

## INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2018

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Academic Affairs. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

**Cluster:** WED

**Program:** Business

**Current Academic Year:** 2017-18

**Last Academic Year CPPR Completed:** 2014

**Current Date:** February 26, 2018

### NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

#### I. GENERAL PROGRAM INFORMATION

##### A. Program mission (optional)

The department supports the college mission to assist students in their efforts to improve foundational business skills, their ability to transfer to four-year institutions, earn certificates or associate degrees in business, and gain employment or advance in the workforce. This connects directly with the college's mission statement and correlates to the college's purpose.

Through rigorous learning opportunities, the Business Department improves student lives by promoting cultural, intellectual, and professional growth. We prepare students to become engaged employees and citizens in an increasingly complex global business environment.

##### B. Brief history of the program

The Business Education Division ("Division") offers the following degrees:

- Associates of Science Transfer (ADT) Business Administration (active 2013, updated 2018)
- Associates of Arts Business Administration Career Track (active 2016, updated 2018)
- Associates of Arts Business Administration Assistant (active 2015, updated 2018)
- Associates of Arts Transfer (ADT) Economics (active 2014)

The Division offers the following certificates:

- Accounting Specialization (active 2015)
- Accounting Clerk (active 2015)
- Business Administration Career Track (active 2016, updated 2018)
- Business Administration Assistant (active 2015, updated 2018)
- Bus: Military Business Studies (active 2015)

- E-Commerce Specialization (reviewed and active 2015)
- General Business Specialization (active 2015)
- Management Specialization (active 2015)
- Marketing Specialization (reviewed and active 2015)
- Small Business (active 2015)

The Division offers the following courses:

- 100 Level courses:
  - BUS 130 Introduction to E-Commerce
  - BUS 131 E-Commerce: Social Media Marketing
  - BUS 132 E-Commerce: Information Products
  - BUS 133 E-Commerce: Physical Products
  - BUS 134 E-Commerce: Entrepreneurship
  - BUS 196 Workplace Human Relations
- 200 Level courses:
  - BUS 201A Financial Accounting
  - BUS 201B Managerial Accounting
  - BUS 218 Business Law
  - BUS 227 Business Communications
  - BUS 228 Office Technology and Telecommunications
  - BUS 229 Business Internship
  - BUS 240 Advertising
  - BUS 241 Sales
  - BUS 243 Marketing
  - BUS 245 Introduction to Business
  - BUS 247 Independent Studies: Business
  - BUS 248 Small Business Management
  - BUS 249 Entrepreneurship
  - BUS 251 Elements of Accounting Business/Ag. Business
  - BUS 252 Computerized Accounting Using QuickBooks Pro
  - BUS 260 International Business
  - BUS 283 Management and Supervision
  - BUS 286 Human Relations
  - ECON 201A Principles of Macroeconomics
  - ECON 201B Principles of Microeconomics
  - ECON 220 Personal Financial Planning
  - ECON 247 Independent Studies: Economics

C. Include significant changes/improvements since the last Program Review

Program review processes include a review of institutional data, previous APPW documents and the last CPPR document, consultation with department colleagues and committee chairs, and a review of ongoing data pertaining to departmental changes and needs.

**In regard to Division degrees, the following changes and improvements have taken place:**

Beginning in the 2014-15 catalog year an Associates of Arts Transfer in Economics (ADT) was introduced by the division. This degree provides students with the theoretical and empirical foundation to comprehend and critically evaluate economic events, issues and participants impacting the U.S. economy. Students graduating with the AA-T in Economics will be prepared to transfer to a CSU as well as other universities in Economics or similar majors.

Beginning in the 2016-17 catalog year significant changes were made to the Associates degree in the area of Business Administration Career Track. This Associate of Arts degree was created to permit students the opportunity to develop an educational program based upon vocational aspirations. Classes are offered in a variety of areas covering Business, Industry and Commerce. To earn an Associates of Arts degree, students must complete a core set of courses (18 units required of all Business students), the required GE/elective courses, and courses in any one of several areas of Business specialization. This provides students with specific skill sets enabling them to progress in career-oriented fields.

The changes to Business Administration – Career Track Associate in Arts removed BUS 251 from the required core courses and added BUS 201A to the accounting specialization, and BUS 251 to all other specializations within the career path. This change was made to ensure consistency and clarity for students and counseling staff.

The Business Administrative Assistant Associate in Arts was revised so that students could take either CIS 215 Advanced Business Applications or CIS 216 Electronic Spreadsheet Applications. Both courses are 4 units and meet the needs of students desiring a more in-depth study of spreadsheets thus either course meets the degree requirement.

Updates to the Business Administration Associates Degree of Transfer, Business Administration Career Track Associates Degree, and Business Administration Associates of Arts Degree are still awaiting review from the chancellor's office (a reported several years wait due to backlog with their COCI system.)

**In regard to Division certificates, the following changes and improvements have taken place:**

Beginning in the 2015-16 catalog year an E-Commerce Specialization was introduced by the division. This certificate provides students with a base of understanding for entry-level internet marketing positions in agencies, businesses and freelance work. The certificate covers topics

such as Internet business models, e-commerce transactions and product fulfillment, as well as hand-on experience setting up and marketing a prototype online business.

Beginning in the 2016-17 catalog year, the Business Administration Career Track Certificate of Achievement provides an academic foundation for students in the area of business and industry, including current business practices, accounting, economics, law and business communication.

The Accounting Clerk Certificate of Achievement is the re-packaging of the former Computer Application and Office Administration program. Courses which were previously under the CAO prefix were changed to either BUS or CIS prefixes.

The Business Administrative Assistant Certificate of Achievement was revised so that students could take either CIS 215 Advanced Business Applications or CIS 216 Electronic Spreadsheet Applications. Both courses are 4 units and we have found students desiring a more in-depth study of spreadsheets thus either course would meet the degree requirement.

The Management Specialization Certificate is currently undergoing revisions this semester – with the addition of a Retail Management certificate that requires 8 courses. This certificate is recognized by the Western Association of Food Chains and helps employees (especially grocery store employees) move from low level to management level employees by earning the certificate. Two new courses will be created to achieve this: BUS 285: Human Resource Management & BUS 290: Retail Management (which will be the capstone course).

Business Administration Assistant Certificate of Achievement updates currently await review from the chancellor's office (a reported several years wait due to backlog with their COCI system.)

**In regard to the Division as a whole, the following miscellaneous changes and improvements have taken place since the last program review:**

A new full-time tenure track Business instructor earned tenure (Neil Higgins) February 2018.

A new full-time tenure track Economics instructor earned tenure (Susan Iredale) March 2016.

A new full-time tenure track Agri-Business instructor was hired (Amy Stapp.) Fall 2015

Loss of full-time instructors in the areas of Legal/paralegal (Ruth Biering retirement Winter 2017), Accounting and projected for CIS (spring 2018 – Michele McAustin retirement.)

**In regard to recommendations stated in the 2014 CPPR for analysis and change, the follow are worth noting:**

Recommendations per the 2014 CPPR included the following –

- Increase and leverage the use of DE courses.
- Combine the Advertising (Bus 240) and Sales (Bus 241) courses into one course:
- Add another required course to augment the combined Advertising (Bus 240) and Sales (Bus 241).
- Develop electronic and paper copy promotional materials.

In response to these recommendations, the department expanded their offerings of distance education (online) courses. The Division offers the following courses online: BUS 130, BUS 131, BUS 133, BUS 134, BUS 201A, BUS 201B, BUS 218, BUS 227, BUS 228, BUS 240, BUS243, BUS 245, BUS 248, BUS 249, ECON 201A, ECON 201B and ECON 220. While enrollment has remained strong for distance education courses, completion and grade attainment lag significantly behind “traditional” classroom results. As an example, online offerings were increased by offering both 18 and 9-week courses in the distance education format, and again, while the 9-week format proved to have strong demand, students did not thrive in this “accelerated” model. These courses are now limited in the schedule. While assessment of course materials, support materials, meaningful interaction, etc. is ongoing, the department would greatly benefit from formal institutional research on the type(s) of students enrolled online. An informal poll of students over several semesters indicate the possibility of a higher percentage of full-time employed students, students with extensive family commitments, students with health and mental health challenges, etc. Institutional data regarding “the online student” may help to support instructor assessment of course learning materials and student outreach, and thereby increase success rates in these high demand – low success courses.

