2019 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2018 - 2019
CLUSTER: WORKFORCE & ECONOMIC DEVELOPMENT
NEXT SCHEDULED CPPR: 2021-2022

PROGRAM: ACCOUNTING/BUSINESS/ECONOMICS
⧉ **LAST YEAR CPPR COMPLETED: 2017-2018**
CURRENT DATE: 2/1/2019

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
- 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 <u>same</u> program <u>may be consolidated</u> into one APPW.

This APPW encompasses the following degrees and/or certificates:
A.S.-T Business Administration; AA-T Economics; A.A. Business Administration-Career Track; C.A. Business Administration-Career Track; C.A. Accounting Clerk; C.S. Accounting, Marketing, Management, Small Business, General Business, E-Commerce, Business: Military Business Studies

GENERAL PROGRAM UPDATE
Describe significant changes, if any, to program mission, purpose or direction. *If there are not any, indicate: NONE.*
NONE

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.

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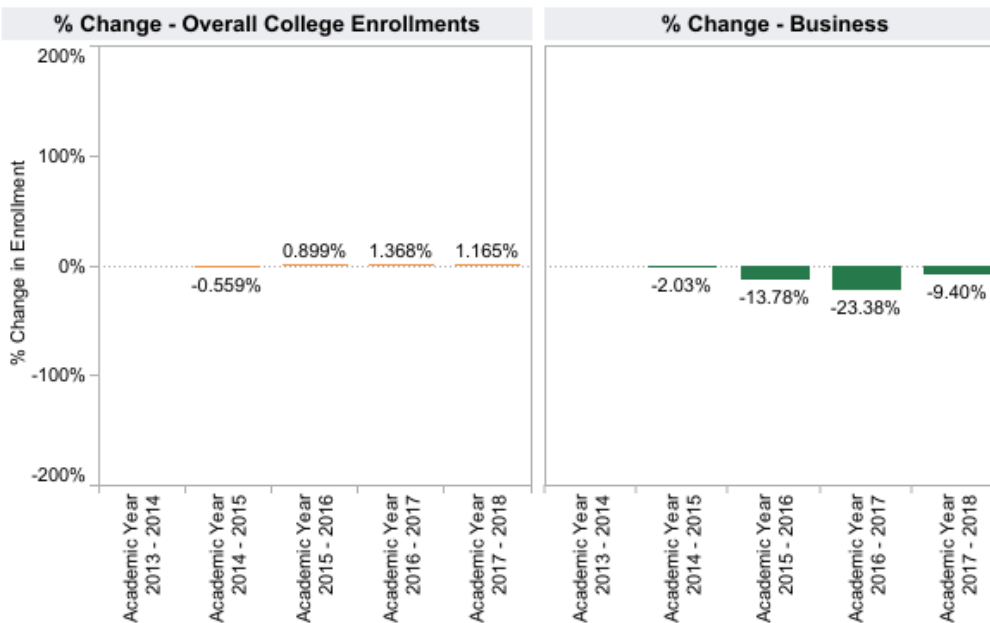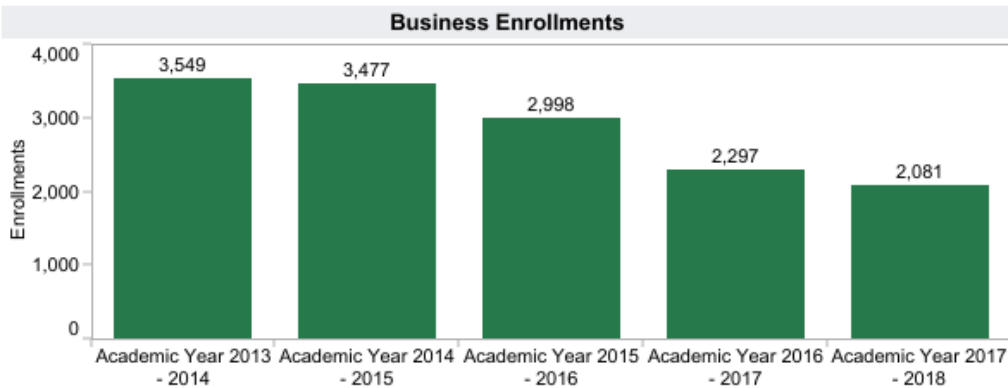
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General Enrollment (Insert Aggregated Data Chart)

Insert the data chart and explain observed differences between the program and the college.
Business Enrollment Chart (includes Accounting):

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.

In 2017-2018 we offered fewer Accounting and Business Law sections due to being without a full-time instructor in both areas, which we had in every year prior. In addition, we now separate Business and Ag Business data. If Ag Business students were still counted as Business students in academic year 2017-2018 the

numbers would have only declined by 21 students as shown in the second graph below.

SLOCCCD Program Review Data - Enrollment

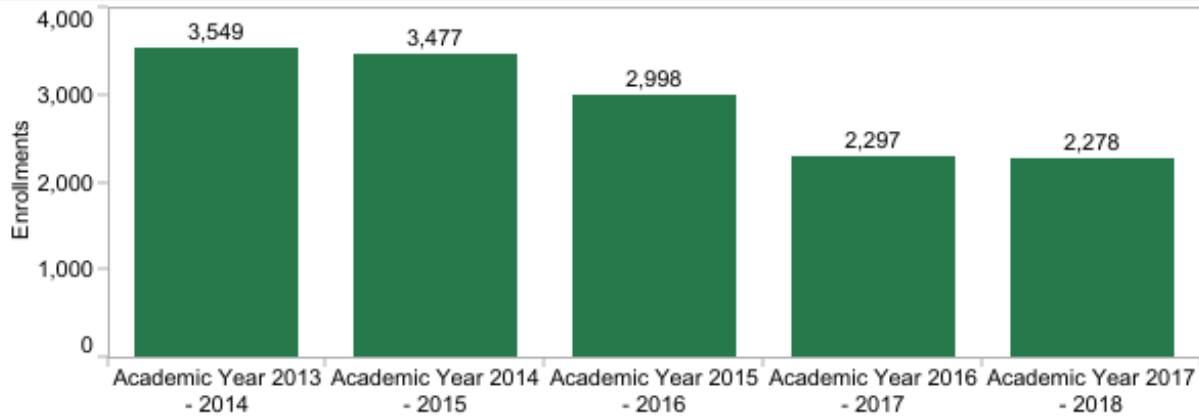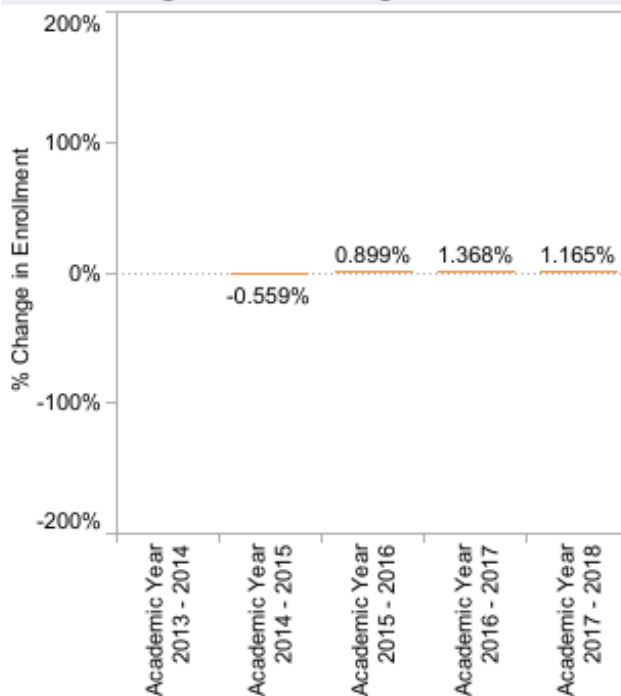| Department:	Course:	Dual Enrollment:	Prison:
Multiple values	All	Not Dual Enrollment	Not CMC:Prison

