Search Standards By User

Source: IPR

Cycle: Instructional Program Review 2016-17

User Name: Lead Faculty, Business, Accounting & Paralegal

Response Types: All Responses Types

1	Executive Summary
0	Executive Summary

Summarize your program's strengths, opportunities, challenges, and action plans. This information will be presented to the Board of Trustees. [1000 word limit]

Response Detail

No Response Information to Display

Narrative

The Business, Accounting and Technology (BAT) 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, finance, marketing and management. Whether an entrepreneur, new business manager or a professional seeking a career transition with greater business responsibility, these certificates offer required knowledge and techniques that are consistent with modern principals and best practices, providing skills that can be used by students immediately upon employment.

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

2	Program Context
1	Mission

Identify how your program aligns with the college's mission by stating which categories of courses you offer: Career Technical, Basic Skills, Transfer, and/or Lifelong Learning. If your program has a mission statement, you may include it here.

Response Detail

No Response Information to Display

Narrative

The Business Accounting and Technology Program (includes BUS, ACTG, CBOT and MGMT)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.

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

Search Standards By User

2   Articulation

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

Response Detail
No Response Information to Display

Narrative

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.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

3   Community and Labor Needs

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

Search Standards By User

Response Detail
No Response Information to Display

Narrative

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 Regional BACCC supports the BIW (Business Information Worker) certificate. This certificate was approved by the Curriculum Committee.

In order to meet the needs of BAT working students we have increased the number of online classes and monitoring class "waitlists" and requesting approval from Administration to offer late starting online classes. These business courses have been successful and we are adopting this strategy for our technology class offerings.

Advisory Board Meetings
Accounting:October 2016

Business: Summer 2016
Technology: Summer 2017

International Business (district-wide): February 2016

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

3	**Looking Back**
4	Curricular Changes

List any significant changes that have occurred over the prior two years in your program's curricular offerings, scheduling, or mode of delivery. Explain the rationale for these changes.

Search Standards By User

Response Detail
No Response Information to Display

Narrative

Business:
Due to the increase demand for distance education, we added one adjunct faculty member and are actively recruiting at least two more adjunct faculty members. We have increased our distance education course offerings and, as a result, have seen an increase in overall enrollment in business courses.

Because of popular demand of entrepreneurial courses for non-business majors, we have created and successfully offered an experimental course, BUS680CB - Startup for Artists, Designers and Creators. This course will be offered as a permanent course starting in Spring 2018.

Accounting:
The increase in demand by students for online accounting courses has prompted us to increase our distance education offerings. Currently we are offering only the core classes online: ACTG100 (accounting procedures), ACTG 121 (financial accounting) and ACTG131 (managerial accounting). Offering classes online has lowered the enrollments in ACTG100 on campus, ACTG 121 while robust in the Fall has experienced a decline in enrollment on campus, and ACTG 131 saw success in Fall with online and on campus.

Fall 2017 we will offer an fast-track combination of ACTG 121 and ACTG 131 online. We hope to target students who require ACTG 121 and ACTG 131 for their MBA prerequisites at Notre Dame de Namur and other Universities around the Bay Area.

The offering of ACTG 250 (preparation for the AIPB* exam) was offered in the Spring 2015 and our advisory committee suggested we offer this in the fall to catch the students who are on the waiting list at the Silicon Valley extension program.

*AIPB - American Institute of Professional Bookkeepers

Technology (CBOT):
With the retirement of our former full-time CBOT professor, CBOT has been undergoing massive changes to curriculum in terms of banking ineffective courses and aligning our course offerings to new programs. Many classes have been banked. We have strategically focused on keeping core CBOT classes as well as CBOT courses which support the Strong Workforce Initiative from the State of California in support of the state-approved Business Information Worker (BIW) certificate pathway.
Curricular changes include the following:
2-year CTE curriculum review cycle of the following courses: CBOT 415 (Beginning Computer Keyboarding), CBOT 417 (Skill Building), CBOT 435 (Spreadsheets), CBOT 448 (Using Microsoft Windows), CBOT 457 (Using PowerPoint in Business), CBOT 470 (Advanced Spreadsheets), CBOT 472 (Beginning Word Processing), CBOT 474 (Intermediate Word Processing), CBOT 475 (Using Outlook), and CBOT 476 (Adobe Acrobat).
Combining CBOT 430 and CBOT 431 into one 3.0 unit course (CBOT 432).
Banking CBOT 436 (Database Management), CBOT 460 (Essential Office Skills for the 21st Century), CBOT 480 (Internet - A Communication Tool), CBOT 672 (Cooperative Education: Internship), and CBOT 695 (Independent Study) due to low-enrollment.
We have analyzed district-wide offerings of CBOT-related courses and are focusing our efforts on increasing offerings of CBOT 435 with an additional online section in the summer and fall of 2017. While the program will not go entirely online, we have encouraged part-time CBOT faculty interested in teaching online to take professional development training for teaching online in preparation for more course offerings in online or hybrid formats.
Additionally, we are strategically offering some courses on a late-start or staggered schedule offering.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