BUS 240 and BUS 241, while reviewed, remain as separate courses. Additionally, while the addition of courses to the BUS offerings will continue to be analyzed, staffing issues limit the expansion of new offerings at this time. The division has focused on the Business ADT and the courses to support it, as the trajectory of the college has changed to increasing efficiency and is in line with the current Institutional Objectives (and away from multiple degrees.).

Although we have offered these courses at the NCC, they have not generated enough enrollment and have been cancelled. These courses, BUS 241 and BUS 240, are not required for the ADT in Business; thus, they are desired only by those students seeking either the Marketing specialization under the Career Track AA, or those seeking knowledge in one of these specific courses even without a certificate. At the North County, this results in only about 10 students signing up for these two courses. These

students do have the option of taking these courses at the SLO Campus or online at other colleges, and we then will substitute those courses taken elsewhere toward the Cuesta Marketing specialization.

Division analysis determined that adding several non-credit courses addressing topics supplemental to Advertising and Sales would best be developed via Community Programs. Business Education Division faculty acknowledged the benefit to the community and students of having these topics presented in short, non-credit format as opposed to semester-long courses. The students seeking these courses are often fully employed, Reentry students for whom time is limited.

Additional paper and other promotional materials have been created by the department. For example, marketing materials - drawstring backpacks, bookmarks with degree and certificate offerings and signs for 8 of the individual departments - so that we can better represent our division at College Fairs, Promise Day and other promotional events.

**In regard to the recommendations per the CPPR 2014 “End Notes”, the following is worth noting:**

CPPR 2014 End Notes included the following:

1. Degrees that can be completed in 2 years that are aligned with CID descriptors
2. Specialization or Areas of Emphasis in AA degrees that lead to specific employment
3. Provide new degrees in the vocational areas of:
  - a. Accounting
  - b. Internet and Digital Marketing
  - c. Small Business and Entrepreneurship
4. Align degrees to allow students to obtain multiple degrees in different areas of specialization, if desired
5. Stay current in business knowledge within each degree pattern through professional development and involvement with business advisory councils, trade conferences and other community resource groups.
6. Increase offerings in distance education courses
7. Increase emphasis on ethics in course content
8. Buildup NCC programs and offer high demand classes in South County.

All “End Note” recommendations were addressed through creation of ADT degrees and revisions to courses, of note is the shift in division focus and development of Business ADT and Economics ADT degrees and the courses to support it, as the trajectory of the college has changed to increasing efficiency and is in line with the current Institutional Objectives (and away from multiple degrees.) Also of note is North County schedule course offerings allowing North County students to complete ADT degrees in two years of study while attending only the North County campus.

- North County Campus students earned Business degrees and certificates in these numbers for these years:
  - 2013-2014 = 47; 29
  - 2014-2015 = 69; 56
  - 2015-2016 = 97; 82
  - 2016-2017 = 55; 47
  - The numbers in blue font are the total for each year as shown in the attachment from institutional research, less the number of degrees noted each year for Administration of Justice. The numbers in red report the degrees awarded excluding Customer Service, which moved out of the Division during the course of this CPPR>
- Business Career Track AA (formerly Career Path) vs. Business ADT degree: Career Track holds relatively steady over the past four years with between 10 – 13 degrees awarded each year. Business ADT has had 22, 25, and 19 awarded in last three years. Roughly a 2-1 edge for ADT vs. Career Track at the North County.
- The other Business AA degrees other than the ADT and Career Track/Path shown for years 2014-2015 and before are the “transfer” degree that preceded the ADT. Before the ADT came in 2014-2015, we had less of an edge at the NCC for transfer vs. Career Path, with 2013-2014 being 11-11, and 2012-2013 being 12-8 transfer vs. Career Path. So, the ADT has increased interest for transfer students at the NCC, without any noticeable decrease to the Career Path numbers.

The Career Track degree offers students the opportunity to earn multiple certificates. Also, students seeking the ADT in Business can earn an Accounting Certificate of Specialization with one additional course. Students seeking the ADT in Business can earn an ADT in Economics with one additional Math course. Students seeking the ADT in Business can also earn an AA in Legal Studies, Business Emphasis, with one additional course.

Please see notes in the previous paragraph regarding online course offerings.

Business Education Division faculty have attended multiple conferences regarding Entrepreneurship and Economics, and have presented locally and statewide on Small Business Management, Entrepreneurship and Economic issues. They have served fellowship positions at the Federal Reserve Bank in San Francisco, and are members of professional organizations such as the American Economic Association.

Two of our Business Education faculty, Neil Higgins (2 years) and Susan Iredale-Kline (3 years) serve as Cuesta College’s Student Learning Outcomes and Assessment (SLOA) Coordinators, helping faculty across campus learn the assessment software and offer support anything SLOA related.

Susan Iredale-Kline has also served as faculty chair of the IPPR committee for the last two academic years.

Since the last CPPR was completed in 2014, one of the Business Education Division's full-time faculty members, Gary Rubin, returned to the Division from a two-year administrative position. Mr. Rubin was asked by the Dean upon his return to teaching in Fall 2014 to maintain his teaching load at the NCC and try to build up the NCC Business programs, which he did. Toward that goal, the Division has accomplished the following:

- Beginning in Fall 2014 and continuing each Fall semester since, we have successfully offered two sections of BUS 245 at the NCC.
- In October 2014, Mr. Rubin hosted a seminar at the NCC on Personal Finances & Investing which was attended by students, staff, and community members. Promotion of this event was supported by North County Chambers of Commerce (Templeton, Paso Robles, and Atascadero), as well as the Hispanic Business Association, a North County-based organization serving Hispanic business owners.
- In Fall 2014, Mr. Rubin formed a new Cuesta Student Club, the Black Student Union (BSU), and supported NCC students in the BSU who for the next two years brought to the NCC African American entrepreneurs and guest speakers, including Odette Howard, founder of Miss Odette's BBQ Sauce, and Belinda Bass, Senior Recruiter for Scientific Drilling International.
- In January 2015, Mr. Rubin presented to the Dean a list of North County Campus degrees and certificates within the Workforce and Economic Development Cluster that could be offered beginning Fall 2015. These 13 degrees and certificates began being offered in Fall 2015 and led to a broader discussion of which ADT degrees in other Clusters could be added to a guaranteed sequence at the NCC. Beginning in Fall 2017, the District began a two-year sequence of guaranteed courses to offer at the NCC six ADT degrees, including Business.
- In Fall 2015, Mr. Rubin collaborated with the ASCC to bring internationally acclaimed human rights attorney and author Daniel Sheehan to the NCC for a lecture on the Constitution Day. This event was attended by students and community members.
- In Fall 2015, Mr. Rubin organized and moderated a Business forum with community members as guest speakers, including a local business attorney, a Chartered Financial Analyst, and a non-profit CEO. This event was open to students, staff, and the community. Promotion of this event was again supported by North County Chambers of Commerce (Templeton, Paso Robles, and Atascadero), as well as the Hispanic Business Association, a North County-based organization serving Hispanic business owners.
- In Spring 2017, Mr. Rubin presented a three-hour course for students, staff, and the community focusing on Starting and Growing a Business. This work resulted from a grant he received from the Chancellor's Office, and included a 51-page outline of content and resources that was shared with students, staff, and community members attending two separate dates for this seminar, one at the NCC and one at a local hotel in Atascadero. Promotion of this event was again supported by North County Chambers of Commerce (Templeton, Paso Robles, and Atascadero), as well as the Hispanic Business Association, a North County-based organization serving Hispanic business owners.



