

CAN Discipline - Accounting

2022 - 2023

Program Context

1. Mission

Share how your program contributes to the College or fits into the College's Mission. For example, what other academic programs and student/academic services does your program engage with? Examples of student/academic services include the Learning Center, Library, STEM Center, SparkPoint, Dream Center, etc. Another example, how does your program fit into any of the College's plans (such as Equity, Technology, Strategic Enrollment, etc.)? If your program has a mission statement, you may include it here.

The accounting, business, and management programs give students a strong foundation to succeed when transferring to a university. These programs are rigorous; students learn how to communicate through business writing and communication, students learn how to analyze and read financial statements, and students learn about law specific to business issues. In addition, to writing a resume (which is reviewed by their peers and professors), network by creating a LinkedIn profile.

Student Access, Success, and Completion

The Accounting, Business, and Management (Business Program) schedules classes for students to complete certificates online and is now focusing on students completing the AD-T and working with the Math Department to offer Business Calculus in the evening.

Equity-Minded and Antiracist College Culture

One goal of the business department is to teach students about equity, micro-aggressions, and discrimination affect their lives and how the lack of awareness prevents effective teamwork and their working lives. To achieve this, the business department discusses the resources available at the college and uses case studies for students to envision how they would react as managers and co-workers.

Community Connections

Business department has multiple offerings through dual enrollment and encourages students to transfer by participating in transfer and articulation workshops and events. The business department holds an advisory meeting during the fall, and the accounting department offers an advisory meeting in the spring.

The business department continues to strengthen and increase the number of total community partnerships, including but not limited to the Redwood City Chamber of Commerce, mid-peninsula local employers, San Mateo County employers, and the Sequoia Union High School District. Build and strengthen collaborative relationships and partnerships that support the need to reflect and enrich our diverse and vibrant local community.

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Accessible Infrastructure and Innovation

The modernization of building 13 will provide the business department with modern technology and infrastructure to support our goal of teaching and learning innovation, as well as multi-modal classes allowing working students the opportunity to attend classes.

Business & Accounting Mission Statement

The business and accounting department aligns with Cañada College's mission by delivering 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

Are there changes in curriculum or degree requirements at high schools or 4-year institutions that may impact your program? If so, describe the changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes."

Since our last program review, we created BUS 113 Personal Finance. The course meets Area B4 requirements in the general education plan.

Additionally, BUS 103 was removed from the Business Administration AS-T. Due to this state-mandated change, we have planned for lower enrollment in BUS 103 and have adjusted staffing.

The business coordinator is currently collaborating with our articulation officer to resubmit BUS 101 Human Relations in the Workplace for CSU Area D requirements/associate degree Area D requirements.

The business coordinator is also working with the curriculum technical specialist to create a new experimental course, BUS 880, for a non-degree applicable 0.5-1.0 unit for-credit course for community members who are interested in starting their own business to take. This course would not duplicate existing course content but instead would focus on the hands-on applicability of starting a small business.

Furthermore, the accounting department is working with Santa Clara University (SCU) for direct articulation between ACTG 121 (financial accounting) and ACTG 131 (managerial accounting) to prevent accounting transfer students from needing to take the SCU equivalent accounting classes.

3. Community & Labor Needs

Are there changes in community needs, employment needs, technology, licensing, or accreditation that may affect your program? If so, describe these changes and your efforts to accommodate them. If no changes have occurred, please write "no known changes". CTE programs: identify the dates of your most recent advisory group meeting and describe your advisory group's recommendations for your program.

Due to the recent COVID-19 pandemic, the economic outlook of bookkeepers and business assistants in small businesses has declined as these businesses have suffered from the lack of consumers and revenue. While some businesses have closed, which resulted in a decrease in bookkeeping certificates, payroll specialist certificates, and management assistant certificates.

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Currently, there is an increase in accounting load (585) as individuals consider promotions, entrepreneurship, and small business, as an alternative to the loss of consistent enrollment. The business load is also rising as more students return to our program.

Advisory board meetings for accounting and business will be held in the spring or fall of 2023. The business advisory board meeting will focus on increasing student inclusion in the advisor board agenda. We are also interested in growing and sustaining our alumni pool and promote the development and recruitment of new adjunct faculty members. The soon-to-be-hired program services coordinator (PSC) will directly support the administrative work of the advisory board meetings, including scheduling the room, equipment, materials, and taking meeting minutes.

We continue to need support from the college to find, recruit, and place students into high-quality business and accounting internships in our community.

Looking Back

4. Curricular changes

List any significant changes that have occurred over the prior years in your program's curricular offerings, scheduling, or mode of delivery. For decisions made by your department, explain the rationale for these changes. If applicable, how have state policy changes affected your curricular offerings?

This fall, our program underwent an extensive curricular review in tandem with our program review. This process went above and beyond our two-year Career Education (CE) curriculum review. We analyzed our business certificates and associate's degree programs for optimal course offerings by working within our department and reaching out to partner with our division dean, academic counselors, and faculty colleagues in numerous departments. This strategic process highlighted the importance of including a robust curricular review in conjunction with program review.