Agriculture Business & Business Enrollments

Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
3,549	3,477	2,998	2,297	2,278

% Change - Overall College Enrollments

Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
	-0.559%	0.899%	1.368%	1.165%

% Change - Agriculture Business & Business

Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
	-2.03%	-13.78%	-23.38%	-0.83%

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.

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Economics   Enrollment:

Economics enrollment has mostly declined due to a reduction in offerings in an effort to increase efficiency, which we have done, as shown in the subsequent graphs.

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

The fill rate for Business (Not Dual Enrollment, Not Prison): The Business department's fill rate is nearly 3% below the college average. The department continues to offer the ability for students to obtain an ADT in Business in two years by attending classes only at the North County Campus. Many of the classes at the North County Campus have low enrollments that might have been cancelled if not for this offering.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:	Course:	Dual Enrollment:	Prison
Business	All	Not Dual Enrollment	Not CMC:Prison
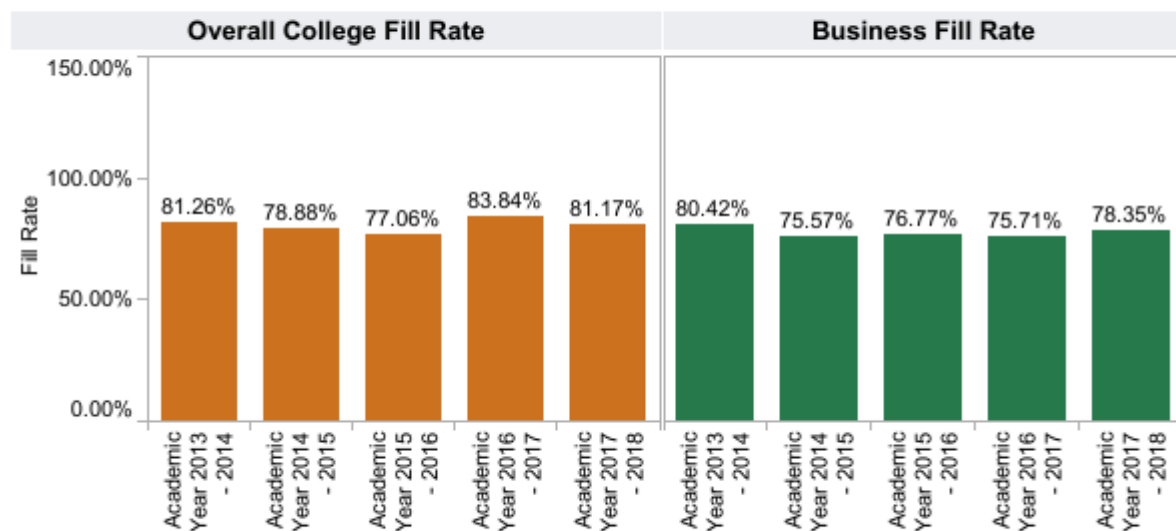
Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

Economics Fill Rate (Not Dual Enrollment, Not Prison):

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SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:	Course:	Dual Enrollment:	Prison
Economics	All	Not Dual Enrollment	Not CMC:Prison

Overall College Fill Rate

Fill Rate
- Academic Year 2013 - 2014: 81.26%
- Academic Year 2014 - 2015: 78.88%
- Academic Year 2015 - 2016: 77.06%
- Academic Year 2016 - 2017: 83.84%
- Academic Year 2017 - 2018: 81.17%

Economics Fill Rate

- Academic Year 2013 - 2014: 85.14%
- Academic Year 2014 - 2015: 82.64%
- Academic Year 2015 - 2016: 79.45%
- Academic Year 2016 - 2017: 76.85%
- Academic Year 2017 - 2018: 86.20%
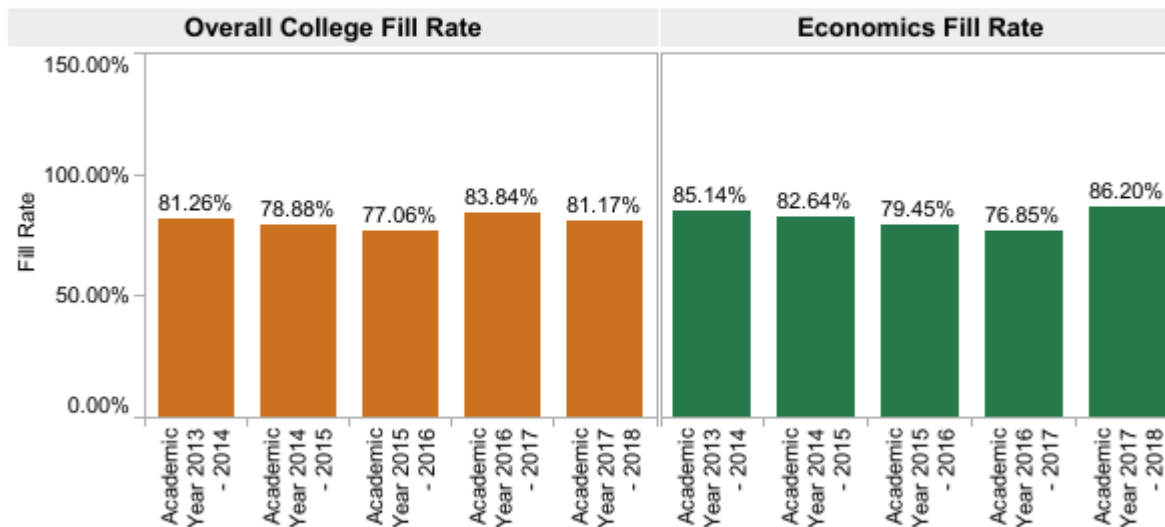
Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