- In Fall 2017, Mr. Rubin was asked to present the same Starting and Growing a Business seminar on three different dates, and in an expanded 3.5-hour format, at PG&E's Education Center in San Luis Obispo. This was supported by a grant from PG&E, as well as promotional support from Cuesta's Marketing Department, the San Luis Obispo Chamber of Commerce, and all other North County community groups noted above.
- At the North County Campus, students are seeking and earning the Business Administration ADT in larger numbers than any other ADT, as reported by Cuesta's Institutional Research Department in November 2017 for the year's 2015 and 2016.

D. List current faculty, including part-time faculty

There are currently four full time faculty in the Business and Economics area (note, Amy Stapp is full-time in the Agribusiness area but has taught courses in the Business programs so is listed below.)

**Tanya Downing - Economics**, Master's in Business Administration, California Polytechnic State University San Luis Obispo, 2001. B.S. in Agribusiness Finance from California Polytechnic State University San Luis Obispo, 1995. International Business Program, University of Salzburg, Austria, 1991-1992

**Neil Higgins - Business**, B.S., Agricultural & Managerial Economics, University of California Davis; MBA (Marketing), Cal Poly University (SLO)

**Susan Iredale-Kline - Economics**, Masters in Economics, University of California, Irvine 2009; Bachelor's of Business Administration (BBA), Finance, Pace University 2002

**Amy Stapp - Agribusiness**, B.A., Business/Economics, Wheaton College; M.B.A, General Business, California Polytechnic State University (SLO) (Amy Stapp heads the new Agribusiness program, but teaches courses in the business area as well.)

**Gary Rubin – Business & Law**, Juris Doctor California Western School of Law; Bachelor's of Science Commerce, DePaul University; California Multi-Subject Teaching Credential, Business Supplemental Authorization, Chapman University.

There are currently 14 part-time faculty in the Business and Economics area:

**Amity Perry Boada – Business Communication**, B.A., Business Administration California State Polytechnic, Pomona, CA, M.B.A. California State University Dominguez Hills, Carson CA

**Cal DePass - Economics**, B. S., Economics, Portland State University; M.A., Economics, University of Oregon

**Catherine Hillman – E-Commerce**, B.S., Art & Design, Cal Poly University (SLO); M.S., Education, California State University (Hayward)

**Deborah Bayles – E-Commerce**, B.A., English & Art, California State University (Chico); M.S., Education, California State University (Fullerton); M.A., Psychology, National University

**Diane Stevens - Accounting**, B.S., Mathematics- Applied Science, University of California, Los Angeles; MBA, CA University Northridge

**Elisa Queenan - Economics**, B.S. Economics, California State University, Bakersfield, CA; MBA, Northcentral University- Prescott, CA

**Willis Baughman – Business Law**, B.A. History, California State University Long Beach; Juris Doctor, Pepperdine University School of Law; Advance Certification for Dispute Resolution, Pepperdine University School of Law

**Cynthia Wilshusen - Accounting**, MBA, University of Phoenix; B.S. Accounting, Cal Poly, SLO

**Christine Lebar - Accounting**

**Sean Bowman - Accounting**

**Greg Trexler - Accounting**

**Carol Braun - Accounting**

**Katharine Kinsman – Business Law**

**Sue Scholl – Business Internships**

E. Describe how the Program Review was conducted and who was involved

Tanya Downing lead the Program Review process for the Business Program, though all of the full-time instructors participated in its components. Review was conducted through analysis of the previous CPPR, APPWs corresponding to the current CPPR analysis, CPAS analysis, institutional data analysis; Curricunet, and by discussion with full-time faculty and committee advisors.

## II. PROGRAM SUPPORT OF DISTRICT'S MISSION STATEMENT, INSTITUTIONAL GOALS, INSTITUTIONAL OBJECTIVES, AND/OR INSTITUTIONAL LEARNING OUTCOMES

### A. Identify how your program addresses or helps to achieve the District's Mission Statement.

Mission Statement: Cuesta College is an inclusive institution that inspires a diverse student population to achieve their educational goals.

We effectively support students in their efforts to improve **foundational skills**, earn certificates or associate degrees, **transfer** to four-year institutions, and **advance** in the workforce.

Through innovative and challenging learning opportunities, Cuesta College enhances lives by promoting cultural, intellectual, personal, and professional growth. We **prepare** students to become engaged citizens in our increasingly complex communities and world.

The Business Program helps to achieve the District's Mission statement by providing the following:

#### **1. FOUNDATIONAL SKILLS: Course, certificate and degree offerings build foundational skills and learn content knowledge in accounting, economics, marketing, management, law, entrepreneurship, international trade, e-commerce, computer applications, and customer service.**

In order to address the District's mission of foundational skills, the educational outcome for any business student includes a well-rounded background of foundational business topics. Students acquire general knowledge to understand:

- How businesses operate to create profit
- The functions that interrelate with each other to form a business organization
- How a company integrates into an enterprise that produces goods and services to create shareholder value or non-profit status for societal good.
- Contemporary issues of the economy and evaluate them using concepts based on economic principles.
- The relationship between the economic environment and political systems which influence businesses strategy and their ability to prosper.
- The impact that law and legal institutions have on economic systems and business organizations.
- How to make business decisions based on reasoned analysis and application of legal principles

The department offers certificates of specialization and achievement in a variety of areas promoting basic skills specific to the business area.

#### **2. TRANSFER: Business Administration Associates degrees, Business Associates Degree of Transfer, and Economics Associates Degree of Transfer obtainable at Cuesta College within two years.**

The department adheres to and seeks articulation agreements for its courses with many four-year undergraduate institutions in order to support the District's mission to support transfer to four-year institutions. In addition, the degrees of ADT Business Administration and ADT Economics enable business and economics students to complete a 2-year degree at Cuesta and transfer to a CSU in

California. Its sole purpose is to complete lower division classes that articulate and are required for transfer to a 4-year university. These degrees are currently in place and operational. In the 2014-15 year 69 ADT degrees were awarded from the Business and Economics area, in 2015-16 the ADT degrees awarded totaled 135 and in the 2016-17 the ADT degrees awarded totaled 105. Approximately 12% of all ADTs earned in the 2016-17 academic year were in the Business and Economics area. Of note, ADT degrees awarded annually reflect 3% of the Business student population.

**3. ADVANCEMENT: Be trained for immediate entry into, or advancement within, the workforce in business related fields of employment.**

To support the District's mission of advancement of students in the workplace, a Business Administration Career Track vocational degree is offered by the department, as well as, number out certificates of achievement and specialization to support the acquisition of employable skills and advancement within the workforce. All degrees and certificates were reviewed and/or updated in the cycle reflected by this document to reflect the current level of business expertise with the intent of making business graduates employable and promotable in the workforce.

**4. PREPARE: Cuesta's Business and Economics students prepare for life, work and university by exposure to courses fulfilling the Business Program Outcomes:**

Business Program Outcomes include:

1. Describe and explain the legal, ethical and regulatory context in which the practice of business is conducted in the United States.
2. Employ quantitative skill and critical thinking to prepare, analyze and interpret financial data that represent a business operation.
3. Demonstrate quantitative skills and critical thinking to evaluate and interpret economic data that represent and impact business decision-making.
4. Demonstrate communication and social (Business Etiquette) skills appropriate to a business environment.
5. Demonstrate awareness and use of technology appropriate to a business environment.

- B. Identify how your program addresses or helps to achieve the [District's Institutional Goals and Objectives](#), and/or operational planning initiatives.