Online Pathways Analysis

Additionally, in response to the Associate Students of Cañada College's (ASCC's) request to the college for online pathways for academic programs, we analyzed the following 13 programs for online completion:

1. Associate's Degree for Transfer (AD-T) - Business Administration 2.0
2. Associate's Degree - Business Administration
3. Associate's Degree - Business Assistant
4. Associate's Degree - Business Management
5. Associate's Degree - Entrepreneurship & Small Business Management
6. Associate's Degree - Marketing
7. Certificate - Business Administration (19 units)
8. Certificate - Business Assistant (18 units)
9. Certificate - Business Information Worker (18 units)
10. Certificate - Business Management (19 units)
11. Certificate - Entrepreneurship & Small Business Management (24 units)
12. Certificate - Human Relations in the Workplace (18 units)

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13. Certificate - Marketing (18 units)

Our analysis determined that the following 5 certificate programs could be completed online:

1. Certificate - Business Management (19 units)
2. Certificate - Business Administration (19 units)
3. Certificate - Human Relations in the Workplace (18 units)
4. Certificate - Business Information Worker (18 units)
5. Certificate - Entrepreneurship & Small Business Management (24 units)

Our analysis also concluded that the following associate's degree program's core and selective courses could be completed online, assuming the college provides an online pathway for the general education requirements:

1. Associate's Degree - Business Management

To expand our online pathway opportunities for students, we removed the following barriers to students accessing a fully-online pathway in business:

- Adjusted ACTG 100 scheduling to include at least one offering of an online modality
- Changed the two selective course lists in the marketing certificate and associate's degree to improve student access to selective courses that are offered online

These subtle, but strategic changes, have laid the foundation for all 13 business programs to have an online completion pathway by fall of 2024. We require the support of the college marketing department to create an integrated marketing campaign around our online pathways in business.

The next step in this analysis is to review the following 4 accounting programs:

1. Associate's Degree - Accounting
2. Certificate - Accounting (27.5 units)
3. Certificate - Entry Level Bookkeeper (12 units)
4. Certificate - Payroll Specialist (18 units)

New Program Planning

We are currently in the investigatory stage of planning for new programs in the following areas:

1. digital marketing and apprenticeships
2. project management programs

Both sectors have seen an increase in local interest by students and employers and include Google certifications that students can use for gainful employment in the Bay Area.

Lastly, we are also committed to reviewing our curriculum for culturally relevant pedagogy in alignment with the goal of the California Community College Chancellor's Office (CCCCO) to include diversity, equity, and inclusiveness (DEI) in our curriculum.

5A. Progress Report - IPC Feedback

Provide your responses to all recommendations received in your last program review cycle.

Recommendation: Mission Statement:

Consider revising mission statement to explicitly aligns with the College Mission and strategic goals. Revise terminology to replace "gainful employment" and "continuing education."

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ACTION: Completed, see mission statement in section 1.

Recommendation: Articulation:

Engage in college conversations in support of Dual Enrollment coordination and processes. Consider dual enrollment opportunities to support growth.

ACTION: Completed and continually working with Dual Enrollment Coordinator to develop new opportunities.

Current dual enrollment partnerships:

1. Carlmont High School in Belmont - 2 sections of BUS 180 serving 51 students, plus ongoing options to include BUS 100 in spring 2024
2. Sequoia Union High School District (SUHSD) - Interested in BUS 100
3. Summit Preparatory Charter High School - Interested in BUS 100

Recommendation: Community and Labor Needs: Consider partnering with Director of Workforce to support growth, marketing, and outreach, including program development related opportunities.

While we are interested in partnering with the director of strong workforce to provide additional opportunities for our students, the director's focus has been on new and boutique programs such as funeral service education and non-credit courses at the Menlo Park location. We view this as a missed opportunity for collaboration and are willing to partner in the future.

Recommendation: Access and Completion:

Consider teaching methods and best practices in addressing equity gaps. Consider participating in regular, upcoming PD activities emphasizing equity.

Completed: Prior to the Pandemic, the faculty have participated in the following programs: Faculty Learning Program (FLP), Association College University Educators (ACUE) - Inclusive and Diversity best practices.

During the pandemic, the faculty participated in various seminars and workshops regarding online teaching and learning, addressing equity gaps, antiracism, and community building in Canvas. In addition to learning how to use Zoom more effectively, screen-cast-o-matic, proctorio, inclusive access, grammarly, and the collaborative tools included in Canvas.

Recommendation: SLO Assessment - Impact:

Consider coordinating with campus SLO coordinating to utilize existing training opportunities.

Action: coordination with campus SLO coordinating prohibitive due to the shelter-in-place, and COVID-19 preventing peer collaboration. Individual professors have availed themselves of SLO flex day training.

