2025 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2024-2025 **PROGRAM(S): ACCOUNTING, BUSINESS & ECONOMICS**
CLUSTER: : ABS, SS, BE (CLUSTER 3) **AREA OF STUDY: ACCOUNTING, BUSINESS & ECONOMICS**
LAST YEAR CPPR COMPLETED: 2021-2022 NEXT SCHEDULED CPPR: 2025-26CURRENT DATE: 2/21/2025

The Annual Program Planning Worksheet (APPW) is the process for:
- reviewing, analyzing, and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's **Resource Plan**, which can be downloaded from the **IPPR Program Review Documents Folder**. Please review the **Resource Allocation Rubric** when preparing the resource plan.
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

Note: Degrees and/or certificates for the *same* program *may be consolidated* into one APPW.

This APPW encompasses the following programs of study (degrees and/or certificates):

A.S.-T Business Administration 2.0, A.A. Business Administration – Career Track, A.A Business Administration Assistant, C.A.s in Business Career Track Core, Accounting Concentration, Digital Commerce Concentration, General Business Concentration, Marketing Concentration, Small Business Management Concentration, Business Administrative Assistant, Accounting Clerk, Retail Management, and Management Specialization, A.A-T Economics, Management Information Systems, AS

GENERAL PROGRAM UPDATE

Describe changes and improvements to the program, such as changes to the mission, purpose, or direction. In particular, indicate any changes that have been made to address equity gaps. Accounting, Business, and Economics faculty continue to teach with equity in mind. Specific actions taken during this past academic year include updating syllabi and Canvas courses with welcoming language, using less jargon, and participating in JEDI Community of Practice sessions.

PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes ☐ If yes, please complete the Program Sustainability Plan Progress Report below.

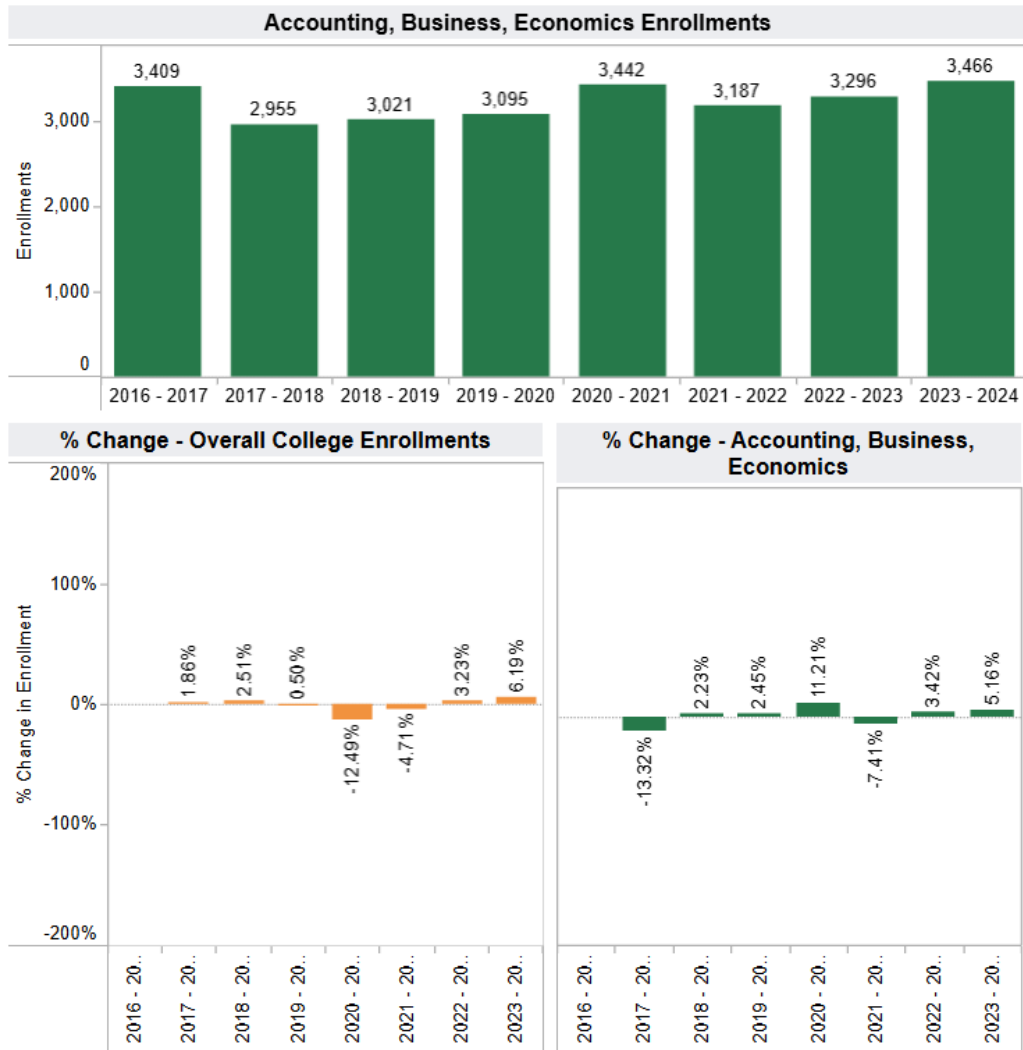No ☒ If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year's available data.

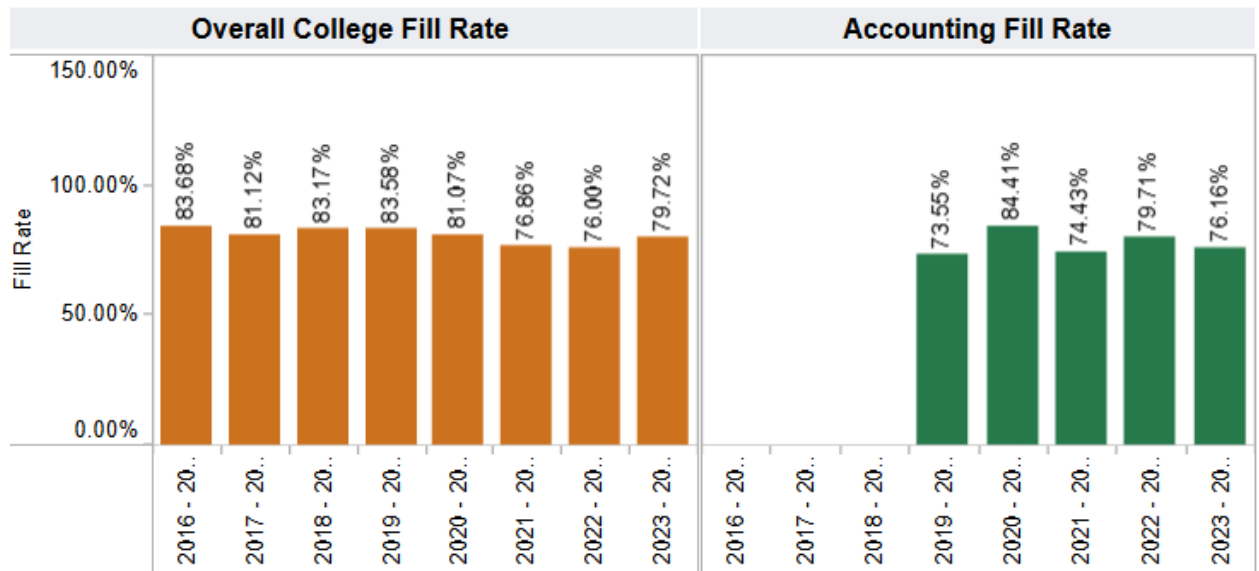A. **General Enrollment (Insert Aggregated Data Chart)**
   Insert the data chart and explain observed differences between the program and the college.