**Institutional Goal 1: Completion.....**

*Increase the rates of completion for degrees, certificates, and transfer-readiness overall for all students.*

Business degrees, certificates and courses are updated to correlate with needs as specified by articulation officers, business advisory groups and the goals of the college. Courses are offered on a several campuses and modalities to better support degree, certificate or transfer achievement. Professionalism, critical thinking, and analytical skills are emphasized and expected in BUS and ECON courses in order to best support and prepare students for transfer and/or professional goals.

## **Institutional Goal 2: Access.....**

*Increase student access to higher education.*

The Business Education department offers both ADT and Career Track degrees to support the high school student whose goal is to transfer to a 4-year institution, and for the student whose goal is to complete a Career Track 2-year degree in Business.

## **Institutional Goal 3: Partnerships.....**

*Develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, businesses, and industries.*

### **Institutional Objective 3.1.....**

*Increase the number of partnerships with four-year institutions to strengthen and streamline students' transfer opportunities.*

### **Institutional Objective 3.2.....**

*Increase the number of partnerships with local businesses in order to expand student work-based and experiential-based learning opportunities.*

- In October 2014, Mr. Rubin hosted a seminar at the NCC on Personal Finances & Investing which was attended by students, staff, and community members. Promotion of this event was supported by North County Chambers of Commerce (Templeton, Paso Robles, and Atascadero), as well as the Hispanic Business Association, a North County-based organization serving Hispanic business owners.
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#### **Institutional Goal 4: Facilities and Technology.....**

*Integrate and improve facilities and technology to support student learning and the innovations needed to serve its diverse communities.*

Business Education courses, certificates and classroom instruction emphasize the use of technology. Multiple modalities, including online, support student learning and diverse learning styles.

C. Identify how your program helps students achieve [Institutional Learning Outcomes](#).

The Business Program supports ILO's 1, 2, 3, 4 and 6 through the following Program Learning Outcomes:

1. Describe and explain the legal, ethical and regulatory context in which the practice of business is conducted in the United States.
2. Employ quantitative skill and critical thinking to prepare, analyze and interpret financial data that represent a business operation.
3. Demonstrate quantitative skills and critical thinking to evaluate and interpret economic data that represent and impact business decision-making.
4. Demonstrate communication and social (Business Etiquette) skills appropriate to a business environment.
5. Demonstrate awareness and use of technology appropriate to a business environment.

### III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

The data components are hyperlinked below.

[General Enrollment \(Insert Aggregated Data Chart\)](#)

#### SLOCCCD Program Review Data - Enrollment

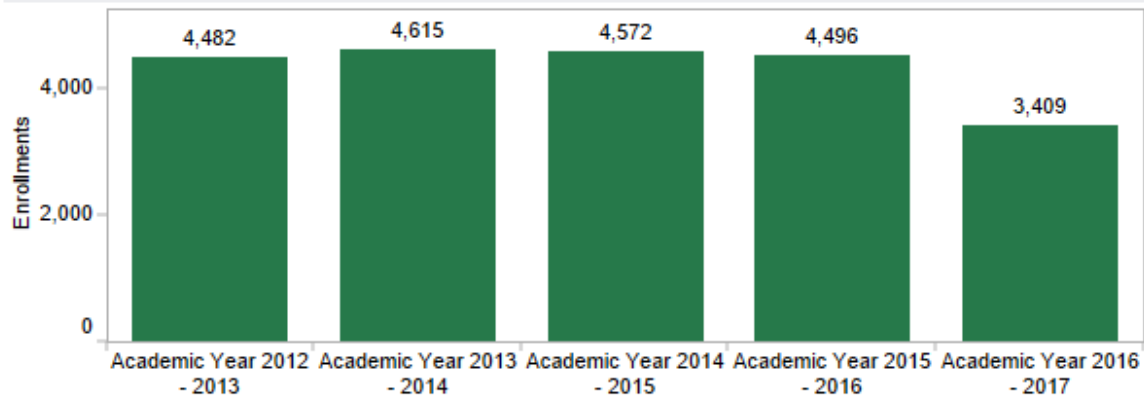
Department:  
Multiple values

Course:  
All

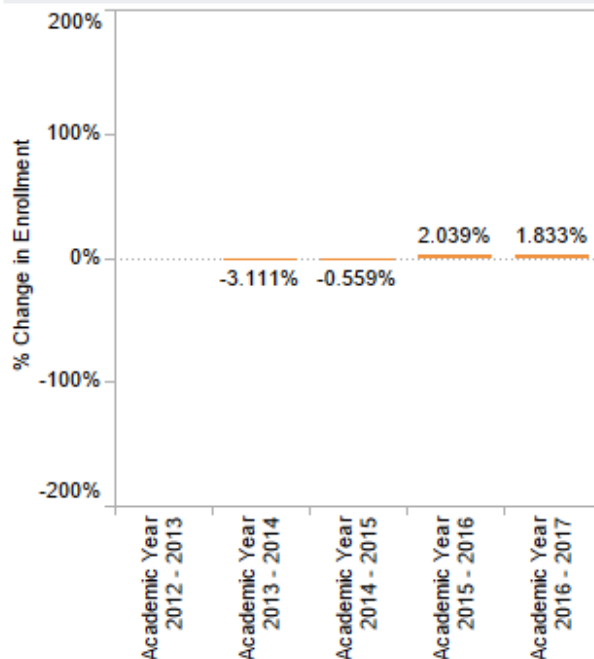
Dual Enrollment:  
All

Prison:  
All

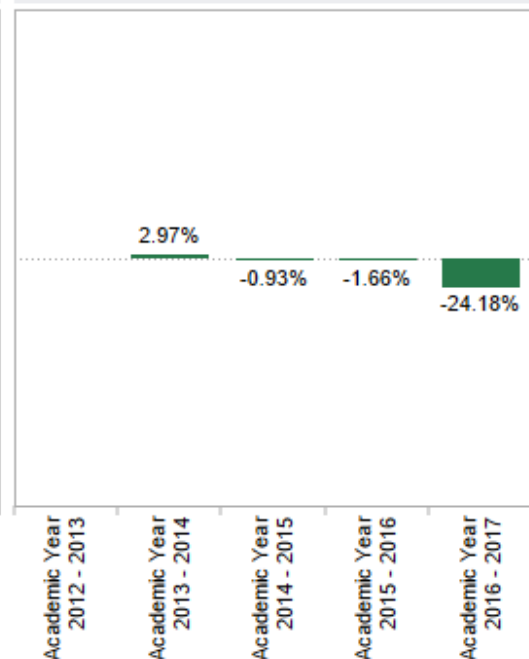
#### Business & Economics Enrollments



#### % Change - Overall College Enrollments



#### % Change - Business & Economics



Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

## General Student Demand (Fill Rate) (Insert Aggregated Data Chart)

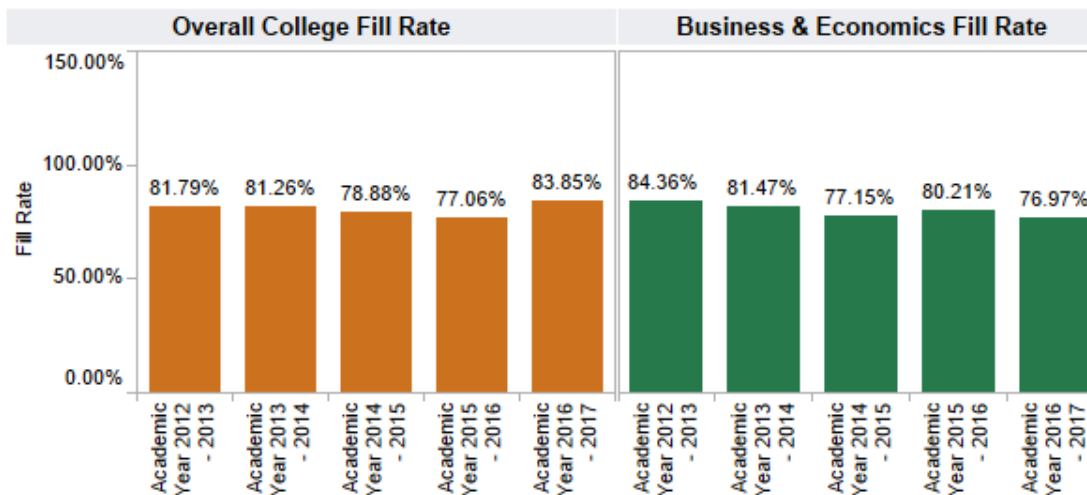
### SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:  
Multiple values