We would like to emphasize IPC's commendation of our previous program review:

- Overall Commendations: Thank you for your work in support of Can~ada College students. The program review is thoughtful and thorough in its assessment of program needs and its relation to workforce and the community, particularly with regard to growing need.
- Overall Recommendations: The department and dean should work closely with college leadership to plan for growth and to coordinate existing college resources, specifically with regard to personnel and computer facilities.

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- Overall Program Effectiveness: Highly effective

5B. Progress Report - Prior Program Goals

Provide a summary of the progress you have made on the program goals identified in your last program review.

Objective #1: Increase student retention and completion in Accounting and Business Programs.

Result: FAVORABLE - view table presented by IPC on Friday, October 7th. Accounting and Business show increases in student retention and completion.

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

Result: Neutral - COVID-19 halted progress made in 2018 and 2019. The Business and Accounting department are starting again and making progress by participating in the college speaker series and participating in local transfer workshops, as well as guided pathways.

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

Result: UNFAVORABLE - building 13 modernization plan is behind schedule and faculty members are sharing offices due to the Administration choosing a storage closet within a classroom for faculty members. This Storage closet is large yet the door is continuously left unlocked. To ensure privacy, there are two professors sharing rooms: Leonor and Althea in 18-206 and Candice and Gampi in 18-208.

This result continues to be inequitable; newly hired employees have been given offices - the seniority of the business faculty was not considered when awarding offices. Rather the response has been "Building 13 will be completed soon", however building 13 has taken longer than originally planned and is consistently pushing back the completion date.

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

Result: FAVORABLE - enrollment numbers have increased during COVID-19 due to meet student needs; scheduling more evening classes and multi-modal classes and offering office hours on campus in the learning center and in the evening using Zoom. In addition, some classes begin during the first week, the third week, the fifth week (highly successful), and the eighth week of the semester.

Objective #5: Promote Accounting and Business Programs.

Result - NEUTRAL - The plans of the newly designed and technologically successful Business HUB were beginning to gain momentum until these events occurred: Modernization of Building 13 which closed building 13, including the newly designed Business HUB. The new furniture purchased specifically for the hub and the technology purchased specifically for the hub were distributed around the campus. The technology (laptops) were distributed to faculty and staff during COVID-19. The modernization of 13 was to replace all the laptops and technology, with the caveat of money remaining after the modernization, which has experienced over-runs.

While we made significant traction on updating program marketing materials in 2018 - 2019, since then, college leadership has ceased their support of updating and producing new promotional materials. We are hopeful that under the new Educational Master Plan, our program would be considered for updating promotional materials, both physical and digital promotions.

6A. Impact of Resource Applications

Describe the impact to date of previously requested new resources (assignment, equipment, facilities, research, funding) including both resource requests that were approved and not approved.

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What impact have these resources had on your program and measures of student success? What have you been unable to accomplish due to resource requests that were not approved?

Request #1: additional FTEF allocation to support department growth.

Result - Halted - due to COVID-19 and the request that all faculty hired must have online teaching and learning training. The campus policy will not allow for possible new hire candidates to take campus online training. This significantly challenges our ability to hire new adjuncts who are ready to teach in an online or multimodal modality.

Request #2: community of practice (COP) funding.

Result - Halted - due to COVID-19 which focused all training on online teaching and learning.

Request #3: full-time retention specialist position.

Result - Halted - due to Guided Pathway plans, which now covers this position.

Request #4: fund 1 allocation to institutionalize successful program services coordinator (PSC) position.

Result - Uncertain - due to Guided Pathway continual funding.

Request #5: hourly non-instructional time to support the development of the Business Online Academy (BOA) program.

Result - Unfavorable - this plan was included in a Grant (aka the "420 grant," \$420,000 was awarded) which was received but the funding was not used for this purpose. VPI and ASLT Dean in charge of distribution of funds

Due to a lack of financial support from college leadership, we have been unable to grow and promote the Business Online Academy (BOA). It is essential that we communicate the availability of this program so students can complete the 19-unit business administration certificate in 12 months entirely online. This is in alignment with what student leadership has requested of the college. We look forward to partnering with the new college leadership to move this project forward and support more students and community members.

6B. Impact of Staffing Changes

Describe the impact on your program of any changes within the last program review cycle in staffing levels (for example, the addition, loss or reassignment of faculty/staff). If no changes have occurred please write "not applicable."

Even as we exit the COVID-19 pandemic, the growth of the business department continues to impact our need for staffing. Business continues to be one of the most popular majors on campus, and our need for increased staffing reflects that student need.

First, we must increase the number of adjunct faculty members in our department for the following reasons:

1. Current adjunct faculty are teaching the maximum load required.
2. Our summer offerings continue to grow due to increasing demand. We need more adjuncts to teach sections and to provide relief to full-time faculty to take the summer off.
3. The average age of our full-time and part-time faculty is indicative of multiple retirements in the next decade, justifying a need for succession planning to best serve our students.
4. With the current economic downturn, a likely recession will increase student need for business courses, including the retraining of workers to earn credentials in management for career advancement and competitiveness in a bear market.
5. We face significant growth in new and existing dual enrollment partnerships that will require our faculty to teach those sections.