Accounting, Business, Economics Enrollments

Year	Enrollments
2016 - 2017	3,409
2017 - 2018	2,955
2018 - 2019	3,021
2019 - 2020	3,095
2020 - 2021	3,442
2021 - 2022	3,187
2022 - 2023	3,296
2023 - 2024	3,466

% Change - Overall College Enrollments: 1.86%, 2.51%, 0.50%, -12.49%, -4.71%, 3.23%, 6.19%

% Change - Accounting, Business, Economics: -13.32%, 2.23%, 2.45%, 11.21%, -7.41%, 3.42%, 5.16%
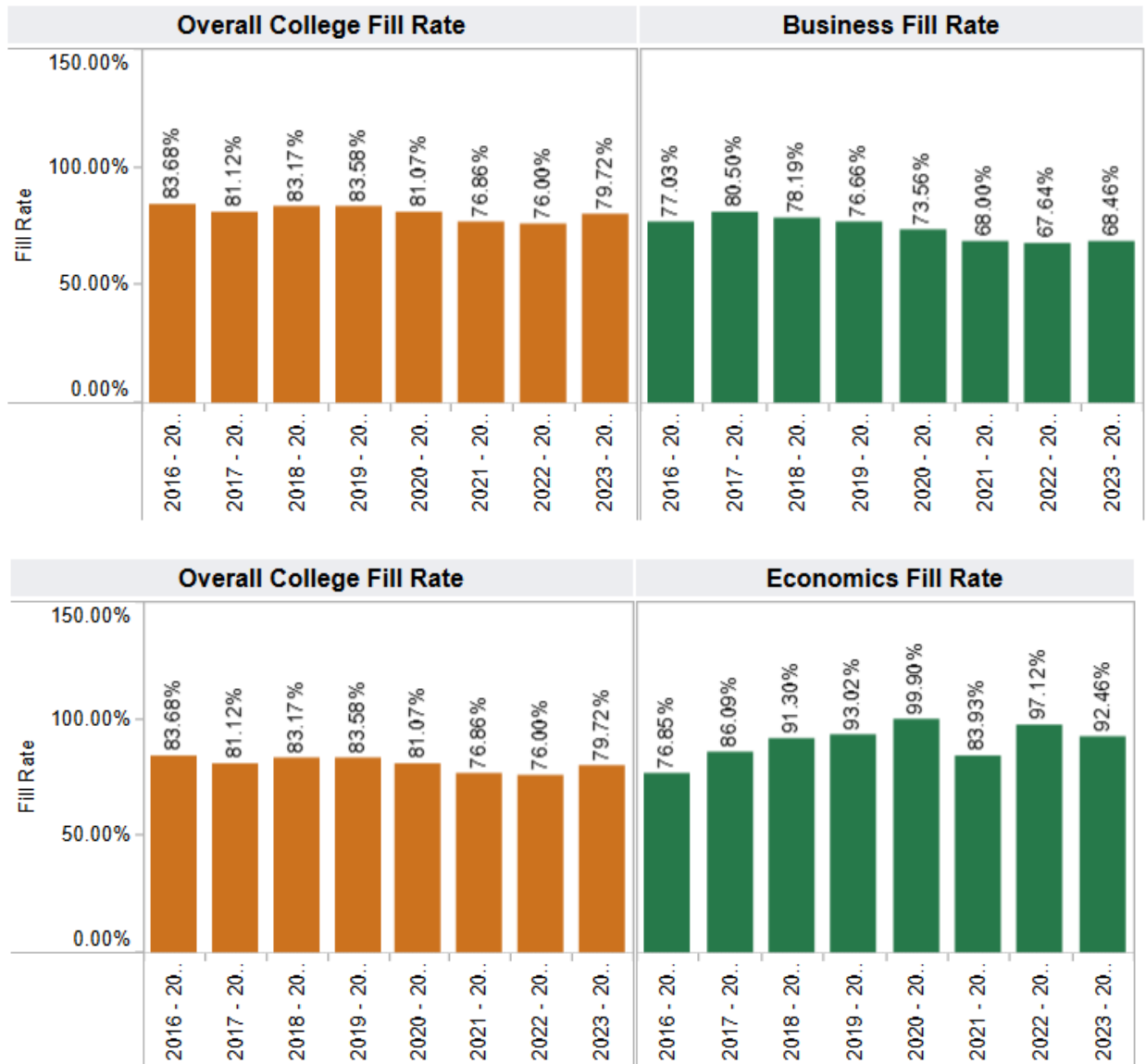
All enrollments in the District for Academic Year 2023-2024 increased 6.19% from the prior year. In comparison, all enrollments in Accounting, Business and Economics for Academic Year 2022-2023 increased 5.16%, while DE enrollments increased 2.7%., indicating a stabilization of DE and in-person options. Accounting enrollment increased 2.9% year-over-year, while DE enrollment in Accounting decreased 5.8% from the prior year. Business enrollment stabilized for the 2021-22 and 2022-23 years at 1458. In 2023-2024, all Business enrollments showed an increase of 1.92% from the prior year, while DE enrollments declined 5.47% from the prior year. Economics enrollment for 2022-2023 increased 7.45% from the prior year and grew again, by 11.68%, for 2023-2024. DE enrollment in Economics increased by 23.4%. Data suggests strong student demand for economics offerings online.

B. **General Student Demand (Fill Rate) (Insert Aggregated Data Chart)**

3 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l A n n u a l P r o g r a m P l a n n i n g W o r k s h e e t
Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 3, 2025

Insert the data chart and explain observed differences between the program and the college.

Overall College Fill Rate

Year	Fill Rate
2016 - 20..	83.68%
2017 - 20..	81.12%
2018 - 20..	83.17%
2019 - 20..	83.58%
2020 - 20..	81.07%
2021 - 20..	76.86%
2022 - 20..	76.00%
2023 - 20..	79.72%

Accounting Fill Rate

Year	Fill Rate
2016 - 20..	
2017 - 20..	
2018 - 20..	
2019 - 20..	73.55%
2020 - 20..	84.41%
2021 - 20..	74.43%
2022 - 20..	79.71%
2023 - 20..	76.16%

Overall College Fill Rate

2016 - 20..	2017 - 20..	2018 - 20..	2019 - 20..	2020 - 20..	2021 - 20..	2022 - 20..	2023 - 20..
83.68%	81.12%	83.17%	83.58%	81.07%	76.86%	76.00%	79.72%

Business Fill Rate

2016 - 20..	2017 - 20..	2018 - 20..	2019 - 20..	2020 - 20..	2021 - 20..	2022 - 20..	2023 - 20..
77.03%	80.50%	78.19%	76.66%	73.56%	68.00%	67.64%	68.46%

Overall College Fill Rate

2016 - 20..	2017 - 20..	2018 - 20..	2019 - 20..	2020 - 20..	2021 - 20..	2022 - 20..	2023 - 20..
83.68%	81.12%	83.17%	83.58%	81.07%	76.86%	76.00%	79.72%

Economics Fill Rate

| 2016 - 20..	2017 - 20..	2018 - 20..	2019 - 20..	2020 - 20..	2021 - 20..	2022 - 20..	2023 - 20..
76.85%	86.09%	91.30%	93.02%	99.90%	83.93%	97.12%	92.46%

Economics continues to have the best fill rate among Accounting, Business and Economics areas, with 92.46% in 2023-2024, compared to the District's overall fill rate of 79.72%. Business achieved a fill rate of 68.46%. Accounting filled at a rate of 76.16%. Business enrollments are largely unchanged over the previous year and may be indicative of similar economic conditions. As noted in the past year's analysis, many of the Business courses, such as those serving the Career Track degree and the various Certificates, are taken by students who are not as likely to transfer to a four-year school as compared to those students taking the Accounting and Economics courses. Thus, a higher proportion of transfer students have shown resiliency in their enrollment patterns. Given the continued state of the economy in 2023-2024, employment opportunities may have affected non-

transfer students more than transfer students as the non-transfer students were more likely to accept employment opportunities and postpone their college efforts.