One of the reasons why the overall enrollment in economics is down is because we have offered fewer sections in the past year, which has increased both the fill rate the overall efficiency of the economics discipline.

General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)
Insert the data chart and explain observed differences between the program and the college.

Overall, Business efficiency is at its best in five years. The Business department has worked hard to improve our Efficiency numbers over the last few years and our current number of 15.03 is more than 2 points of 16.7% above the College's average. The department has cancelled classes that had low fill rates on the San Luis Obispo campus, while adding more Distance Education sections that have been popular with students.

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:	Course:	Dual Enrollment:	Prison:
Business	All	Not Dual Enrollment	Not CMC:Prison

Overall College FTES/FTEF — Academic Year 2013-2014: 13.82; 2014-2015: 13.28; 2015-2016: 12.92; 2016-2017: 13.46; 2017-2018: 12.88

Business FTES/FTEF — Academic Year 2013-2014: 14.38; 2014-2015: 13.85; 2015-2016: 14.51; 2016-2017: 14.06; 2017-2018: 15.03

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:	Course:	Dual Enrollment:	Prison:
Economics	All	Not Dual Enrollment	Not CMC:Prison

Overall College FTES/FTEF — Academic Year 2013-2014: 13.82; 2014-2015: 13.28; 2015-2016: 12.92; 2016-2017: 13.46; 2017-2018: 12.88

Economics FTES/FTEF — Academic Year 2013-2014: 16.69; 2014-2015: 16.91; 2015-2016: 15.88; 2016-2017: 15.43; 2017-2018: 17.04
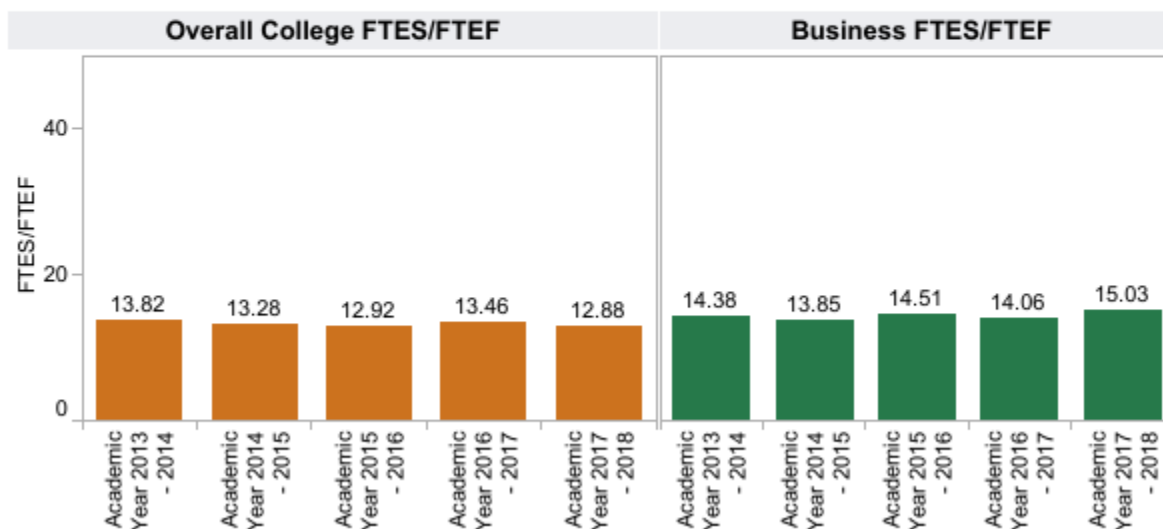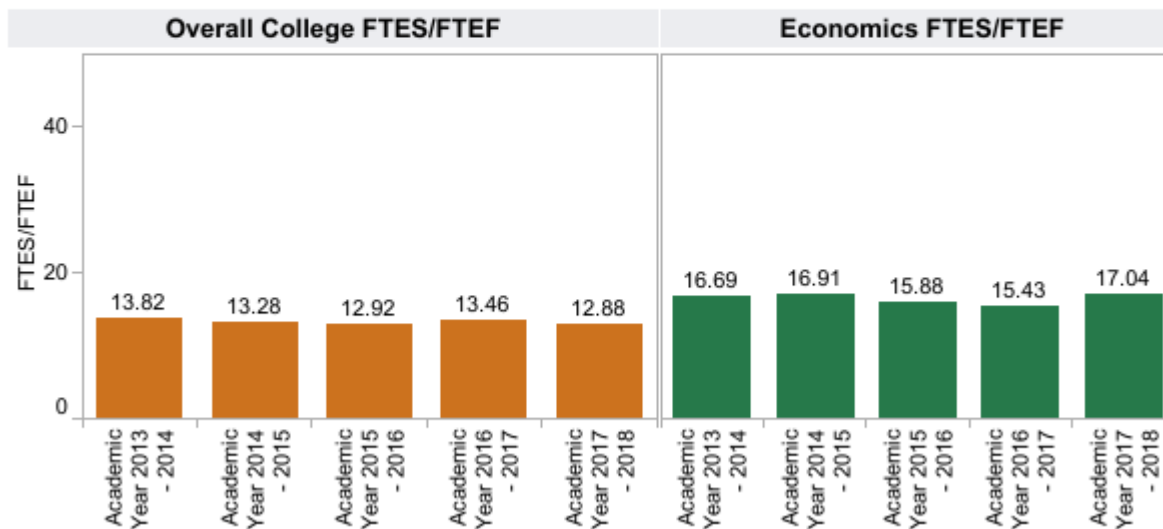
Economics efficiency has increased over the past year. Our best efficiency is for Econ 220 at 18.50 for AY 2017-2018, which was developed just a few years ago and is only offered once a year online. Our second greatest efficiency is for Econ 201A at 18.21 which is a required course for the Business and Economics ADT and fulfills a General Education Requirement. Econ 201B has the lowest efficiency at 15.05. Typically, students take 201B after successfully completing 201A, so fewer students tend to

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enroll, but it is still a requirement for both the Economics and Business ADTs.