Furthermore, to increase our alignment with our Guided Pathways interest area, it is in the best interest of our students to combine economics into the business department. Currently, the economics department

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straddles two divisions - the Business, Design, and Workforce division and the Humanities and Social Sciences division. First of all, the separation of this department across two divisions is inefficient and confusing. Secondly, while economics is a social science, it is most often associated with the business discipline and housed in that department in most community colleges. Lastly, while business is also a social science, it is not and does not need to be housed in the social sciences. For the efficiency of serving our students and working together for the business interest area, the economics discipline should be moved together with the business department in the future.

In the near future, as we continue to grow our offerings and students continue to demand courses in the business interest area, we will ask for an additional full-time faculty member in business.

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Current State of the Program

7A. Enrollment Trends

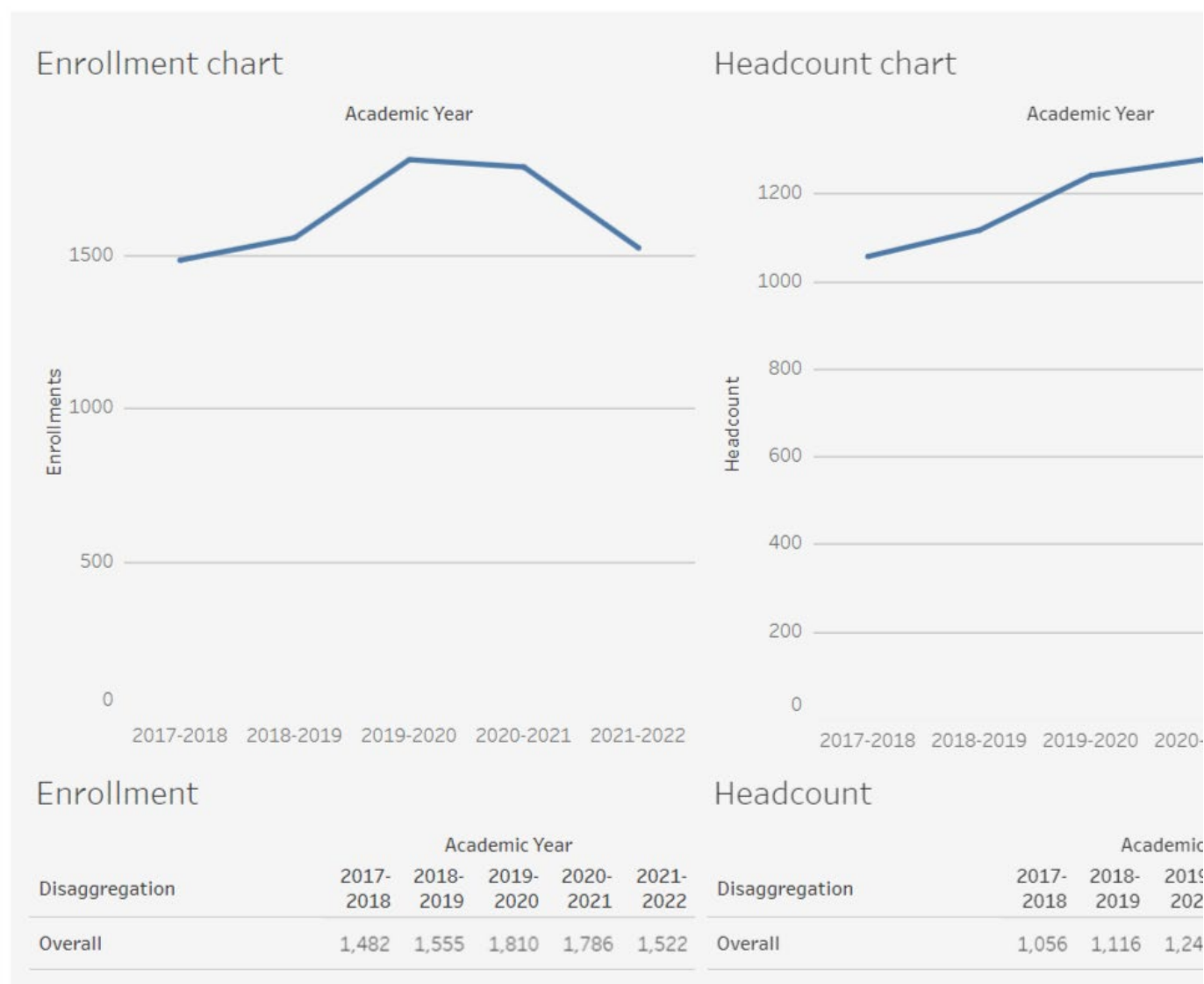
Use the data provided by PRIE to examine your enrollments by department or courses. Describe trends in headcount, FTES, and load. If applicable, describe any other enrollment data that is relevant to your program.