C. **General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)**
Insert the data chart and explain observed differences between the program and the college.
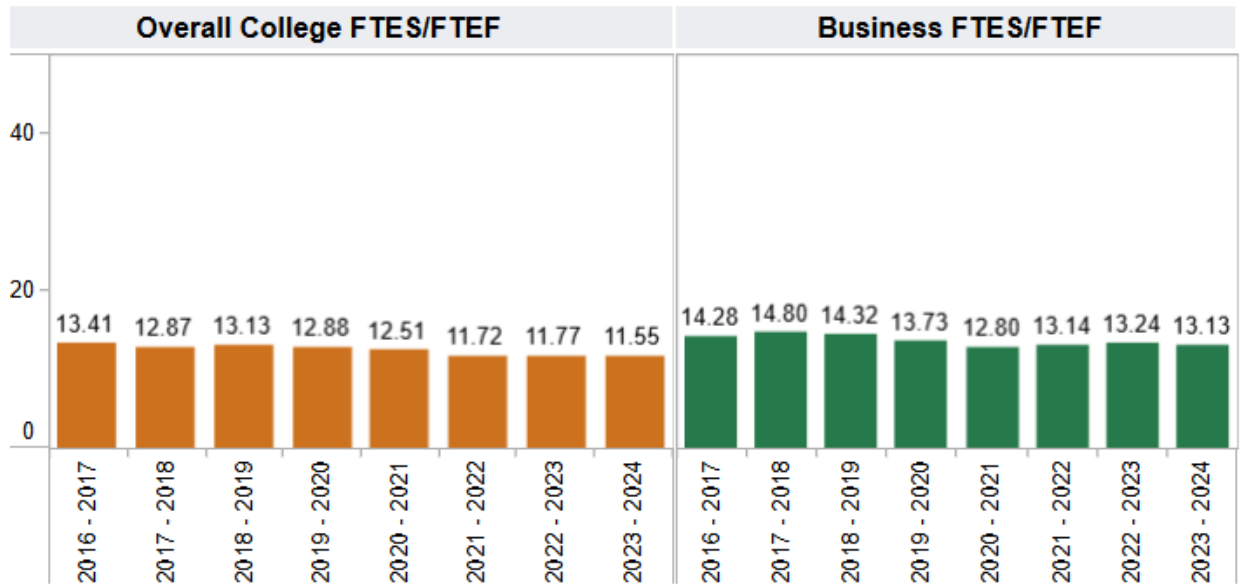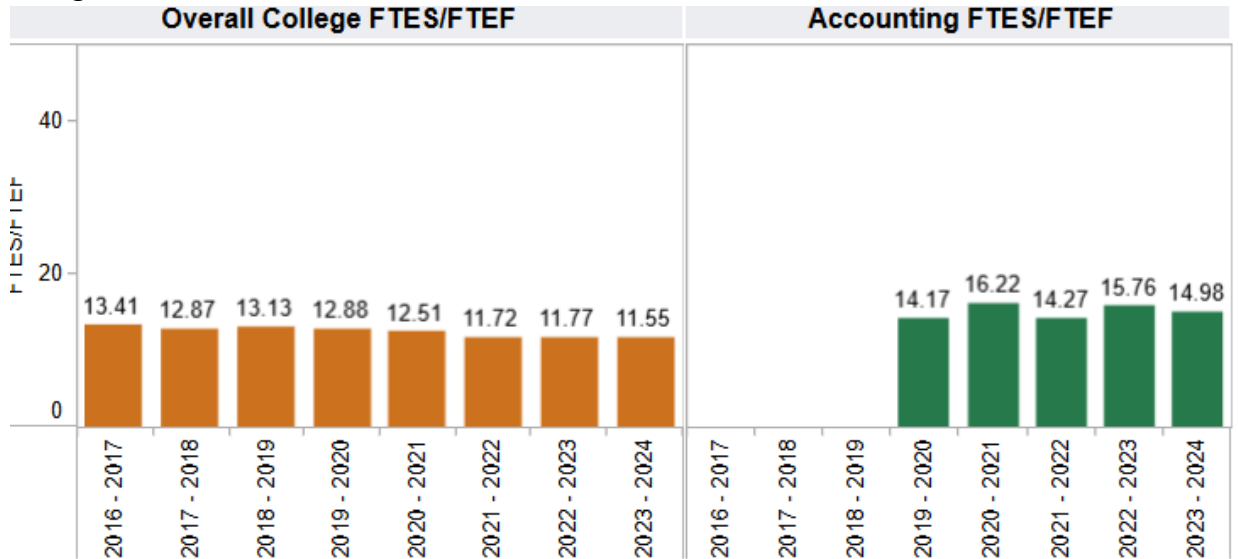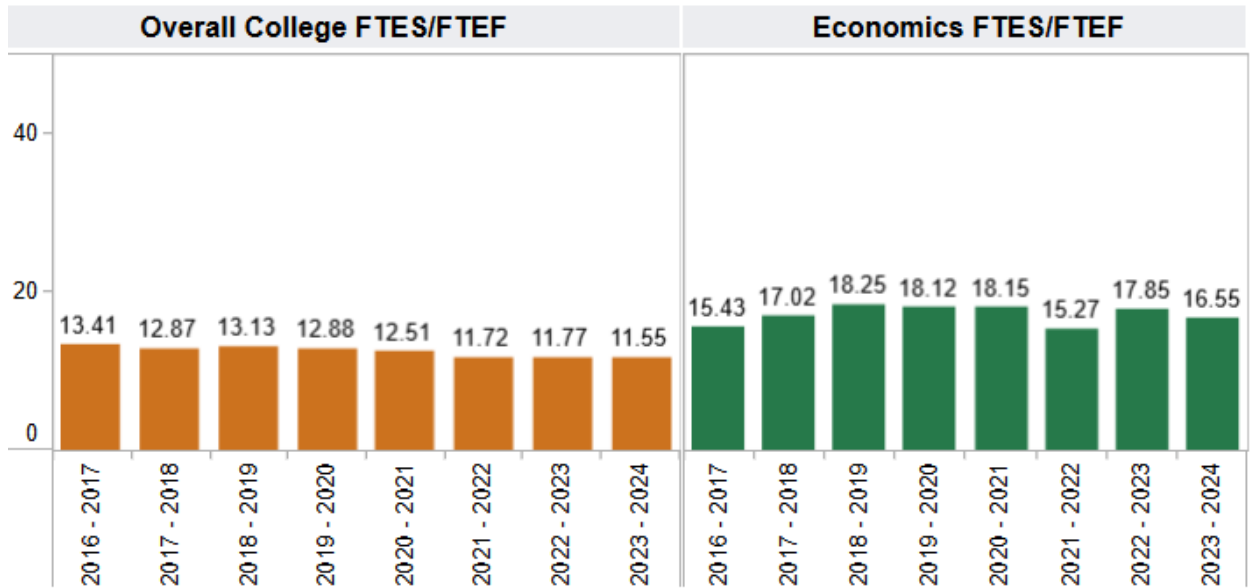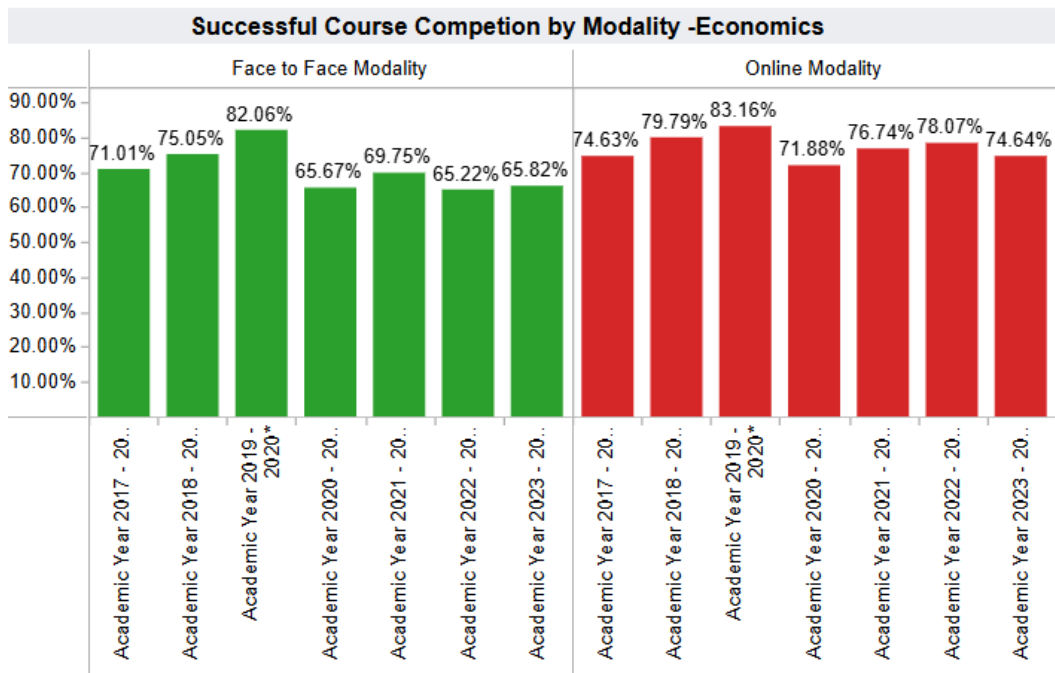
As compared to the District's overall 11.55 FTES/FTEF efficiency in 2023-2024, Business, Accounting, and Economics each continue to excel in this metric with 13.13, 14.98, and 16.55, respectively. Again, Economics is the leader among this group, followed by Accounting, then Business.