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

The student success rate for the business distance education course continues to be lower than traditional face to face courses. The percentage is 3% below the overall success of Distance Education students across the College. Our department is planning to discuss this in upcoming division meetings to try to incorporate the practices that led to the success in the Economics department raising their success rates in Distance Education.

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SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Business

Course:
All

Legend:
🟩 Face to Face Modality
🟥 Online Modality

Successful Course Competion by Modality -Business
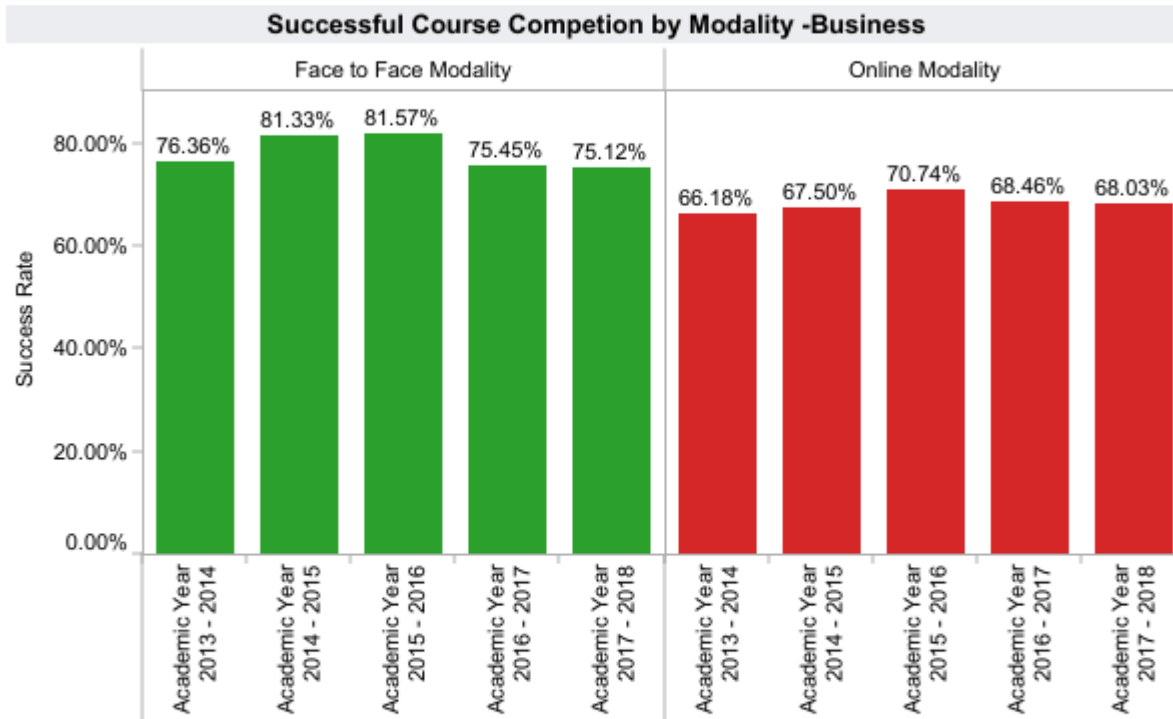
Successful Course Competion by Modality Table - Business

		Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Face to Face Modality	Department Success Rate	76.36%	81.33%	81.57%	75.45%	75.12%
	Total Department Enrollments	2,838	2,587	2,274	1,226	1,037
Online Modality	Department Success Rate	66.18%	67.50%	70.74%	68.46%	68.03%
	Total Department Enrollments	615	637	950	1,113	1,104

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SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Economics

Course:
Multiple values

Legend:
- Face to Face Modality
- Online Modality

Successful Course Competion by Modality -Economics

	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Face to Face Modality	68.06%	68.66%	63.85%	68.46%	70.88%
Online Modality	53.73%	74.49%	56.81%	61.60%	74.63%
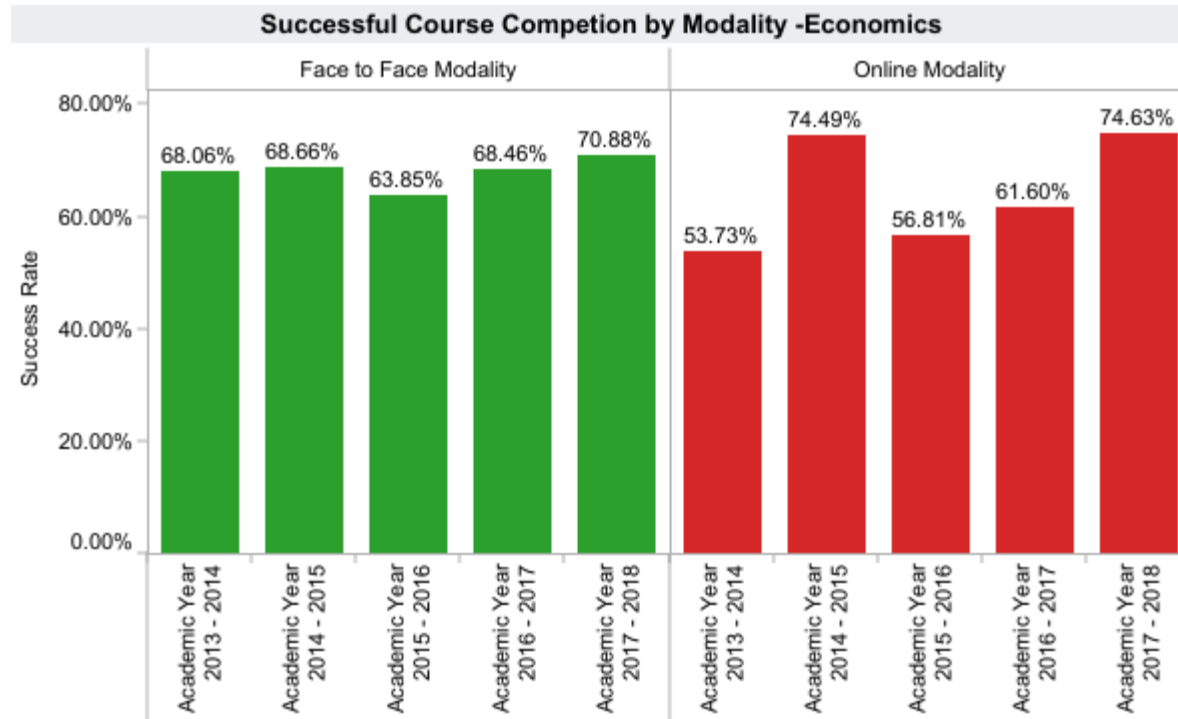
Successful Course Competion by Modality Table - Economics

		Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Face to Face Modality	Department Success Rate	68.06%	68.66%	64.60%	68.75%	70.88%
	Total Department Enrollments	933.0	801.0	757.0	720.0	546.0
Online Modality	Department Success Rate	53.73%	74.49%	56.81%	61.60%	74.63%
	Total Department Enrollments	134.0	294.0	389.0	349.0	272.0

Degrees and Certificates Awarded (Insert Data Chart)

In 2017-2018, students in this Program earned 159 degrees and certificates, as shown in the Program Awards Table below. This is a decrease of 54 from the degrees and certificates students earned in the Program in the preceding year (2016-2017). This decrease can be explained as follows:

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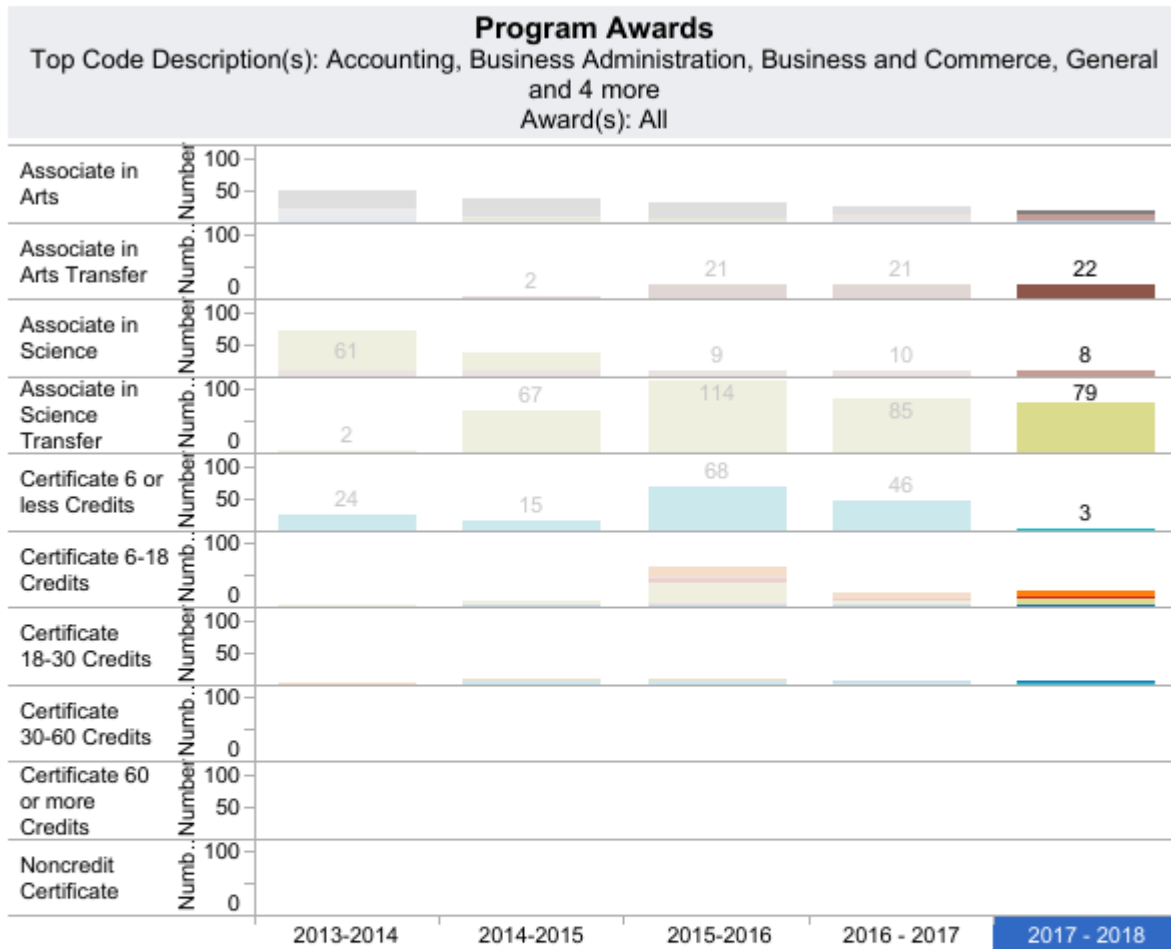
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- The Customer Service CS was transferred out of the Business Education Division after the 2016-2017 year to a different department within the College. Thus, in 2016-2017 46 such Certificates of Specialization were earned while this CS was part of the Business Administration Program, but only three were earned within this Business Administration Program in 2017- 2018. This accounts for a decrease of 43 of the total 54 decrease.
- The Paralegal CA saw a reduction from 11 earned in 2016-2017 to four earned in 2017-2018, accounting for another seven in the overall decrease. Paralegal is a course of study sought by many reentry students, especially when they are out of work and looking for new skills to bring to the employment arena. Since unemployment rates are very low, this population is working; thus, there is not such a strong demand for these types of programs that would help a student gain quick entry to a new profession.
- The AA Career Track is the new name for the previously named AA Career Path. They both serve the student seeking knowledge to become self-employed and operate a business, rather than the student seeking transfer. Again, during a healthy economy members of this potential student segment are already busy operating a business. This population, like the Paralegal student population, has an inverse relationship with unemployment. When the economy is weak, we will see these enrollments grow as more people without jobs will then seek education for self-employment. Combined, these two (but essentially same) degrees were earned by 20 students in 2016-2017 and 14 in 2017-2018, a decrease of six.
- Overall, 43 from Customer Service no longer being part of this program, plus 13 less due to the strong economy (seven less in Paralegal and six less in Career Track/Path), equals 56 less degrees and certificates earned.