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Trends in Headcount

According to the data dashboard below, the accounting, business, and management headcount peaked at 1,277 students in the 2020 - 2021 academic year. To better understand the longitudinal trends in our enrollment, we would need more than five years of enrollment data to illustrate the growth in our headcount. This is a limitation of the data dashboard data, and we could encourage the PRIE team to consider increasing the default data to 10 academic years.

Student Enrollment & Demographics



File Name: Data - Headcount

Our overall enrollment between the 2017 - 2018 and 2021 - 2022 academic years fluctuated from a low of 1,482 to 1,810 students per year. Again, greater longitudinal data is needed to fully express the department's growth due to student demand for the major. We project an even greater demand for business majors during our next recession due to the degree's versatility for new and returning community college students. For instance, many mid-career workers are interested in our management certificate to improve their career prospects.

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Due to the limitations of the dashboards not allowing for the export of a multiple-page spreadsheet, so please see our course enrollment data via this link: <https://tabsoft.co/3EGGW4K>

Data on Summer Outcomes

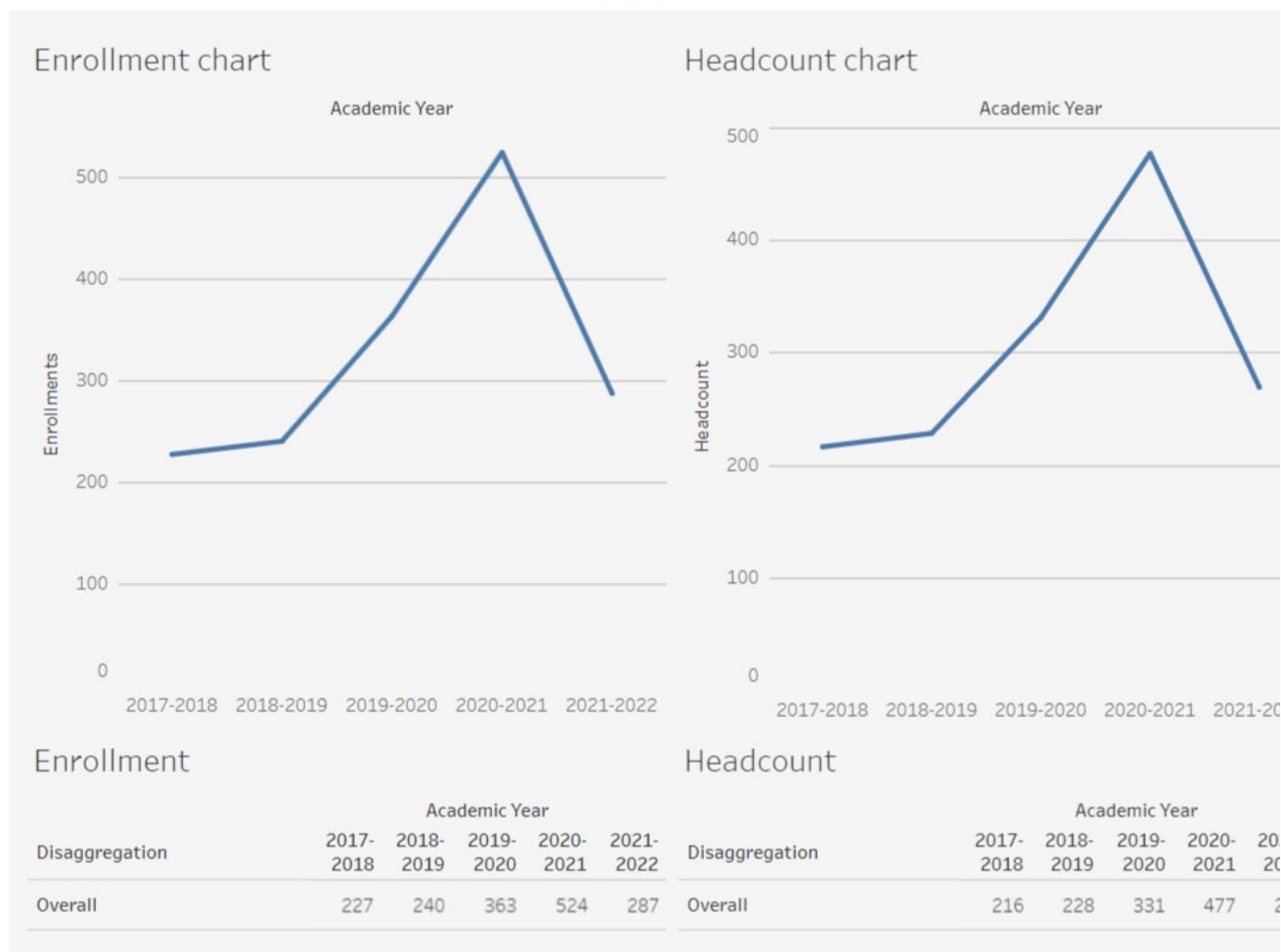
It is imperative to include an analysis of summer outcomes. A decade ago, our department had no summer offerings. The business team has worked together to add a robust and efficient summer schedule to support student completion efforts.