D. **Student Success—Course Completion by Modality (Insert Data Chart)**
Insert the data chart and explain observed differences between the program and the college.

Successful Course Competion by Modality -All
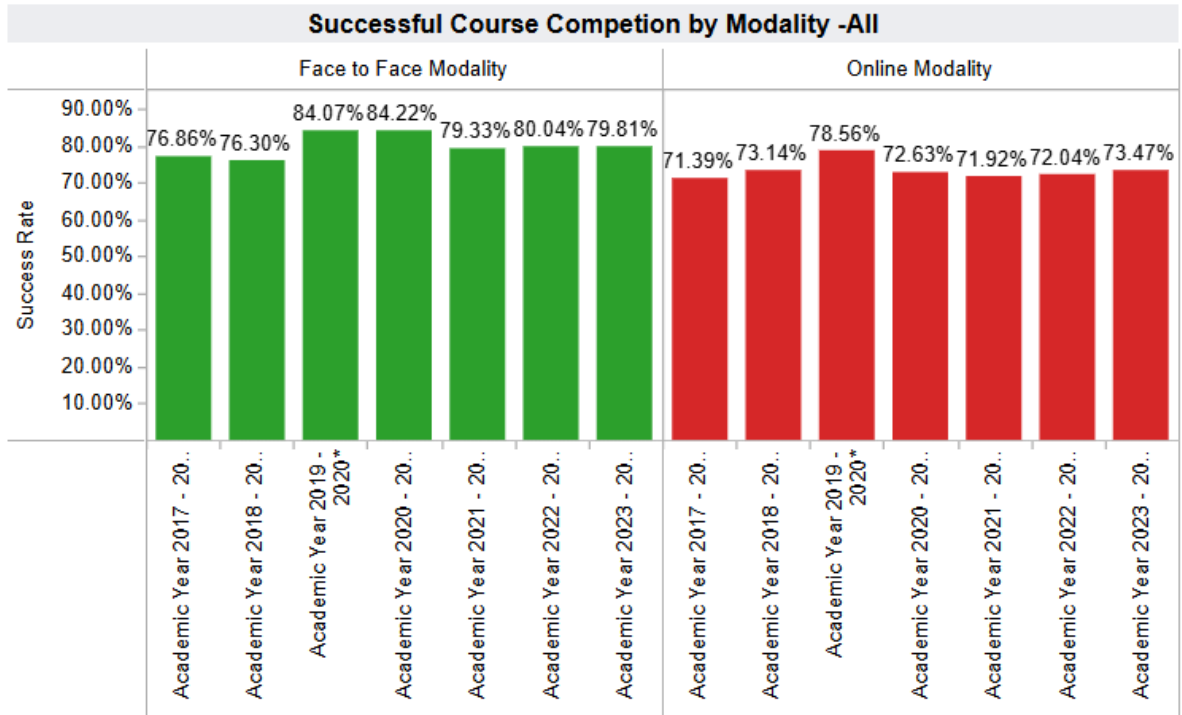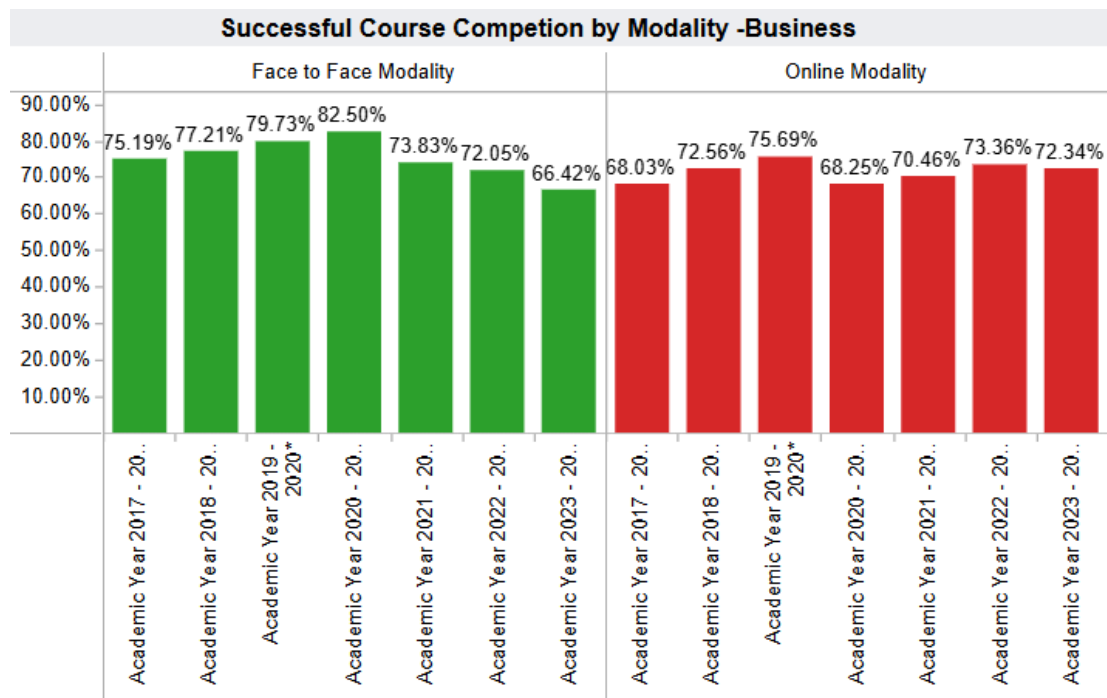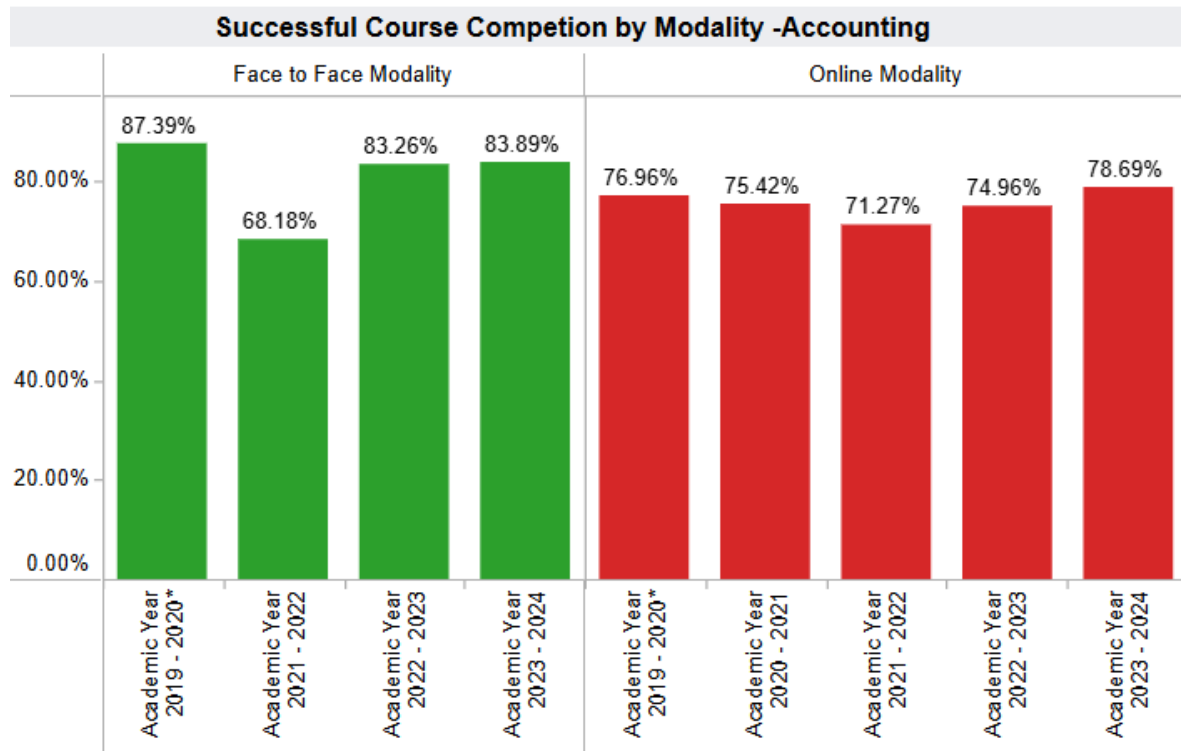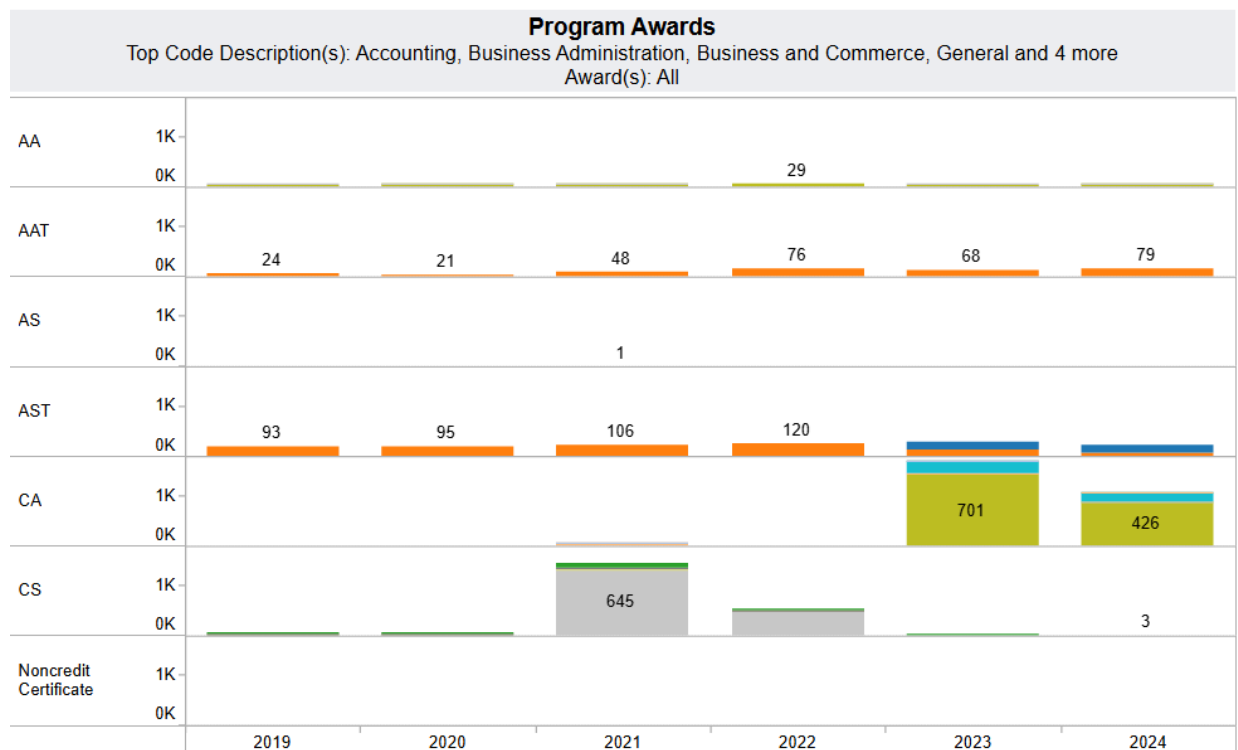
	Face to Face Modality							Online Modality						