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program:
Multiple values

Award Type:
All

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

Program Awards Table

Award T..	Award	2013-2014	2014-2015	2015-2016	2016 - 2017	2017 - 2018
Certificate 18-30 Credits	Accounting Clerk (CA)				1	1
	Accounting Clerk/Bookkeep (..	1	3	2	1	
	Business Administration (CA)	1	5	7	4	4
	Total	2	8	9	6	5
Grand Total		148	173	317	213	159

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

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

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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.
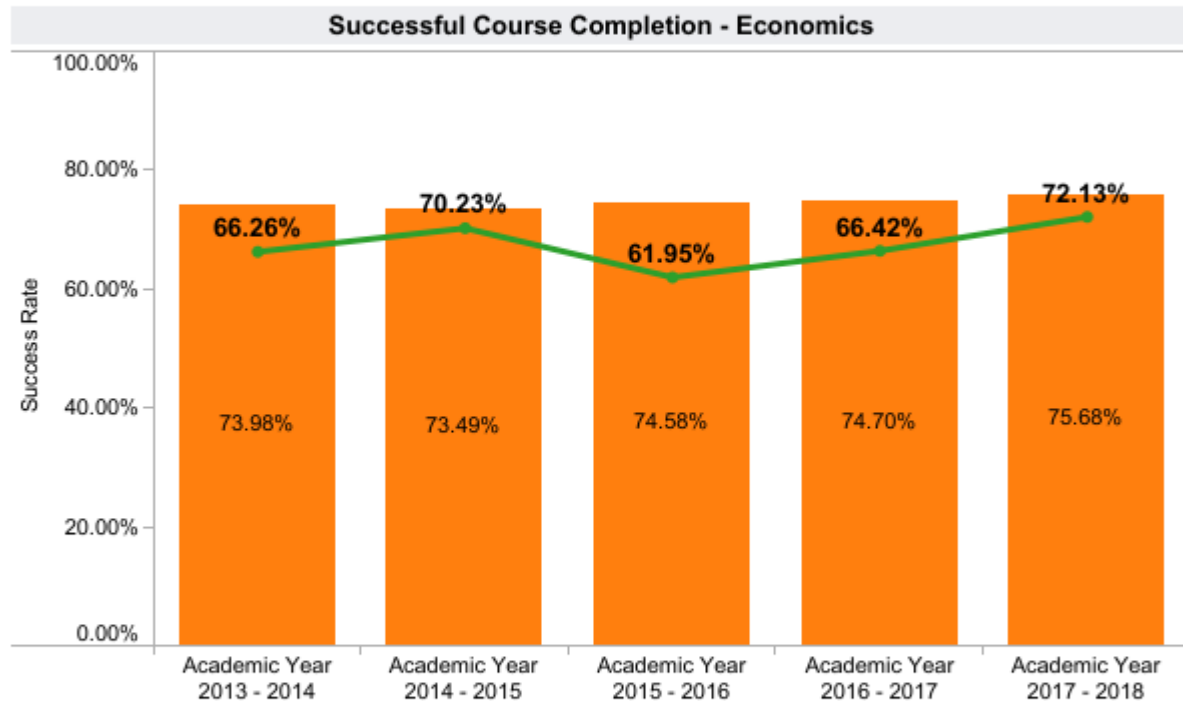
SLOCCCD Program Review Data: Successful Course Completion

Select Department:
Economics

COURSE
All

Measure Names
- Department Success Rate
- Overall College Success Rate

Successful Course Completion - Economics

	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Department Success (green line)	66.26%	70.23%	61.95%	66.42%	72.13%
Overall College (orange bars)	73.98%	73.49%	74.58%	74.70%	75.68%

Economics Success Rate Table

	Academic Year 2013 - 2014	Academic Year 2014 - 2015	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018
Department Success..	66.26%	70.23%	61.95%	66.42%	72.13%
Total Enrollments	1,067	1,095	1,146	1,069	818

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Successful Course Completion by Student Subpopulation

Economics Success Percent by Promise / Performance Gaps

Not Promise — 73.43% / 1.30%
Promise — 53.70% / -18.42%
Overall — 72.13% / 0.00%

Academic Year: Academic Year 2017 - 2018
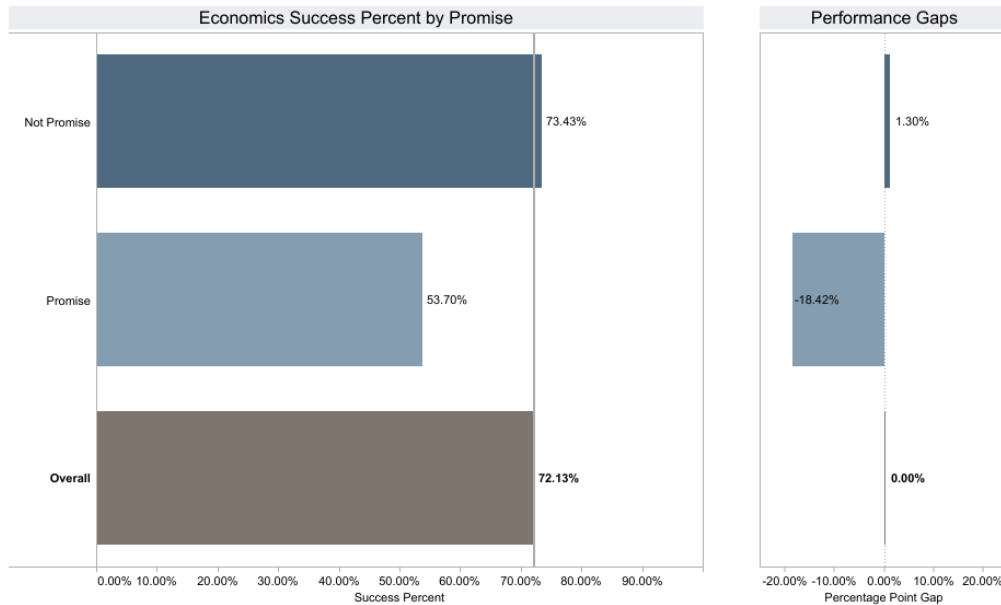Department: Economics
Region: All
Enroll Status: All
Dual Enrollment: All
Prison: All
Disaggregate By: Promise

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Successful Course Completion by Student Subpopulation