The data available on the course outcomes dashboard includes data from the 2017 - 2018 academic year through the 2021 - 2022 academic year. During those five summer terms, our department has grown total FTEF from 1.27 to 2.97, with a peak of 3.13 during the 2020 - 2021 academic year. Our total FTES was 24.1 in 2017 - 2018, peaking at 55.2 in 2020 - 2021, with 2.97 in 2021 - 2022. Refer to the table below for data on summer outcomes.

Academic Year	Total FTEF	Total FTES	Total WSCH	Section Count
2017 - 2018	1.27	24.1	723	6
2018 - 2019	1.47	24.7	741	7
2019 - 2020	2.27	35.5	1,064	11
2020 - 2021	3.13	55.2	1,655	15
2021 - 2022	2.97	28.1	842	15

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Student Enrollment & Demographics



File Name: Data - Headcount - Summer Enrollments

It is also important to note that during the 2020 summer term, we experienced a huge increase in concurrent enrollment due to the lockdown during the pandemic. Families could not travel, causing a significant number of local high school students to enroll in our courses.

Additionally, we were not immune to the 2019 summer enrollment fraud experienced across the state. The number of fraudulent student accounts was disproportionately spread throughout our department and displaced other students interested in enrolling.

Both instances above (the increase in concurrent enrollment and the displacement of students by fraudulent student accounts) illustrate the need for more dynamic student scheduling to support our Educational Master Plan (EMP) goal for a student-first schedule. As enrollments peak in our department, we need campus leadership to proactively increase course sections and allow more students to enroll in our program. In both instances, we missed opportunities to provide educational opportunities to our students due to a lack of agility in our enrollment management processes

7B. Significant Changes in Your Program

Have there been any significant changes in enrollment trends or course offerings? For example, has there been a significant increase or drop in FTES or Load? If applicable, consider trends in class cancellation rates and how it might have affected your course offerings. If needed, consider how the

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pattern of course offerings (times/days/duration/delivery mode/number of sections) affected your enrollment?

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Dynamic Scheduling

Enrollment is never a static process. In the business department, we have created a dynamic scheduling process focused on producing a student-first schedule. Since our last program review, we experimented with 8-week accelerated courses during our fall and spring semesters. Faculty reported mixed results with student success. In response to faculty feedback, we beta-tested two 5th-week late-start courses in the fall of 2022. Both 5th-week late-start courses (BUS 100 and BUS 201) expanded to double sections. While we will still need to study attrition and student success results, this enrollment strategy shows promising results for a strategy to increase access to our courses for Cañada College and district-wide students.

Additionally, we expanded our ACTG 121 and ACTG 131 summer schedule to an 8-week schedule to support student success. Since ACTG 121 and ACTG 131 are 4-unit transfer courses, the 8-week summer schedule supports the rigor of the course over the previous 6-week scheduling model.

Dual Enrollment Partnership

One of the most significant changes in our program has been expanding our partnership with our dual enrollment team.

We have partnered with Carlmont High School in Belmont for several years to offer BUS 100 (Introduction to Business). However, due to challenges with a lack of administrative oversight in authenticating the minimum qualifications of the high school teachers teaching the course on our behalf, we could not offer dual enrollment credit for those sections. We continue to struggle through the challenges of multiple high school teachers teaching the course due to scheduling needs at the high school. We continue to partner closely with the high school district and college staff to work on this complex problem. We support the mission of dual enrollment and are committed to working through these system challenges to offer educational opportunities for our community.

In the last year, our director of high school transition and dual enrollment, along with our department chair, worked to include BUS 180 (Introduction to Marketing) in the CCAP agreement for the high school district. We currently offer two sections of BUS 180 at Carlmont High School, serving 51 high school students. The high school teacher teaching BUS 180 at Carlmont High School meets the minimum qualifications for business, ensuring that the students taking that course will earn college credit. Due to the demands of oversight on the college faculty member, we are submitting a resource request for hours of non-instructional time for college faculty to collaborate with high school teachers. Additionally, we request an additional non-instructional time package for college faculty to participate in the new dual enrollment faculty summer retreats.

An increasing number of local high schools are interested in partnering with our department to offer business pathways for our students. In addition to expanding dual enrollment opportunities at Carlmont High School, we are currently planning for dual enrollment expansions at Sequoia Union High School District (SUHSD) and Summit Preparatory Charter High School ("Summit Prep") in Redwood City. SUHSD is interested in offering BUS 100 in the spring of 2023. Summit Prep is interested in offering BUS 180. Due to the demand of increase dual enrollment opportunities, we have included resource requests to increase our FTEF allocation since we cannot displace our current Cañada College students in lieu of our dual enrollment students. We need the college's financial support to allocate additional budgetary resources for an increase in our FTEF allocation to do our part to support EMP objective 3.4 to "increase the number of high school students participating in dual enrollment course-taking opportunities." Specifically, our department is interested in partnering with high schools serving low socioeconomic and BIPOC populations to meet the second part of EMP objective 3.4, which states, "particularly low-income, minoritized students."