Face to Face Modality:
- Academic Year 2017 - 20..: 76.86%
- Academic Year 2018 - 20..: 76.30%
- Academic Year 2019 - 2020*: 84.07%
- Academic Year 2020 - 20..: 84.22%
- Academic Year 2021 - 20..: 79.33%
- Academic Year 2022 - 20..: 80.04%
- Academic Year 2023 - 20..: 79.81%

Online Modality:
- Academic Year 2017 - 20..: 71.39%
- Academic Year 2018 - 20..: 73.14%
- Academic Year 2019 - 2020*: 78.56%
- Academic Year 2020 - 20..: 72.63%
- Academic Year 2021 - 20..: 71.92%
- Academic Year 2022 - 20..: 72.04%
- Academic Year 2023 - 20..: 73.47%

Successful Course Competion by Modality -Economics

Face to Face Modality:
- Academic Year 2017 - 20..: 71.01%
- Academic Year 2018 - 20..: 75.05%
- Academic Year 2019 - 2020*: 82.06%
- Academic Year 2020 - 20..: 65.67%
- Academic Year 2021 - 20..: 69.75%
- Academic Year 2022 - 20..: 65.22%
- Academic Year 2023 - 20..: 65.82%

Online Modality:
- Academic Year 2017 - 20..: 74.63%
- Academic Year 2018 - 20..: 79.79%
- Academic Year 2019 - 2020*: 83.16%
- Academic Year 2020 - 20..: 71.88%
- Academic Year 2021 - 20..: 76.74%
- Academic Year 2022 - 20..: 78.07%
- Academic Year 2023 - 20..: 74.64%

Successful Course Competion by Modality -Accounting

Face to Face Modality				Online Modality				
87.39%	68.18%	83.26%	83.89%	76.96%	75.42%	71.27%	74.96%	78.69%
Academic Year 2019 - 2020*	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024

Successful Course Competion by Modality -Business

Face to Face Modality							Online Modality						
75.19%	77.21%	79.73%	82.50%	73.83%	72.05%	66.42%	68.03%	72.56%	75.69%	68.25%	70.46%	73.36%	72.34%
Academic Year 2017 - 20..	Academic Year 2018 - 20..	Academic Year 2019 - 2020*	Academic Year 2020 - 20..	Academic Year 2021 - 20..	Academic Year 2022 - 20..	Academic Year 2023 - 20..	Academic Year 2017 - 20..	Academic Year 2018 - 20..	Academic Year 2019 - 2020*	Academic Year 2020 - 20..	Academic Year 2021 - 20..	Academic Year 2022 - 20..	Academic Year 2023 - 20..

The District's completion rates in 2023-2024 were 79.81% for F2F and 73.47% for DE. Economics for the same year reported 65.82% for F2F and 74.64% for DE; Accounting reported 83.89% for F2F and 78.69% for DE; Business was 66.42% for F2F and 72.34% for

DE. Face to face in Business and Economics lagged behind district overall completion rates. Transfer students may have gravitated to DE courses, and they generally produce higher completion rates as they pursue four-year degrees. These students have often shown stronger adaptation to education technology, which may also be reflective of their overall academic success.