Economics Success Percent by Academically Disadvantaged / Performance Gaps

Low Income — 55.64% / -16.48%
Not Low Income — 86.50% / 14.37%
Overall — 72.13% / 0.00%

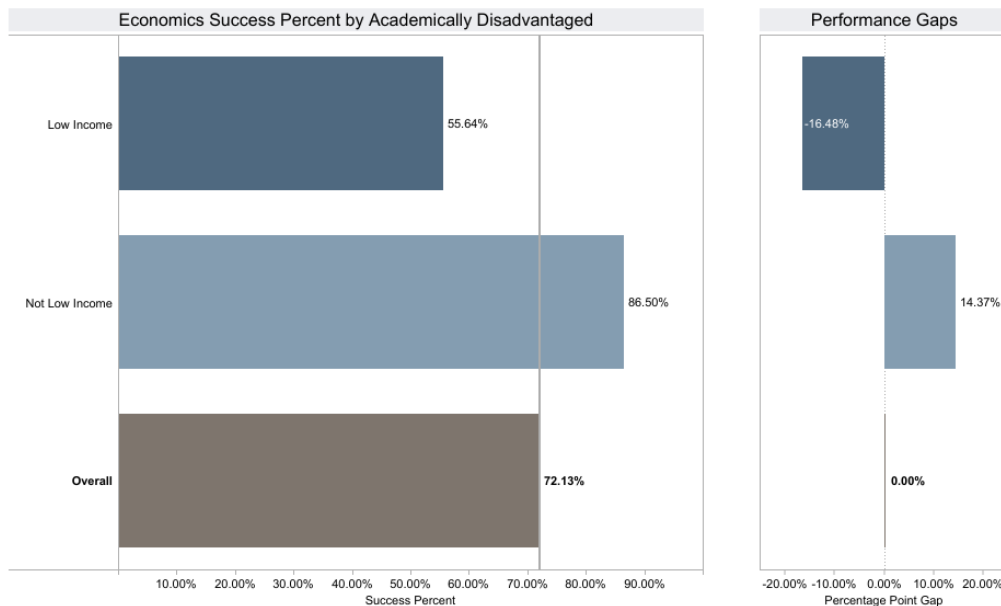Academic Year: Academic Year 2017 - 2018
Department: Economics
Region: All
Enroll Status: All
Dual Enrollment: All
Prison: All
Disaggregate By: Academically Disadvantag..

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B-, C+, C, CR or P to all valid grades.

In Economics, the two largest disparities of course success are low income compared to not low-income students and promise students to not promise students. It is likely that students are grouped similarly when considering income and the use of the Promise scholarship. It is also likely that Promise students are coming directly from high school and are therefore the least prepared when

discussing macroeconomics, as some real-world familiarity with interest rates, and fiscal policy helps students understand economic concepts.

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Successful Course Completion by Student Subpopulation

Business Success Percent by Academically Disadvantaged

Subpopulation	Success Percent
Low Income	55.83%
Not Low Income	87.84%
Overall	71.11%

Performance Gaps

Subpopulation	Percentage Point Gap
Low Income	-15.28%
Not Low Income	16.73%
Overall	0.00%

Academic Year:
Academic Year 2017 - 2018

Department:
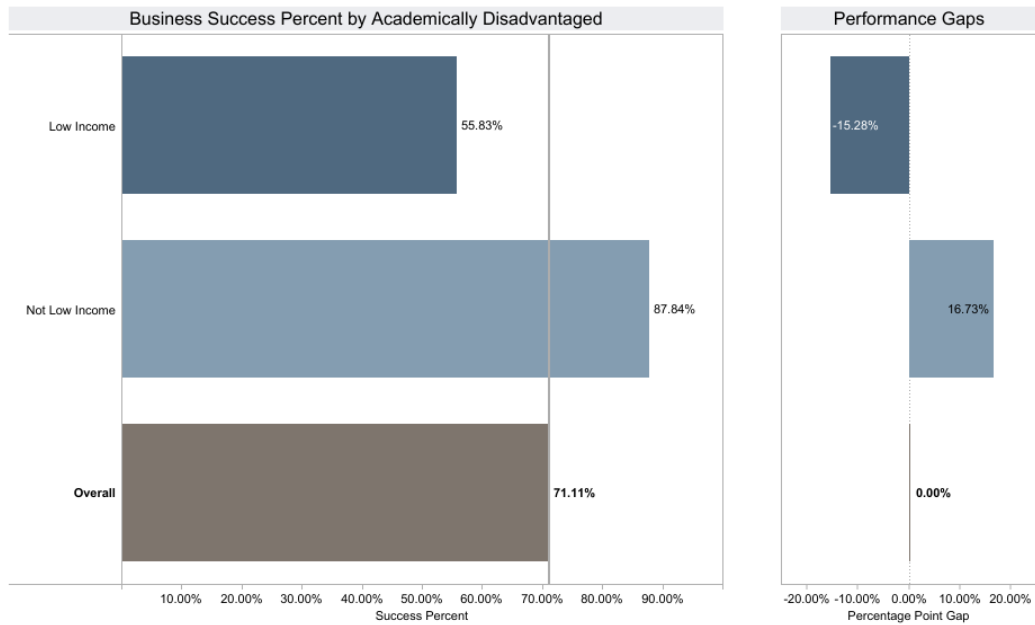Business

Region:
All

Enroll Status:
All

Dual Enrollment:
Not Dual Enrollment

Prison:
Not Prison

Disaggregate By:
Academically Disadvantag..

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.
..