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The Negative Impact of Early Class Cancellations

Our program has suffered from persistent class cancellations by the administration. Our students traditionally enroll closer to the start date of our classes, yet the administration continues to mandate cuts in an inequitable manner across our division. An explicit example of this was in the summer of 2022. Our three sections of BUS 100 were full this past summer as we received a higher-than-normal number of requests from local high school students to join BUS 100. When requesting additional FTEF to open an additional section to capture concurrent enrollment students, our dean denied the request due to funding issues.

Inequitable Faculty Loads Across Departments

Additionally, many of our business courses are pinnacles of enrollment across the college, frequently serving over 40 students per section. This fall, we had courses with up to 90 students per section. However, other departments are allowed to run full-time faculty loads that equate to less than the load of one section of a business class. The inequitable workload of business faculty compared to other faculty in our division and campus is disheartening. If our college strives to have an equity-minded and antiracist college culture as described in the Educational Master Plan, then the college administration would serve our workforce by investigating if deans are allowing equitable treatment of low faculty loads across ethnicity and gender. We are concerned that women and minority faculty are being asked to do more than their counterparts.

7C. Planning for Your Program

What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), curriculum, marketing, and articulation of pathways that might improve these trends? If applicable, include plans for faculty recruitment and faculty training. NOTE: If other sources of data are used, please upload these documents or provide URLs.

Changes to Course Scheduling

As stated previously, our goal is to provide a dynamic student-first scheduling model. Student expectations around course modalities and pedagogical offerings are constantly changing. Therefore, our schedule must adapt to student needs. We seek greater support from the college for an evening hub for students where we centralize classroom scheduling near evening services, such as centered around food services.

The Road to New Student-Centered Pathways

Our department is working on one existing and two new pathways in business - a pathway of reduced textbook costs and an evening pathway for students.

Business Online Academy (BOA)

We continue to seek the college's support in promoting the Business Online Academy (BOA) to students and community members. Without dedicated financial and staffing support, we are unable to provide the foundation that the BOA program demands. This program was created before the pandemic and allows students to complete the 19-unit business administration certificate in 12 months completely online. With additional funding, we can support the completion of more certificates and expand the program into other certificates within business and accounting.

Pathways of Reduced Textbook Costs

It is well known that textbook costs are a persistent barrier for community college students. High course material costs result in students enrolling in fewer classes, students not purchasing the course material, and students dropping a course because they could not afford the required course materials.

To remove that barrier and increase access for our students, we are currently in the preliminary stages of developing more textbook affordability solutions, such as Zero Textbook Cost (ZTC) courses and low-cost textbooks. Our first goal is to introduce a ZTC section of BUS 100 since BUS 100 is a transfer-level course,

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a major-prep course, and a course that meets the CSU and Cañada College general education requirements for social sciences (Area D4).

Additionally, we are currently working with Cengage and our bookstore manager to negotiate that all inclusive-access materials are priced below the \$40 threshold to be classified as a low-cost textbook course in WebSchedule. This will increase the competitiveness of our classes across the district listings in WebSchedule and increase our course enrollments.

Pathways for Evening Students

Finally, we are working to provide an evening pathway for students to support our working students. This is in conjunction with the following EMP initiatives:

- *EMP Initiative 1.2:* “Prioritize serving part-time, working students by building on the model of College for Working Adults (CWA). Add more degrees and certificates obtainable within 3 years via evening, weekend and online classes, and ensure adequate services are available in the evenings...”
- *EMP Initiative 4.3:* “Create a hub for evening and weekend students to support their social connections, access to nutritional food and beverages, as well as learning support services.”

Increased and Sustained Need for Marketing Support

We continue to advocate for marketing support for Career Education (CE) programs, such as accounting, business, and management programs. Our request for additional marketing support aligns with EMP initiative 3.3, which states that the college “utilize(s) relevant social media and other marketing platforms to reach community members in the formats and virtual environments in which they exist. Ensure College websites are up-to-date, accurate, informative, and speak to community members in language that is welcoming and inclusive.”

Specifically, our program requests marketing support for the following:

1. The marketing of accounting, business, and management programs to new, returning, and potential students, including but not limited to the Business Online Academy (BOA).
2. The marketing of our programs’ online pathways through an integrated marketing campaign consisting of multiple digital marketing mediums, such as a dynamic webpage, targeted seasonal emails to students, and promotions to the larger community, including local high school students.
3. Support updating our department website to show relevant and impactful information to our community about the value and utility of business programs.
4. Providing strategic program material in Spanish targeted to high school student parents and English as a Second Language (ESL) community members.