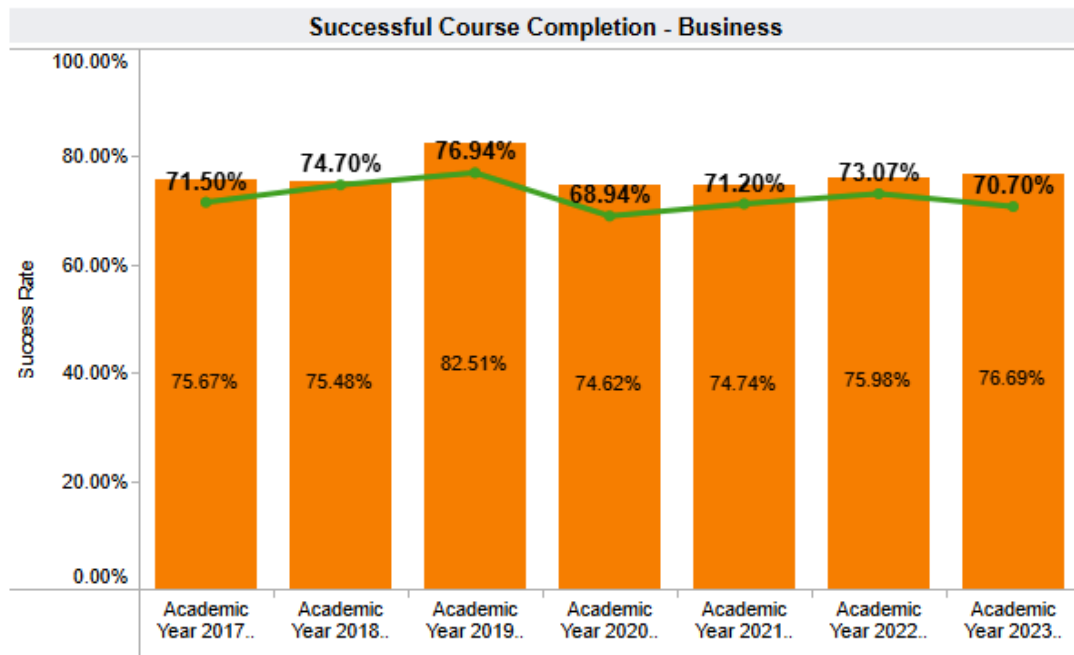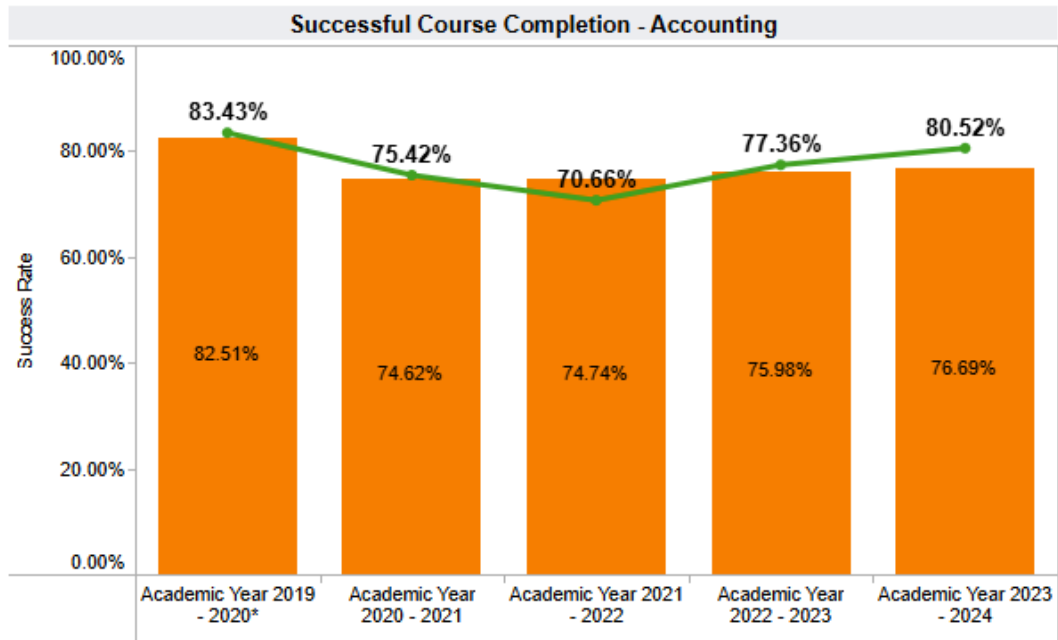E. **Degrees and Certificates Awarded (Insert Data Chart)**
Insert the data chart and explain observed differences between the program and the college.

Program Awards
Top Code Description(s): Accounting, Business Administration, Business and Commerce, General and 4 more
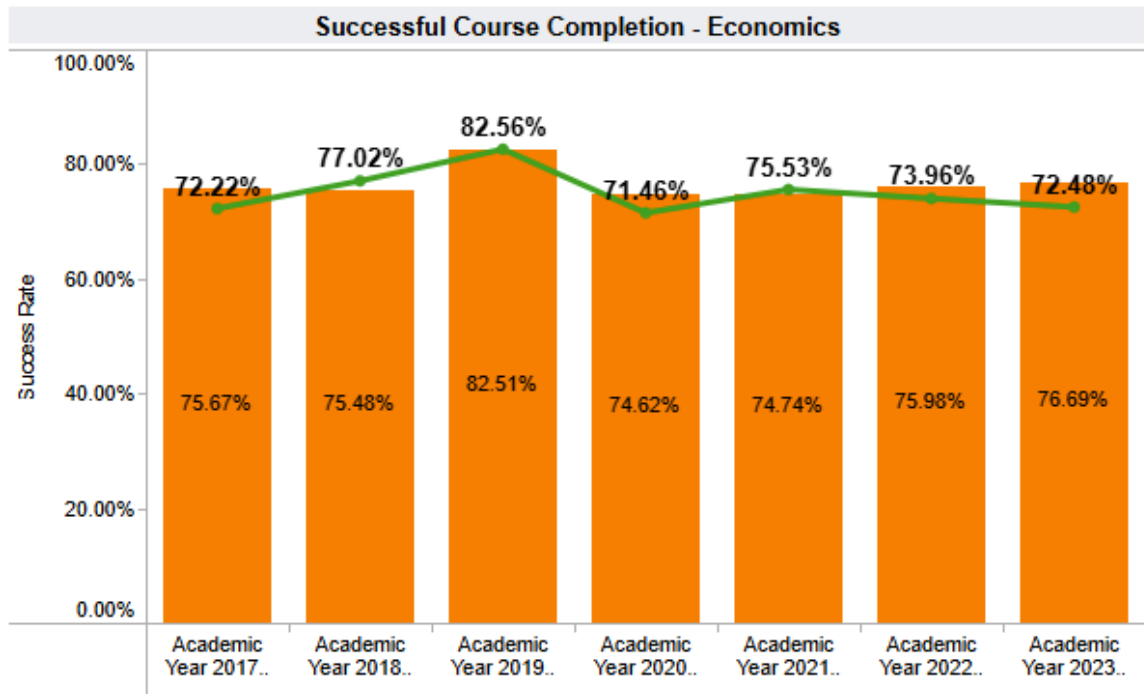Award(s): All

Awarding 756 degrees and certificates in the 2023-24 academic year, the department continued a robust number of degrees and certificates awarded. Business Administration awarded 29 AA degrees; 111 Business Administration AS-T degrees; 79 Economics AA-T degrees; and 534 Certificates were awarded.