Course:  
All

Dual Enrollment:  
All

Prison  
All



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

## General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)

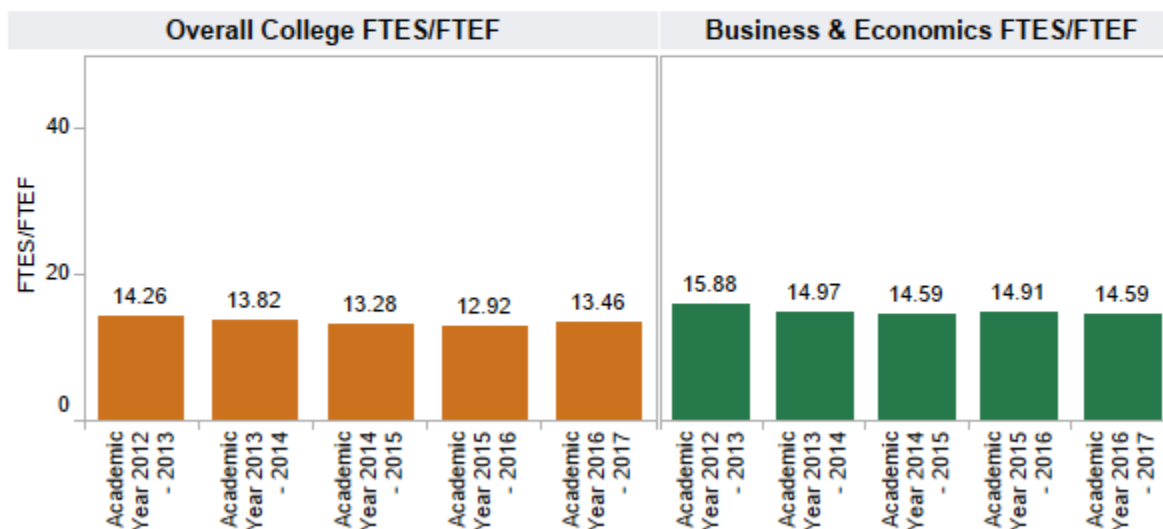
### SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:  
Multiple values

Course:  
All

Dual Enrollment:  
All

Prison:  
All





### Student Success—Course Modality (Insert Data Chart)

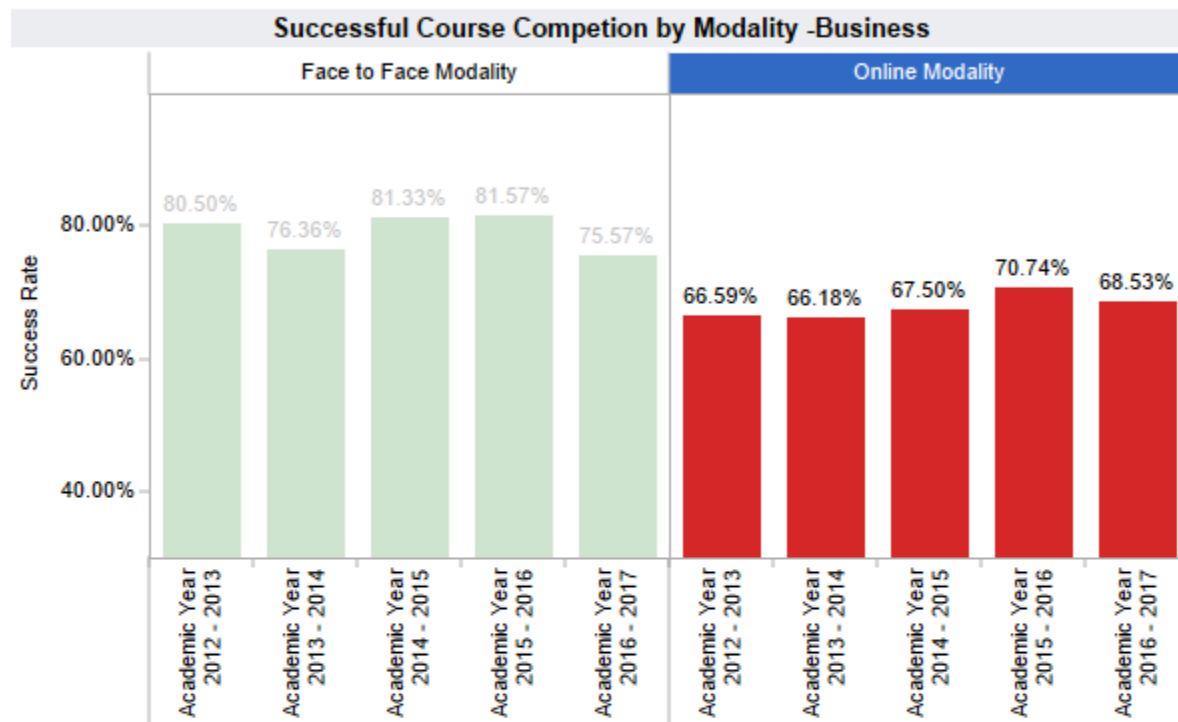
Insert the data chart and explain observed differences between the program and the college.

#### **SLOCCCD Program Review Data: Successful Course Completion**

Select Department:  
Business

Course:  
All

Legend:  
■ Face to Face Modality  
■ Online Modality



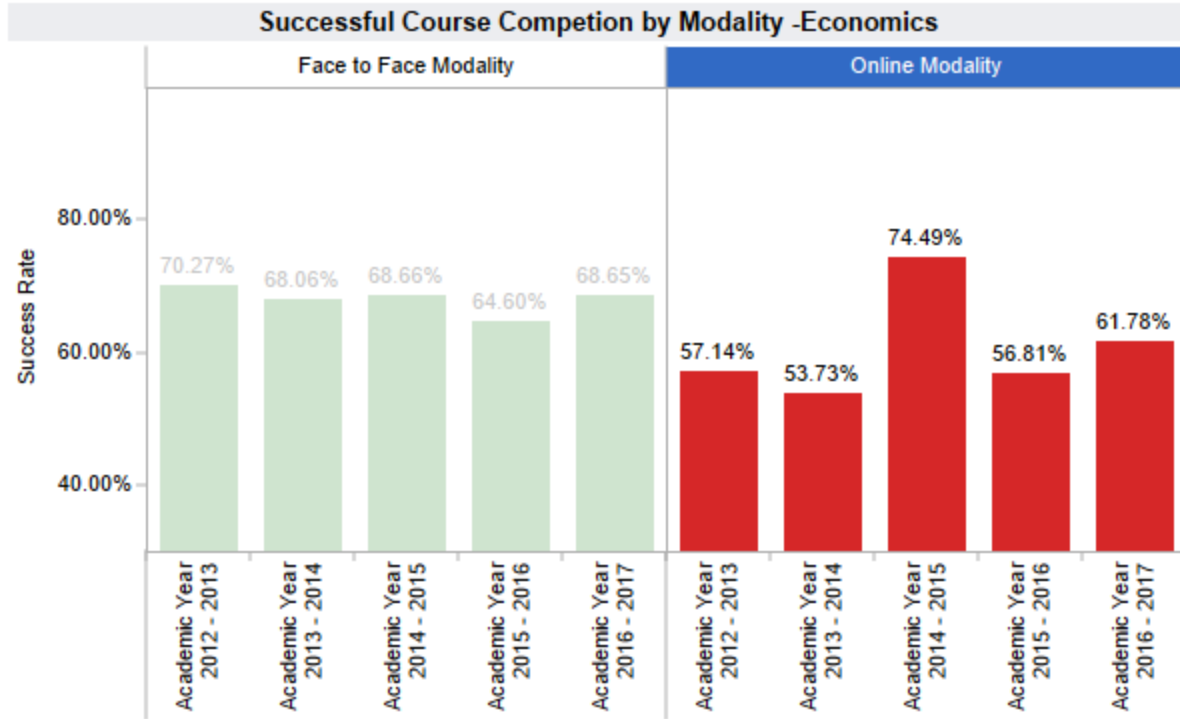
Successful Course Completion by Modality Table - Business						
		Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Face to Face Modality	Department Success Rate	80.50%	76.36%	81.33%	81.57%	75.57%
	Total Department Enrollments	2,760	2,838	2,587	2,274	1,226
Online Modality	Department Success Rate	66.59%	66.18%	67.50%	70.74%	68.53%
	Total Department Enrollments	419	615	637	950	1,113