Faculty Recruitment

While no faculty have announced upcoming retirement plans, our department must plan for a significant number of full-time and part-time faculty retirements in the next five to ten years. To sustain our growth, we must plan in advance for succession planning. This includes the onboarding of new adjuncts for existing courses, but also for new experimental business courses.

To continue our prior involvement in the Industry Expert Program, where a full-time faculty co-teaches with an industry expert, we require additional funding to compensate the industry expert. This allows the industry expert to be introduced to teaching without the nuances of administrative work. This is a need particularly in Career Education (CE) fields, like accounting and business, where most adjuncts are coming from industry and not from a teaching background.

Faculty Training

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For over a decade, the business department has seen a strong need for online course modalities. Even pre-pandemic, two-thirds of our courses were offered in an online modality. As the world has shifted to virtual and multimodal training, our faculty need continual training in online and multimodal pedagogical methods. We have included a resource request for online faculty professional development to meet the needs of our students.

8A. Access & Completion

Describe the student completion and success rate in your courses and/or program using the data provided by PRIE. Look at your course offerings, in the last program review cycle was it possible for a student to complete your certificates or degrees while only completing courses at Cañada College? How can the college help you improve student completion and success? What changes could be made?

Since the last program review cycle, the COVID-19 pandemic has skewed much, if not all, of our program review data. Taking that into consideration, we continue to review our program for student completion and success. All of our courses are strategically scheduled throughout all three academic terms (fall, spring, and summer) to ensure student access. Additionally, we schedule hard-to-enroll courses on a rotating basis, such as one semester per academic year.

The college can support student completion and success by providing regular and high-quality online and in-person pedagogical training for faculty. Student feedback has also included that students could use a primer on how to use Canvas during the college orientation, such as how to organize course tiles, how to use the Canvas calendar feature, and how to communicate with other students in Canvas.

We also require additional support in supporting faculty involved in dual enrollment partnerships. Support needed includes administrative support and pedagogical support for teaching young adults.

Lastly, the college can support our online completion pathway by providing marketing support to communicate the accounting, business, and management programs as completable online. This would include an initial design of the marketing campaign and then recurring messaging to our students and surrounding community about the online completion opportunities available through the business department.

8B. Student Equity

One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. Use the data provided by PRIE that indicates which groups are experiencing a disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?

Student equity relies on the assistance of other departments. While most of the Accounting and Business program's core classes are online synchronously/asynchronously, multi-modal, and in the evening. Transfer students face barriers of courses, (ie Business Calculus) not offered in a manner that allows them to complete. Our students have requested that Business Calculus be offered on an evening schedule so working students can complete their programmatic requirements. These students are then referred to other colleges to complete their degrees or must take the required courses at CSUs or UCs where the cost of education is higher.

Therefore, the college executives must collaborate and work together with faculty to review transfer courses and certificates to honor the mission statement, which states as a goal, "Student Access, Success, and Completion."

8C. Completion – Success Online

The college has a goal of improving success in online courses. Using the data provided by PRIE, what significant gaps do you see in success between online/hybrid and non-online courses? What

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changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write “not applicable”.

The success rate in our online sections is marginally higher than the success rate of our in-person sections. For instance, the success rate of our online courses in the 2020 - 2021 academic year was 74.2%, while the success rate in day and evening in-person courses was 70.7%. Our faculty are innovative in their online course delivery and focus on effective pedagogical models for online student-to-student engagement and completion.

9A. SLO Assessment - Compliance

Are all active courses being systematically assessed over a three-year cycle? Refer to the Program's /Department's Three-Year Assessment Plan and describe how the plan is completed across sections and over time.

All active courses are being systematically assessed. However, when courses are canceled we are unable to conduct the SLO assessment. We will reevaluate our 3-year SLO assessment plan to address course scheduling challenges more efficiently.

9B. SLO Assessment - Impact

Summarize the dialogue that has resulted from these course SLO assessments. What specific strategies have you implemented, or plan to implement, based upon the results of your SLO assessment?

Unfortunately, faculty have not experienced a return on investment from the SLO assessment requirement. We do not support the continual requirement to assess course SLOs and recommend the college provide an alternative assessment strategy to support the effectiveness of this process.

10 PLO Assessment

Describe your program's Program Learning Outcomes assessment plan using your Program/Department's Three Year Assessment Plan Summarize the major findings of your PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Unfortunately, faculty have not experienced a return on investment from the PLO assessment requirement. We do not support the continual requirement to assess program/department PLOs and recommend the college provide an alternative assessment strategy to support the effectiveness of this process.

Looking Ahead

Next Step: After completing the fields above, click on STEP 2: Goals & Resource Requests, in the Main Menu, enter your goals (Required) and resource requests (If Applicable).

Supporting Information

Tables & Graphs

No supporting information is required at this time.