Successful Course Completion by Student Subpopulation

Business Success Percent by Promise

Subpopulation	Success Percent
Not Promise	72.06%
Promise	56.92%
Overall	71.11%

Performance Gaps

Subpopulation	Percentage Point Gap
Not Promise	0.94%
Promise	-14.19%
Overall	0.00%

Academic Year:
Academic Year 2017 - 2018
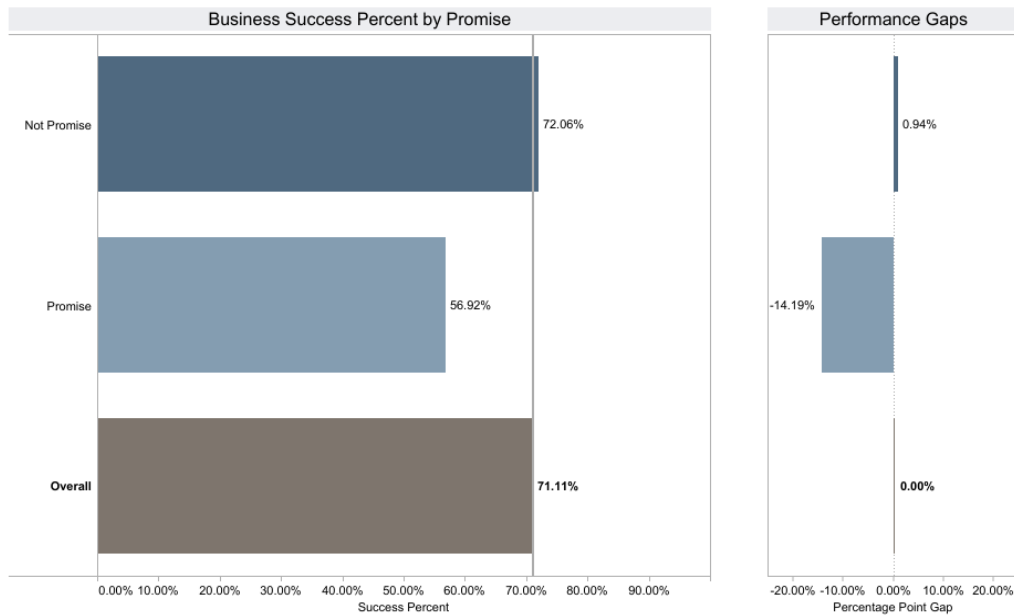
Department:
Business

Region:
All

Enroll Status:
All

Dual Enrollment:
Not Dual Enrollment

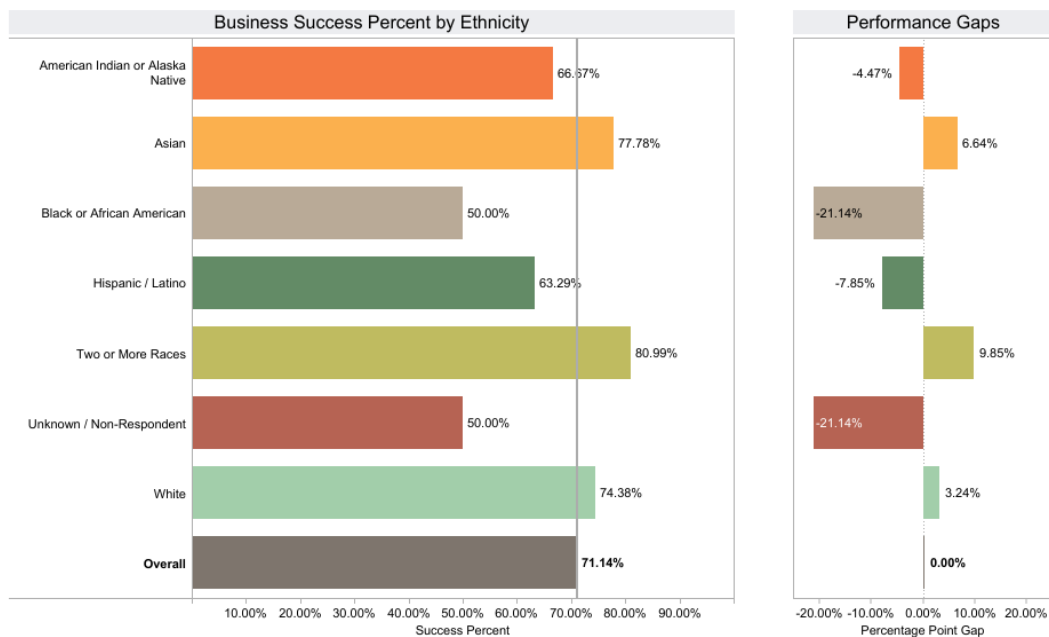**Prison:**
Not Prison

Disaggregate By:
Promise

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.
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Successful Course Completion by Student Subpopulation

Academic Year: Academic Year 2017 - 2018
Department: Business
Region: All
Enroll Status: All
Dual Enrollment: Not Dual Enrollment
Prison: Not Prison
Disaggregate By: Ethnicity

Business Success Percent by Ethnicity

Ethnicity	Success Percent
American Indian or Alaska Native	66.67%
Asian	77.78%
Black or African American	50.00%
Hispanic / Latino	63.29%
Two or More Races	80.99%
Unknown / Non-Respondent	50.00%
White	74.38%
Overall	71.14%

Performance Gaps

Ethnicity	Percentage Point Gap
American Indian or Alaska Native	-4.47%
Asian	6.64%
Black or African American	-21.14%
Hispanic / Latino	-7.85%
Two or More Races	9.85%
Unknown / Non-Respondent	-21.14%
White	3.24%
Overall	0.00%

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

In Business, as with Economics courses, two of the larger disparities are when comparing Promise students to Not Promise students, and low-income to Not low-income. In business courses, we also see a large success gap when comparing the overall average and Hispanic/Latino and Black or African American students. However, the data for Black or African American is based on only 13 data points, and therefore is subject to a lot of variability. In looking at the Hispanic/Latino gap there is 7.85% gap in student success.

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.

As reported by the Bureau of Labor Statistics (www.bls.gov), the 2017 annual average unemployment rate for San Luis Obispo County was 3.6% (https://www.bls.gov/lau/home.htm#cntyaa), down from the 4.3% annual average rate for 2016. As of June 2018, the unemployment rate for the San Luis Obispo – Paso Robles – Arroyo Grande Metropolitan Statistical Area stood at 3.2% (https://data.bls.gov/timeseries/LAUMT064202000000004?amp%253bdata_tool=XGtable&output_view=data&include_graphs=true)
When people are working, they are less likely to enroll in community college courses. The increasing health of the economy and availability of jobs during the 2017-2018 year is a significant factor in the decrease in numbers of students.

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.*

Our faculty members have noted that it may be worthwhile revising the Program Learning Outcomes for our two largest degrees: the ADT in Business and the AA Career Track. We will be looking to better align our required course SLOS with PLOs and potentially re-writing them as we plan for the next CPPR.

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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.
- B. Anticipated changes in curriculum, scheduling or delivery modality
- C. Levels, delivery or types of services
- D. Facilities changes
- E. Staffing projections – A full-time temporary instructor for Accounting has been approved for hire and will be on staff for 2019-2020.
- F. Other

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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.

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.

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