## SLOCCCD Program Review Data: Successful Course Completion

Select Department:  
Economics

Course:  
All

Legend:  
■ Face to Face Modality  
■ Online Modality



Successful Course Completion by Modality Table - Economics						
		Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Face to Face Modality	Department Success Rate	70.27%	68.06%	68.66%	64.60%	68.65%
	Total Department Enrollments	1,027	933	801	757	721
Online Modality	Department Success Rate	57.14%	53.73%	74.49%	56.81%	61.78%
	Total Department Enrollments	91	134	294	389	349

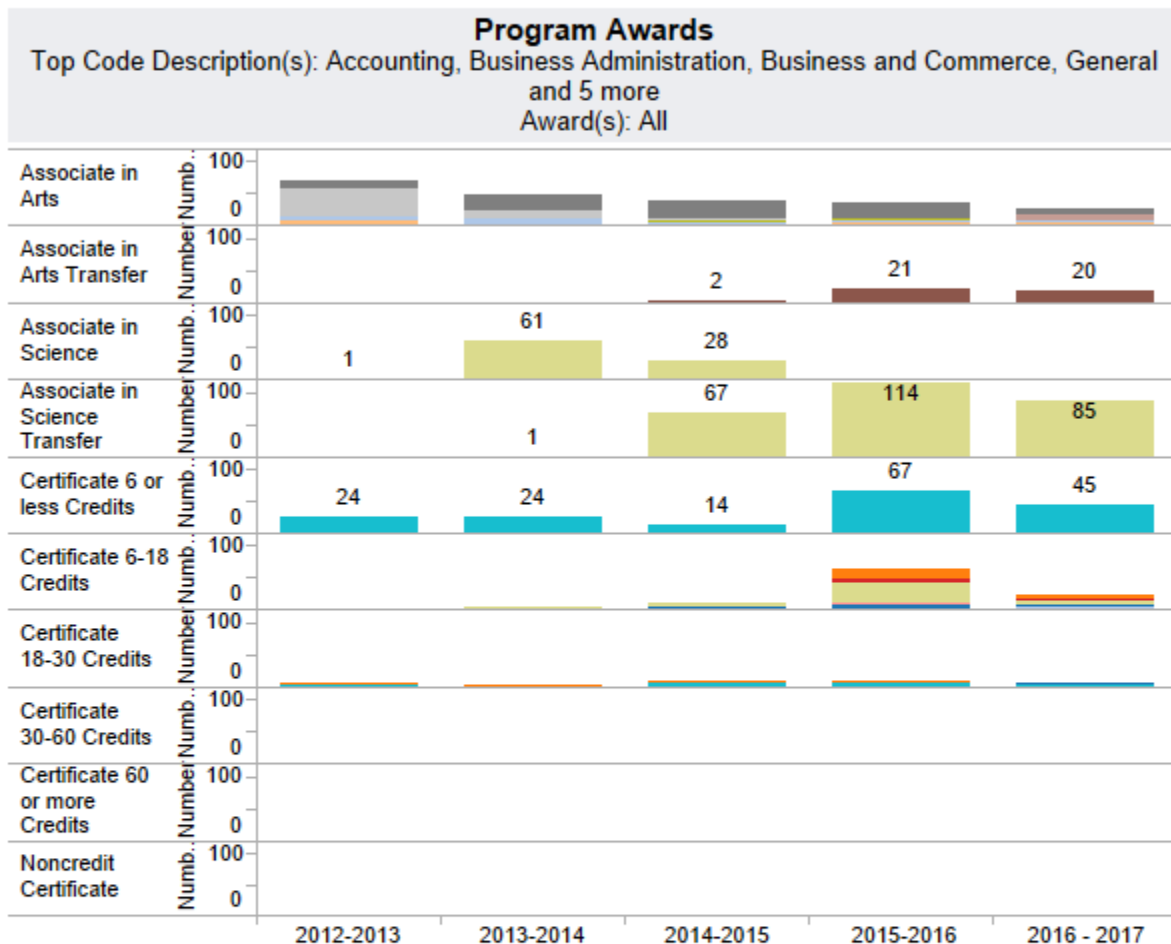
## Degrees and Certificates Awarded (Insert Data Chart)

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

### SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:  
Multiple values

Award Type:  
All



Program Awards Table		2012-2013	2013-2014	2014-2015	2015-2016	2016 - 2017
Associate in Arts	Bus Admin - Career Path (AA)	13	25	27	27	11
	Bus Admin - Career Track (AA)					8
	Bus Admin - Transferable (AA)	44	14	3		
	Business Administration (AA)			1	1	
	Management (AA)	9	9	6	4	4

Program Awards: The number of degrees and certificates awarded by program type

AA	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Bus Admin - Career Path	13	25	27	27	11
Bus Admin - Career Track					8
Bus Admin - Transferable	44	14	3		
Business Administration			1	1	
Management	9	9	6	4	4
Marketing	5			3	3
<b>Total (AA)</b>	<b>71</b>	<b>48</b>	<b>37</b>	<b>35</b>	<b>26</b>
AA-T					
Economics			2	21	20
AS-T					
Business Administration	1	62	95	114	85
<b>TOTAL (AA-T or AS-T)</b>	<b>1</b>	<b>62</b>	<b>97</b>	<b>135</b>	<b>105</b>
Certificates					
Custome Service (<6 units)	24	24	14	67	45
Accounting Specialization				17	7
E-Commerce Spec.				6	2
General Bus Spec.		1	6	32	8
Marketing Spec.				1	
Management Spec.		1	2	6	3
Small Business Spec.		1		1	2
Accounting Clerk					1
Bookkeeper	2	1	3	2	1
Business Admin. (CA)	5	1	5	7	4
<b>TOTAL (CA or CS)</b>	<b>31</b>	<b>29</b>	<b>30</b>	<b>139</b>	<b>73</b>
<b>GRAND TOTAL - All Categories</b>	<b>103</b>	<b>139</b>	<b>164</b>	<b>309</b>	<b>204</b>

### General Student Success – Course Completion (Insert Aggregated Data Chart)

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.

