



Program Review - Instructional Program Plan

Program Title – Business & Accounting

Lead Contact Person – Candice Nance, NanceC@smccd.edu, x3497

Writing Team – Candice Nance, Leonor Cabrera, Lale Yurtseven

Executive Summary

Please summarize your program's strengths, opportunities/challenges, and action plans. This information will be presented to the Board of Trustees. (1000 word limit)

[Click here to enter text.](#)

Program Context

1. Mission: Please identify how your program aligns with the college's mission by selecting the appropriate check box(es):

Career Technical Basic Skills Transfer Lifelong Learning

If your program has a mission statement, include it here.

The Accounting/Business/International Business Program introduces the fundamental concepts and practices of business to develop a broad-based practical understanding of its context, purpose and underlying functional areas: accounting, entrepreneurship, management and marketing. Whether an entrepreneur, new business manager, or a professional seeking a career transition with greater business responsibility, these certificates employ materials and techniques that are consistent with modern principles and best practices, providing skills that can be used immediately.

2. Articulation: Describe how your program's articulation may be impacted by changes in curriculum and degree requirements at high schools and 4-year institutions. Describe your efforts to accommodate these changes.

Currently the program has one authorized Associate Degree of Transfer (AD-T) approved by the state in business administration. Our business administration AD-T was conditionally approved last year. This year we have focused on updating and streamlining our AD-T pathway. We are collaborating with district-wide math departments to rewrite MATH-241 curriculum to include all AD-T CID math requirements. This would eliminate the need for our students to take both MATH-241 and MATH-242 to meet AD-T requirements. Additionally, we reevaluated our AD-T to incorporate core business courses.

There is currently no approved accounting AD-T approved by the state.

We are in the process of creating and articulation agreement with CSU Fresno's entrepreneurship program.



3. **Community and Labor Needs:** Describe how changes in community needs, employment needs, technology, licensing, or accreditation affect your program. CTE programs should identify the dates of their advisory group meetings.

Due to the competitiveness in the local bookkeeping market, we created a new Professional Bookkeeping Certificate course to prepare Cañada College students to prepare them for the American Institute of Professional Bookkeepers (AIPB) National Professional Bookkeeping exam.

In addition to our entrepreneurship certificate and coursework, we are also creating a new Small Business and Entrepreneurship Center. The Cañada College Entrepreneurship Center will inspire and develop entrepreneurs from the community and empower them throughout the process from recognizing business opportunities to managing for future success. Small businesses create seventy-five percent of new jobs in the U.S. economy.

The International Business Program has completed the first step of becoming an authorized Certified Global Business Professional (CGBP) training center with our full-time faculty member passing the CGBP exam in August of 2014.

Due to the improvement in the labor market, as a department we have scheduled additional evening and online classes to meet the needs of working students.

Advisory Board Meetings

Accounting: May and September 2015

Business: In development

International Business (district-wide): February 2015

[Click here to enter text.](#)

Looking Back

4. **Curricular Changes:** List any significant changes that have occurred in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.

Due to the increase demand for distance education, both full-time faculty members have completed online teaching courses. One adjunct member has completed STOT I. We have increased our distance education course offerings as a result. One of the few areas of enrollment growth at Cañada College is within distance education.

5. **Progress Report:** Provide your responses to all recommendations received on your last program review and report on progress made on previous action plans and toward your strategic goals.

[Link: 2013-2014 Program Plan and Feedback forms](#)

The IPC's comment under curriculum offerings referred to aligning the Center for Entrepreneurial Opportunities (CEO) with our business courses. The CEO will have new management under our new business faculty member in fall 2015 with a renewed focus on community engagement. The Center for Entrepreneurship will supplement our current courses.



Our second comment under the program level data section commended us for our alignment of our department PLO's with Cañada's ILO's.

Our third comment under the action plan section was another commendation for a solid plan to strengthen course offerings and modalities.

In the fourth section under hiring needs, IPC agreed that our replacement business faculty member would strengthen our department as a whole.

Under professional development needs, IPC commented that our focus on faculty technology training is critical to program improvement.

Under classroom and instructional equipment needs, IPC agreed that our department requires investment in hardware and software upgrades.

Under office of planning and research, IPC reviewers agreed with our need for 30 hours of additional researcher time above dashboard training time.

No comments under facility needs.

In a response to the other/general comment questioning the combination of accounting, business and international business model, we need coordination release time to accomplish the development of strong Business Pathways. Additionally, we need increased college support for the new International Business Program during its infancy.

6. Impact of resource allocations: Describe the impact to-date that each new resource (staff, non-instructional assignment, equipment, facilities, research, funding) has had on your program and measures of student success.

Needs fulfilled: Both full-time faculty members installed Camtasia video software for video creation and captioning to meeting 508 requirements. Both professors installed Adobe Acrobat Pro to create accessible documents. We received the requested pencil sharpeners in 17-109, 13-116 and 13-217.

Needs unfulfilled: We requested a replacement laptop for our full-time accounting professor but it was not fulfilled. The college refused to purchase Apple Mini DVI to VGA adaptors so both faculty members had to purchase their own out-of-pocket. We requested professional licenses for VoiceThread but it was unfulfilled.

Current State of the Program

Data packets link <http://www.canadacollege.edu/programreview/datapackets1314.php>

7. Connection & Entry:

- A. Observation: Describe trends in program and course enrollments, FTES, LOAD and Fill Rates. Cite quantitative data and specific tables from the data packets.