F. **General Student Success – Course Completion (Insert Aggregated Data Chart)**
Insert the data chart and explain observed differences between the program and the college.
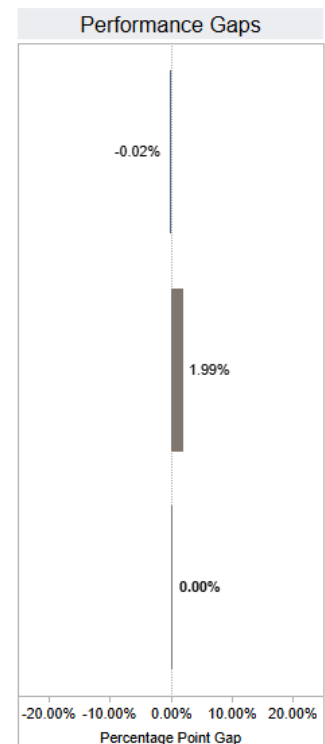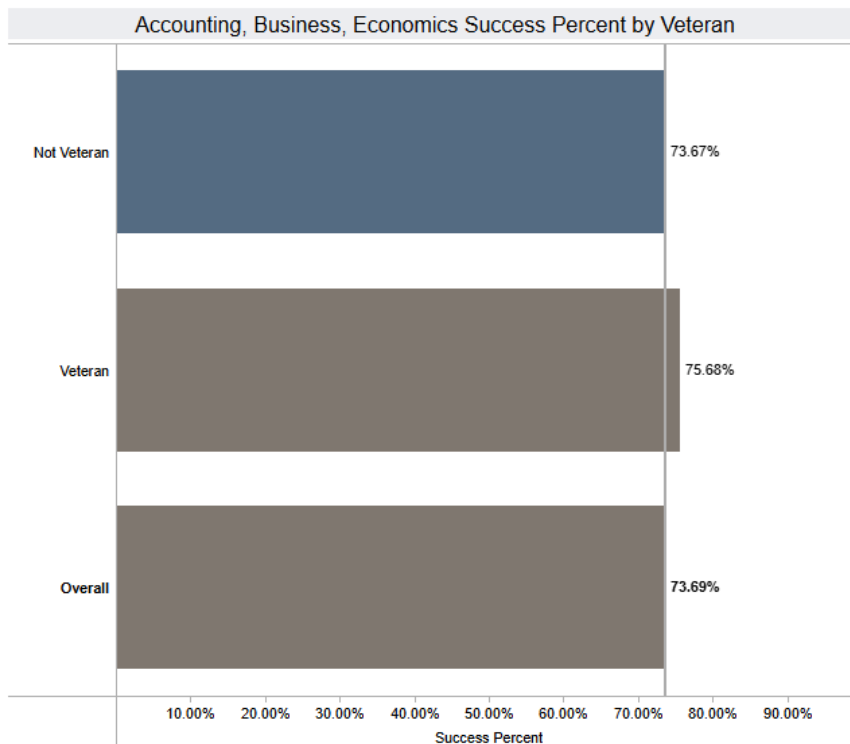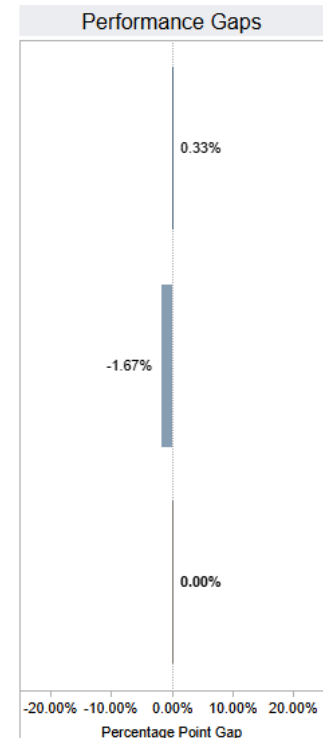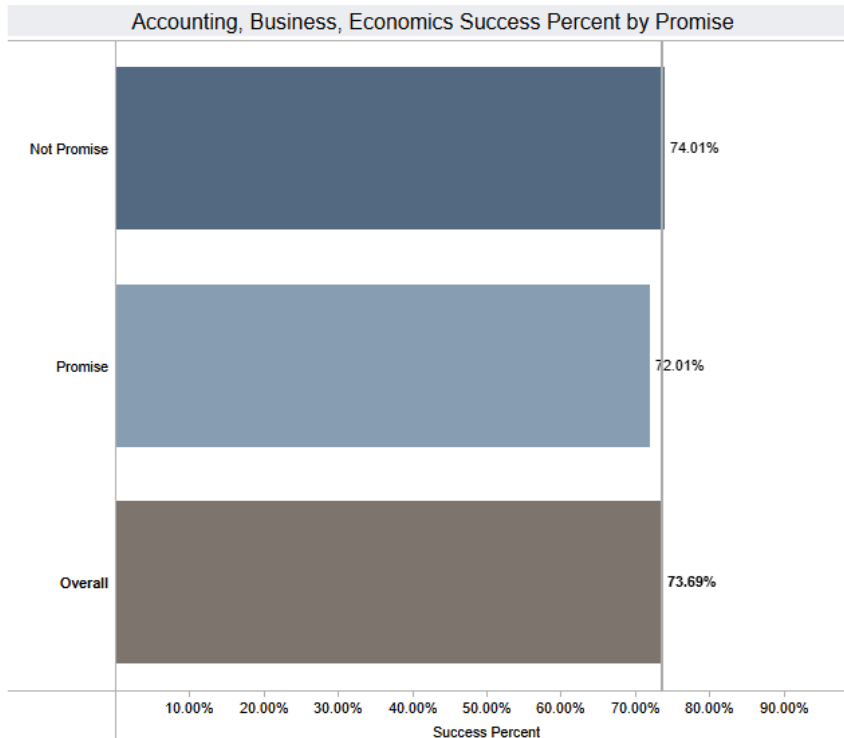
Successful Course Completion - Accounting

	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Line	83.43%	75.42%	70.66%	77.36%	80.52%
Bar	82.51%	74.62%	74.74%	75.98%	76.69%

Successful Course Completion - Business

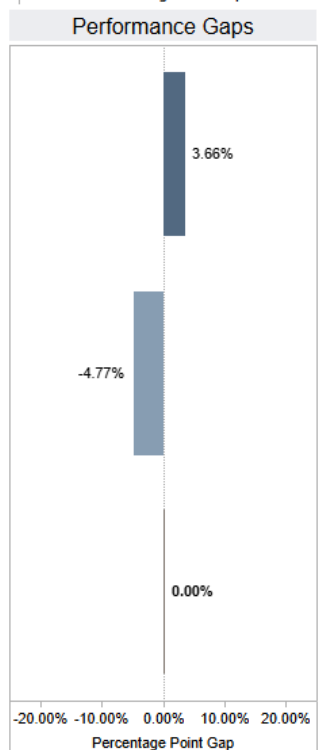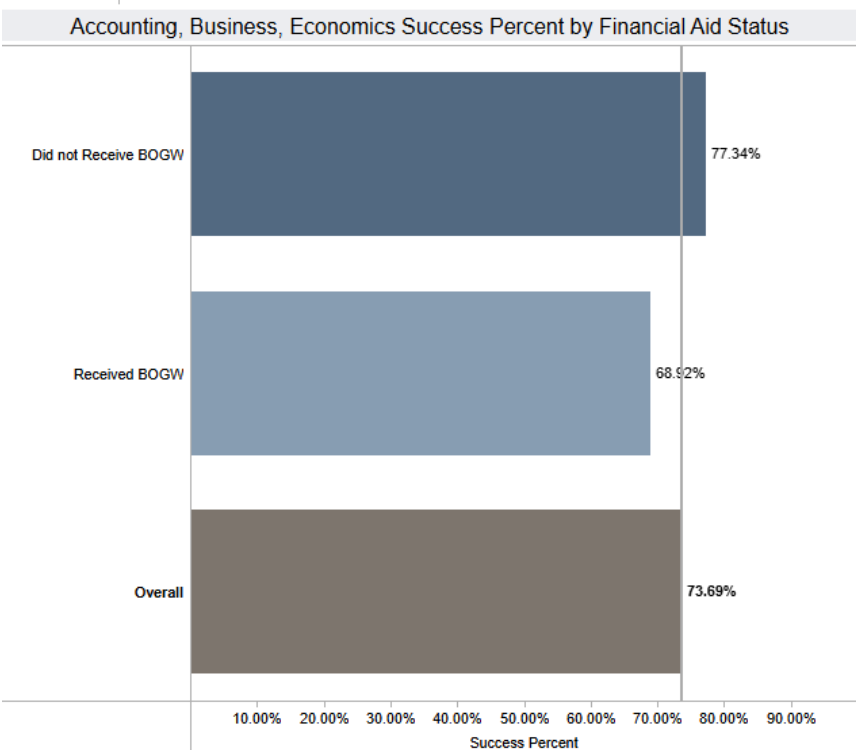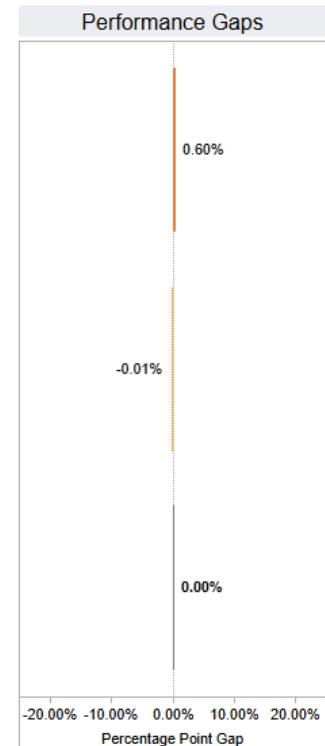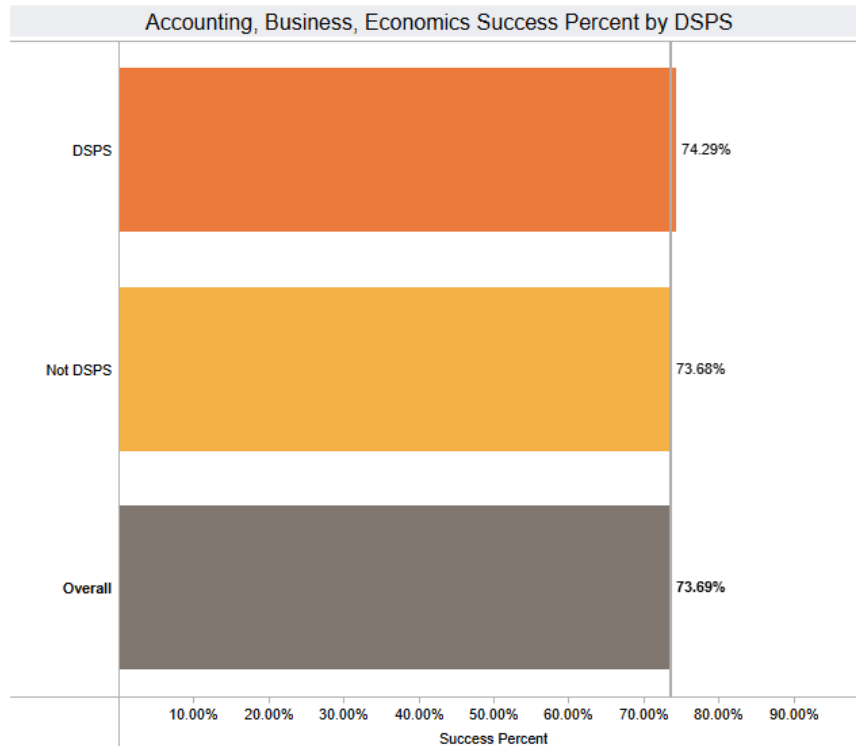|	Academic Year 2017..	Academic Year 2018..	Academic Year 2019..	Academic Year 2020..	Academic Year 2021..	Academic Year 2022..	Academic Year 2023..
Line	71.50%	74.70%	76.94%	68.94%	71.20%	73.07%	70.70%
Bar	75.67%	75.48%	82.51%	74.62%	74.74%	75.98%	76.69%