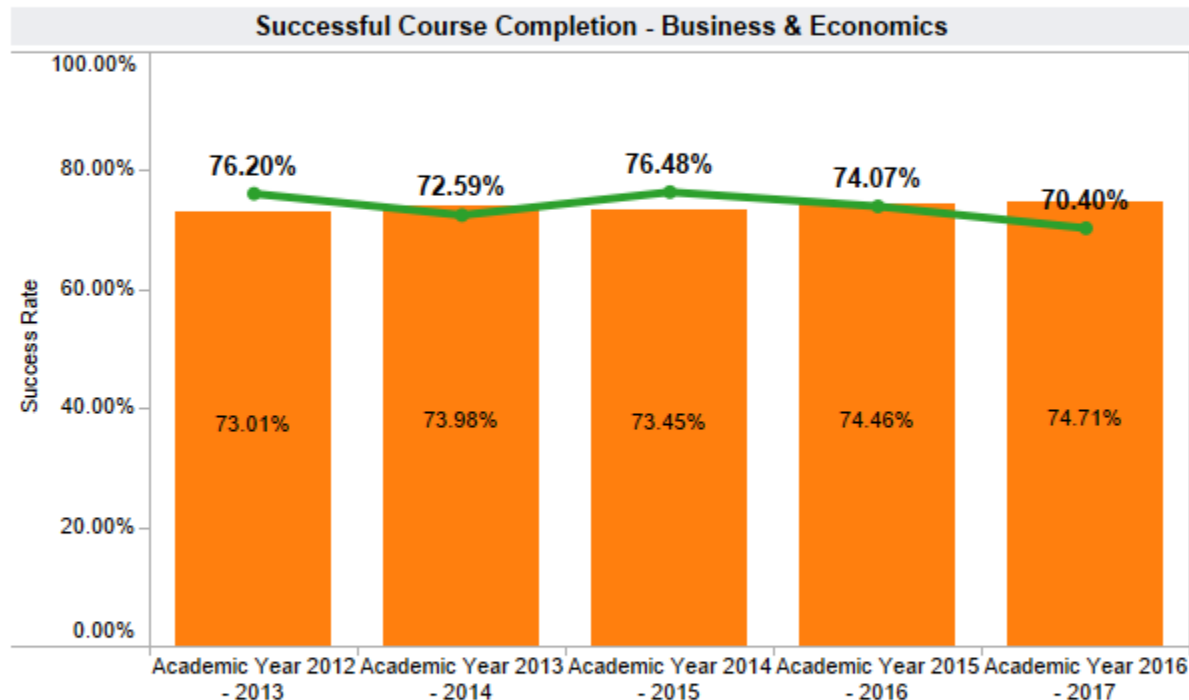
Overall success, not disaggregated. As we have offered an increasing number of Distance Education classes we have seen our overall successful course completion fall. We have had conversations within the department about this phenomenon, and have not yet found a viable solution. However, we think a DE readiness course offered by the college before the semester starts may help all DE courses improve their success rate.

#### **SLOCCCD Program Review Data: Successful Course Completion**

Select Department:  
Multiple values

COURSE  
All

Legend:  
■ Department Success Rate  
■ Overall College Success Rate

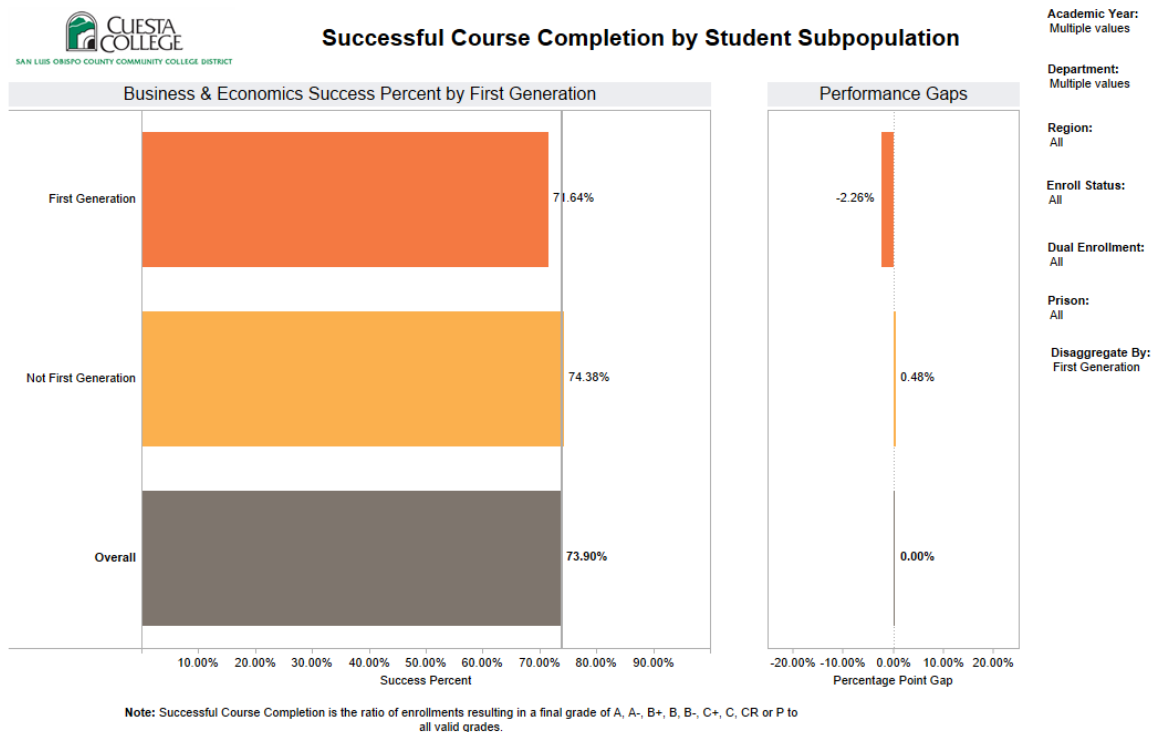


#### **Business & Economics Success Rate Table**

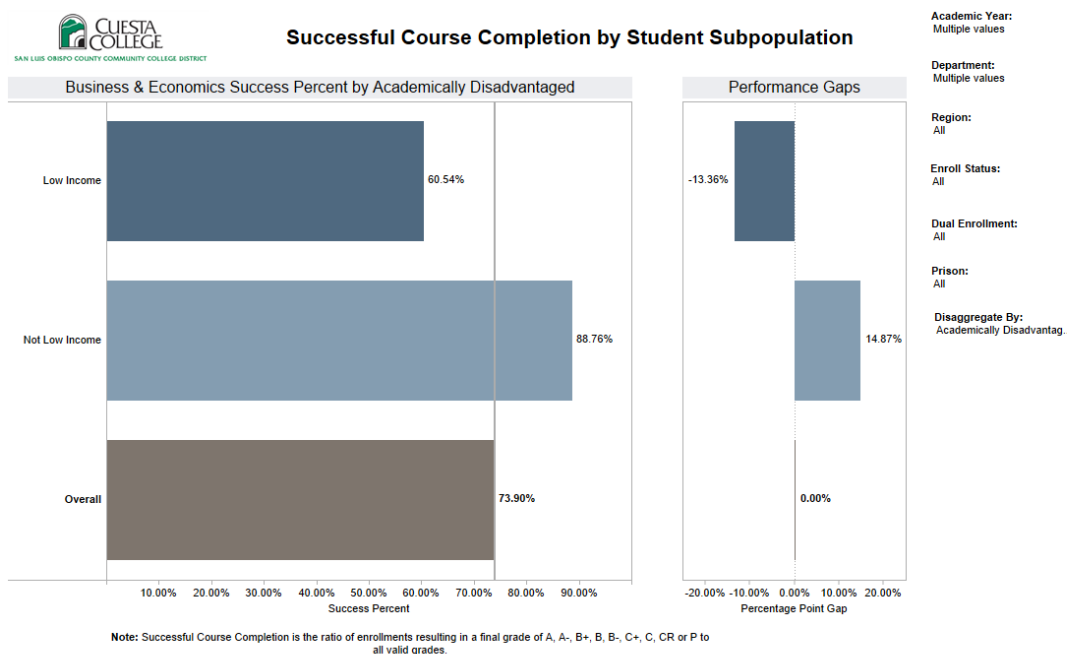
	Academic Year 2012 - 2013	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017
Department Success..	76.20%	72.59%	76.48%	74.07%	70.40%
Total Enrollments	4,297	4,520	4,319	4,370	3,409