We are experiencing a drop in enrollment as section offerings have been cut. The business department has offered various sections during different hours and delivery methods with sections



being cancelled two weeks prior to the beginning of the semester. We are reevaluating curriculum for courses, certificates and degrees to align with business needs in our communities and to strategically increase enrollment in our courses.

- B. Evaluation: What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation that may improve these trends?

More online sections and late-start courses can be offered to accommodate students who work. Instead of cancelling courses before the semester starts, we should keep them until the first week of class. If enrollment is still low, we can change courses to late-start courses.

Additionally, articulation with local high school districts offering a career pathway in accounting, business, international business and entrepreneurship can increase our enrollment.

Classes that traditionally have high enrollment can be offered in multiple sections, i.e. business law, introduction to business, business information systems.

The hiring of the new Director of Marketing at Cañada College can help the business department gain more exposure in the local community. Examples include ads on public transportation, local high schools and outreach programs. In addition, the exposure of the planned Entrepreneurship Center can help attract more students to the business department.

8. Progress & Completion:

- A. Observation: Describe trends in student success and retention disaggregated by: ethnicity, gender, age, enrollment status, day/evening. Cite quantitative data and specific tables from the data packets.

Over the last five years, our students average about half female and half male. Over that same time frame, 34% of students are White, 32% Hispanic, 11% Asian, and 4% African-American. 45% are between 18 and 22 years old, 22% between 32-28, 17% between 28-39, and the remainder is over 40%. 54% took day-time courses and 46% took evening courses. While a large percentage of evening courses in Accounting are taught at night, we disagree that 46% of the ACTG/BUS course offerings are at night. This is something that needs to be discussed with the researched about where this data is being pulled from. All of the above data came from the student data packets.

- B. Observation: For online courses describe any significant differences in the success and retention of students who are taking online courses compared to face-to-face courses.

In Fall 2013, we offered our first online course in the business department and have since then have slowly increased our offerings of online courses due to student demand. As is generally known and understood in online education, student retention is slightly lower in online courses. That semester our online student retention rate was 75% compared to 83% for in-person courses. This is considered normal and acceptable for online education.



- C. Evaluation: Based on these trends, what do you feel are significant factors or barriers influencing student success in your courses and program? What changes (e.g. in curriculum, pedagogy, scheduling, modality) could be implemented to improve these trends?

With new full-time faculty, we need to figure out the schedule that works best for the department now that our previous full-time faculty member retired. We are strategizing about the best time and modes to offer courses, including online and hybrid courses. We need time to get into a set schedule that works best for the students and provides some predictability from semester to semester.

9. SLO Assessment:

<https://smccd.sharepoint.com/sites/can/CANSLOAC/default.aspx>

- A. Are all course SLOs being systematically assessed at least once/4 years? Describe the coordination of SLO assessment across sections and over time.

With new full-time faculty we are reevaluating our SLO schedule.

- B. Summarize the dialogue that has resulted from these assessments. What are some improvements in your courses that have been implemented through SLO assessment? How has student learning been improved by changes in teaching? Cite specific examples.

Currently we are in the process of redesigning effective SLO tools since some of our previous SLO assessments were inconclusive. We have experimented with different types of assessments and will continue to work on what is the most effective for our courses.

10. PLO Assessment:

[PLO Assessment link https://smccd.sharepoint.com/sites/can/prie/_layouts/15/start.aspx#/](https://smccd.sharepoint.com/sites/can/prie/_layouts/15/start.aspx#/)

- A. Describe your program's Program Learning Outcomes assessment plans and results of direct and indirect assessments.

We redesigned our PLO's to align with our ILO's. Assessment is forthcoming.

- B. Summarize the major findings of your program's PLO assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Major findings of our program's PLO assessments will be released shortly.

Looking Ahead

11. Strategic goal & action plans:

How will you address the opportunities for improvement that you identified above in Articulation, Community & Labor Needs, Connection & Entry, Progress & Completion and PLO Assessment? Identify timelines for implementation, responsible party, and resource requirements.

Action Plan	Timeline	Responsible party	Resources required
Advisory Board Meeting - Business	Fall 2015	FT Business Faculty	Funding for supplies and food



Advisory Board Meeting – International Business	Fall 2015	FT Faculty	Funding for supplies and food
BUS - Articulation for transfer of entrepreneurship course to Fresno State	Spring 2016	FT Faculty	Collaboration with curriculum committee and articulation officer
International Business - Articulation for transfer of international business courses to San Diego State	Spring 2016	FT Faculty	Collaboration with curriculum committee and articulation officer
Accounting	Fall 2015	FT Faculty	Monopoly Tournament to raise money for scholarships
Accounting	Fall 2015	FT Faculty	Create curriculum to address continuing education needs for certified bookkeepers
ACTG & BUS	Fall 2015	FT Faculty	Collaborate with A2B for panel discussion
ACTG & BUS	Spring 2016	FT Faculty	Continue to participate in college wide transfer events
Entrepreneurship Center College-Wide Events and Workshops, physical resources	Fall 2015-Fall 2016	FT Business Faculty	Funding for events, workshops, keynote and guest speakers, faculty giving workshops, food, room and equipment for expansion of the center

Complete the Resource Request form to request instructional equipment, IT equipment, facilities, professional development, research, or funding (if needed) and submit with this form to your Division Dean.

Link to resource request form <http://www.canadacollege.edu/programreview/instruction-forms.php>