Successful Course Completion - Economics

Accounting completion rates of 80.52% were slightly higher than the overall college successful completion rate of 79.69%, which is notable given the historical data supporting an analytical rigor of the course offerings. Economics, while closer to the overall college, had a slightly lower completion rate. of 72.48%. The Business successful completion rate of 70.7% is consistent with the fill rate and may reflect non-transfer students leaving school to pursue employment opportunities as businesses continue to struggle with labor shortages.

G. Review the **Disaggregated Student Success** charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

The following are some questions you might want to consider:

- What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?
- What professional opportunities are your program faculty participating in to address closing equity gaps?
- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?

Accounting, Business, Economics Success Percent by Promise

	Success Percent
Not Promise	74.01%
Promise	72.01%
Overall	73.69%

Performance Gaps

	Percentage Point Gap
Not Promise	0.33%
Promise	-1.67%
Overall	0.00%

Accounting, Business, Economics Success Percent by Veteran

	Success Percent
Not Veteran	73.67%
Veteran	75.68%
Overall	73.69%

Performance Gaps

	Percentage Point Gap
Not Veteran	-0.02%
Veteran	1.99%
Overall	0.00%

13 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l A n n u a l P r o g r a m P l a n n i n g W o r k s h e e t
Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 3, 2025

Accounting, Business, Economics Success Percent by DSPS

Group	Success Percent
DSPS	74.29%
Not DSPS	73.68%
Overall	73.69%

Performance Gaps

Group	Percentage Point Gap
DSPS	0.60%
Not DSPS	-0.01%
Overall	0.00%

Accounting, Business, Economics Success Percent by Financial Aid Status

Group	Success Percent
Did not Receive BOGW	77.34%
Received BOGW	68.92%
Overall	73.69%

Performance Gaps

Group	Percentage Point Gap
Did not Receive BOGW	3.66%
Received BOGW	-4.77%
Overall	0.00%

14 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l A n n u a l P r o g r a m P l a n n i n g W o r k s h e e t
Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 3, 2025

Accounting, Business, Economics Success Percent by First Generation

- First Generation: 59.12%
- Not First Generation: 77.56%
- Overall: 73.69%

Performance Gaps

- -14.57%
- 3.87%
- 0.00%

Course completion rates improved for Promise students, veterans, and students utilizing DSPS, and are generally in line with the overall population taking Accounting, Business and Economics courses. The exceptions are First Generation students and students receiving Financial Aid who lag behind. This indicates a continued need for greater support services as students transition to college-level learning. The department continues to incorporate ideas per the District's focus on student parents, and justice, equity, and diversity, to address equity gaps in students' achievement. Faculty in Accounting, Business and Economics participated on various committees centered around improving student outcomes including the On-line Education Committee and the Student Success Center Committee. Faculty in Business and Economics continue to work with individual students to close equity gaps by applying for and receiving grants that offer additional learning opportunities for students in entrepreneurship, College Corps, etc. Accounting faculty have worked closely with local CPA firms to develop internship opportunities for students. Accounting, Business and Economics faculty members continue to be recognized across the campus for their leadership and teaching excellence, including appointment by the District to leadership positions and by students, e.g., AGS Teaching Excellence Awards. Faculty continue to advocate for students who experience equity gaps by collaborating with administration and classified colleagues in Student Life & Leadership, EOPS, Foster Care, etc.

PROGRAMS AND CURRICULUM REVIEW PROGRESS

SECTION 1: PROGRESS CHECK ON SCHEDULED CURRICULUM UPDATES FROM CPPR

15 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l A n n u a l P r o g r a m P l a n n i n g W o r k s h e e t
Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 3, 2025

Directions:

For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of last year's APPW.

1. List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the 2024 academic year in the 5-year calendar of the Curriculum Review Worksheet.

All courses and programs were reviewed and updated in 2022. Updates below reflect AB 928 and Title V changes

2. From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the 2024 academic year. Complete the table below for those items only.

Program of Study **OR** Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)
ADTs – all programs	Minor: Updating Program Description/Narrative with CalGETC for AB 928	Fall 2024
ACCT 253; BUS 253	Major: Updating course description and repeatability to reflect new Title 5 regulations.	Spring 2024

3. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the 2024 academic year. Complete the table below for those items only.

Program of Study OR Prefix and	Past Due Date for	Briefly state why modification was not completed on	Re-scheduled date for modification

16 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 3, 2025

Course #	Modification	schedule	(must be within 1 year)
N/A			

SECTION 2: PROGRESS CHECK ON PREVIOUSLY OUT-OF-DATE CURRICULUM UPDATES FROM CPPR

Directions: For the following questions, please refer to #3 in Section 1 of the Programs and Curriculum Review Progress portion of APPW from years before the previous academic year where incomplete curriculum updates were re-scheduled to be addressed in 2024.

1. List those programs of study and courses that are listed in the older APPW that were listed in #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type "N/A" in the first box of the first row of the table.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Re-scheduled date for modification	Completed (yes or no)
None			

2. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were re-scheduled to during the 2024 academic year. Complete the table below for those items only. You may leave this table blank if you wrote "N/A" for the previous table.

Program of Study OR Prefix and Course #	Past Re-scheduled Due Date for Modification	Briefly state why modification was not completed as rescheduled	Second re-scheduled date for modification

17 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 3, 2025

			(must be within 6 months)
N/A			

OTHER RELEVANT PROGRAM DATA (OPTIONAL)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

CHECKLIST
☒ SLO assessment cycle calendar is up to date.
☒ All courses scheduled for assessment have been assessed in eLumen.
☐ Program Sustainability Plan progress report completed (if applicable).

NARRATIVE
Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

NONE.

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR
Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

A. New or modified plans for achieving program-learning outcomes and addressing equity gaps
B. Anticipated changes in curriculum, scheduling, or delivery modality
C. Levels, delivery, or types of services
D. Facilities changes
E. Staffing projections
F. Other

In the academic year 2023-2024, Amy Stapp became the new division chair. One faculty in accounting continues in the tenure track process, and one faculty in business will begin the tenure track process in Spring 2025.

Additionally, starting in Fall 2025, Business faculty will be teaching at the California Men's Colony (CMC) prison in San Luis Obispo. This endeavor aims to address educational disparities among incarcerated individuals, particularly those from minority and low-income backgrounds.

Demographics and Equity Considerations:
- Racial and Ethnic Composition: In California's prison system, Black individuals constitute 28% of the incarcerated population, despite representing only 6% of the state's adult population. Similarly, Latino men account for 46% of prisoners but just 38% of the adult male population. (PPIC)
- Economic Background: A significant portion of incarcerated individuals come from low-income backgrounds. Studies indicate that men in the bottom 10% of the income distribution are 20 times more likely to be incarcerated by age 30 compared to those in the top decile.
(Legal Journal)

Why This Initiative Matters:

- Addressing Educational Gaps: By offering business courses at CMC, we provide access to higher education for a population that has been historically underserved, promoting skills that are essential for successful reintegration into society.
- Economic Empowerment: Equipping incarcerated individuals with business knowledge can enhance their employment prospects post-release, thereby reducing recidivism rates and contributing to community development.

PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

19 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
Approved by Academic Senate November 18, 2022 Document to be Used for Submission Spring, March 3, 2025

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Demand (Fill Rate)		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Efficiency (FTES/FTEF)		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Success – Course Completion		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Success — Course Modality		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Degrees and Certificates Awarded		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.