## DISAGGREGATED RESULTS OF INTEREST:

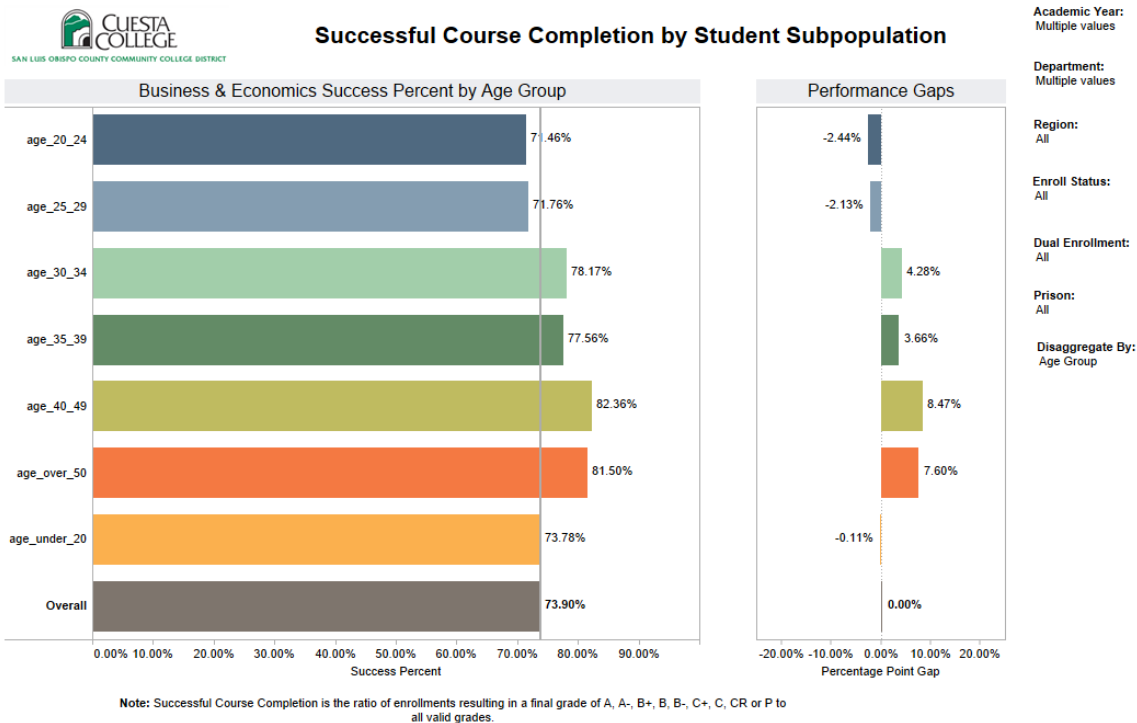
**First Generation** - Very little difference in success versus not-first generation success. We are pleased with these results.



**Academically Disadvantaged (Low Income) Students** – significant difference in success versus “not low income” students. This is likely due to more extenuating circumstances outside an instructors control. More college programs like the Food Bank and accepting EBT, and offering free Bus Passes, etc. would likely increase this measure more so than any individual instructor or course.



**Age** – there appears to be a weak correlation that the older the student, the more successful that student is in Business & Economics courses. This is not surprising as the topics are better understood with some context about how the world works. We do not anticipate this success measure changing any time soon.



- Other Relevant Program Data (optional)  
See attached CPPR Section III Support Materials.

#### IV. CURRICULUM REVIEW

- A. List all courses and degrees/certificates that have been created, modified, or deactivated (and approved by the Curriculum Committee) since the last CPPR. Complete the [Curriculum Review Template](#) and submit the form within your CPPR.

See attached Section IV.A. Curriculum Review Worksheet

- B. Completing the template will provide evidence that the curriculum (including course delivery modalities) has been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and with advisory committee input. The form requires you to include evidence that the following entries on the course outline of record (Curricunet format) are appropriate and complete:

- Course description
- Student learning outcomes
- Caps
- New DE addendum is complete
- MQDD is complete
- Pre-requisites/co-requisites
- Topics and scope
- Course objectives
- Alignment of topics and scopes, methods of evaluation, and assignments with objectives
- Alignment of SLOs and objectives with approved requirement rubrics (General Education, Diversity, Health, Liberal Arts)
- Textbooks
- CSU/IGETC transfer and AA GE information
- Degree and Certificate information

The template also includes a calendar of a five-year cycle during which all aspects of the course outline of record and program curriculum, including the list above, will be reviewed for currency, quality, and appropriate Curricunet format.



## **V. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS**

- A. Attach or insert the assessment calendar for your program for the next program review cycle.

See attached Section V.A. Program Assessment Calendar.

- B. Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

Yes, see attached Section V.B. eLumen Assessments

- C. Include the most recent “PLO Summary Map by Course” from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

See attached Section V.C.PLO Summary Map by Course

- D. Highlight changes made at the course or program level that have resulted from SLO assessment.

See attached Section V.D. Course/Program changes due to SLO assessment.

- E. Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the [Resource Plan Worksheet](#).

See attached Section V.E. Resource Plan Worksheet.

## VI. PROGRAM DEVELOPMENT

Indicate how the program supports efforts to achieve any of the following:

- A. Institutional Goals and Objectives
- B. Institutional Learning Outcomes
- C. Program outcomes

See written analysis in sections I and II.

Indicate any anticipated changes in the following areas:

- A. Curriculum and scheduling
- B. Support services to promote success, persistence and retention
- C. Facilities needs
- D. Staffing needs/projections

See written analysis in sections I and II. Additionally, certificate review is ongoing to ensure we offer, and look for ways to offer, high demand certificates. We are pursuing certificates in Retail Management and Business Information to meet an anticipated market demand for these certificates, and look to offer them fully online.

As we offer these new certificates we will need to hire additional part-time instructors. Additionally, the department will look to replace the loss of three full time instructors occurring in the 2017-18 academic year (December 2017, May 2018, and to be determined) in the next hiring prioritization process cycle.

Overall, there is a shortage of instructors in the division to fill all committee obligations, and other full-time instructor obligations, such as, but not limited to: writing the APPW/CPPR/Resource Plan, completing our own outcome and assessment analysis and assisting part-timers in completing their assessment and outcome analysis.

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

There is a great demand for Distance Education (DE) classes. It has been the source of our greatest growth. But the concern as noted in the data above is that students do not perform as successfully in DE courses as compared to face-to-face. This is an issue that will likely become larger as the demand grows. The department would greatly benefit from formal institutional research on the type(s) of students enrolled online so as to better address lower retention rates in this modality of courses.

We also continue to monitor the schedule carefully and have offered fewer sections of courses overall since the last CPPR. This is sometimes in direct opposition to other goals that the college has, such as offering a degree that can be accomplished entirely at the North County campus. The challenge has been and will continue to be offering just enough classes so that they will fill, but still offering classes when students need them.

## VII. END NOTES

In terms of the overall assessment of this document, the following End Notes are also worth considering:

- Distance Education (online) is the Division's fastest growing modality of instruction, but experiences the lowest retention and completion rates. The Division would benefit from institutional research in order to be better understand the online student. Additionally, the Division may want to consider group discussion, analysis and training to better meet the needs of online students.
- Curriculum Assessment and review calendar efficiency may be improved by including this analysis when SLO assessments occur for each course. A number of courses are due for major and minor revisions and have been set to a calendar reflecting the already established SLO assessments for these updates.
  - Bus 196 and Bus 228 are to be deactivated
- A shortage of faculty relative to Division and college responsibilities will continue to challenge the Division moving forward.

**VIII. After completing and submitting this document, please complete the [Overall Program Strength and Ongoing Viability Assessment](#) with your Dean before May 15, 2018.**

## SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

**Instructional Programs:** All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

**Student Services and Administrative Services Programs:** All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

Division Chair/Director Name	Signature	Date
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