estimated Completion Date:** 2018 - 2019

**2019-2020** - Reacquisition of 13-214 (Active)

**Who's Responsible for Completing this Action Plan?:** Division Dean  
**Estimated Completion Date:** Fall 2020

## Resource Requests

**Replacement modular desks, chairs, laptop carts similar to Business Hub but on a smaller scale. 13-213**

**Type of Resource:** Equipment (Items Over \$5000)  
**Cost:** 125000

## Objective: Increase Student Access

Increase student access to the Accounting and Business Programs to promote student equity

**Objective Status:** 1 - New (PR)

# CAN Program Review (Instructional) - Accounting & Business (Odd Year)

**Objective Year:** 2018-2019, 2019-2020, 2020-2021, 2021-2022

**Estimated Start Date:** 04/08/2019

**Estimated Completion Date:**

**Please select the college goals with which this objective aligns.:** Organizational Development - Focus institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.

**Please select the district goals with which this objective aligns.:** District Goal #4 - Ensure Necessary Resources Are Available To Implement This Strategic Plan Through Sound Fiscal Planning And Management Of Allocations. Protect Community-supported Status And Undertake The Development Of Innovative Sources Of Revenue That Support Educational Programs Beyond That Which Is Available From Community And State Allocations.

## Action Plans

**2018-2019** - Create a textbook library reserve program at all three district college libraries to include multiple textbook copies on loan for all Business Online Academy (BOA) courses (Active)

**Who's Responsible for Completing this Action Plan?:** Faculty and Division Dean

**Estimated Completion Date:** Summer 2020

**2019-2020** - Collaborate with the College for Working Adults (CWA) program and academic counselors to investigate a future partnership with CWA for business majors (Active)

**Who's Responsible for Completing this Action Plan?:** Division Dean and Faculty

**Estimated Completion Date:** Spring 2020

**2019-2020** - Strategically implement and grow the Business Online Academy (BOA) Program to increase access to a fully online certificate program with a 12-month or less completion timeline. (Active)

**Who's Responsible for Completing this Action Plan?:** Faculty, Division Dean, Program Services Coordinator and new Retention Specialist

**Estimated Completion Date:**

## Resource Requests

**Business Online Academy (BOA) textbooks** - Provide a minimum of three copies of each Business Online Academy (BOA) course textbook at each of the three district college library textbook reserves.

**Type of Resource:** Supplies (Items less than \$5000)

**Cost:** 4999

## Objective: Promote Programs

Promote Business and Accounting Programs

**Objective Status:** 2 - Continuing (PR)

**Objective Year:** 2018-2019, 2019-2020, 2020-2021, 2021-2022, 2022-2023, 2023-2024, 2024-2025

**Estimated Start Date:** 08/01/2018

**Estimated Completion Date:**

**Please select the college goals with which this objective aligns.:** Organizational Development - Focus institutional resources on the structures, processes, and practices that invest in a diverse student population and prioritize and promote equitable, inclusive, and transformative learning.

**Please select the district goals with which this objective aligns.:** District Goal #4 - Ensure Necessary Resources Are Available To Implement This Strategic Plan Through Sound Fiscal Planning And Management Of Allocations. Protect Community-supported Status And Undertake The Development Of Innovative Sources Of Revenue That Support Educational Programs Beyond That Which Is Available From Community And State Allocations.

# CAN Program Review (Instructional) - Accounting & Business (Odd Year)

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## Action Plans

**2018-2019** - Sustain and possibly increase current online and social media marketing tactics to support program and course impressions with our target markets (Active)

**Who's Responsible for Completing this Action Plan?:** Program Services Coordinator

**Estimated Completion Date:** Ongoing

## Resource Requests

**Marketing budget for Business & Accounting**

**Type of Resource:** Advertising

**Cost:** 3000