Search Standards By User

5.A.   Progress Report - IPC Feedback

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

Response Detail
No Response Information to Display

Narrative

   The IPC's comment under curriculum offerings referred to aligning the Entrepreneurship Center with our business courses. The center has new management under our new business faculty member since fall 2015 with a renewed focus on campus-wide offerings for entrepreneurship education.

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, entrepreneurship and international business model, we need coordination release time to accomplish the development of strong Business Pathways. Additionally, we need increased college support for entrepreneurship education and activities.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

5.B.   Progress Report - Prior Action Plans

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

Search Standards By User

Source: IPR
Cycle: Instructional Program Review 2016-17
User Name: Lead Faculty, Business, Accounting & Paralegal
Response Types: All Responses Types

Response Detail
No Response Information to Display

Narrative

 Link: 2013-2014 Program Plan and Feedback forms
The IPC's comment under curriculum offerings referred to aligning the Entrepreneurship Center with our business courses. The center has new management under our new business faculty member since fall 2015 with a renewed focus on campus-wide offerings for entrepreneurship education.

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.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

Search Standards By User

6.A.   Impact of Resource Allocations

Describe the impact to-date that new resources (equipment, facilities, research) requested in prior years' program reviews have had on your program. If measurable impacts on student success have been observed, be sure to describe these and include any documentation/evidence. If no resources have been recently requested, please write ?not applicable?.

Response Detail

No Response Information to Display

Narrative

Needs fulfilled: We requested two large monitors for faculty offices and both were installed. Additionally, we requested a color-printer for the entrepreneurship center which was approved and installed. A request for a new computer for the entrepreneurship center was fulfilled via an old computer that is not compatible with all of our requirements.

Needs unfulfilled: A dedicated Apple Computer (Desktop) for the e-center to allow video conferencing with the SBDC at CSM as well as professors off campus. that will Additional resources will be addressed in the Planning Section under the Business Hub description.

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

6.B.   Impact of Staffing Changes

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

Response Detail

No Response Information to Display

Narrative

We currently have 3 full-time faculty in business and accounting. This year we were charged with taking over the CBOT department as the full-timer in that department retired. The college did not automatically rehire the retired CBOT full-timer and chose not to support a proposal to hire a replacement.
While the business department is growing due to online course demand, accounting continues to be stable in its course offerings. We are currently in the process of interviewing new adjunct faculty in the business department to support the growth in student demand. The CBOT department is undergoing a program improvement plan process and is predicted to be strategically reduced in course offerings for the following academic year in order to improve efficiency and productivity in the department. CBOT will continue to need coordination/release time support from an existing full-time faculty member in order to guide the program to success. It is imperative that the college support the planning process needed to maintain a department without a dedicated full-time faculty member.

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

Source: IPR

Cycle: Instructional Program Review 2016-17

User Name: Lead Faculty, Business, Accounting & Paralegal

Response Types: All Responses Types

4	Current State of the Program
7	Enrollment Trends

Use the Productivity data packet to examine your enrollments (headcount, FTES, Load) and pattern of course offerings (Productivity by Courses by Semester). How have your enrollments changed? What changes could be implemented, including changes to course scheduling (times/days/duration/delivery mode/number of sections), marketing, and articulation of pathways that might improve these trends? NOTE: If other sources of data are used, please upload these documents or provide URLs.

Response Detail

No Response Information to Display

Narrative

Enrollment has increased significantly in our division. While Business and Accounting FTES has increased from 82.85to 124.66. This growth trend has been continuing into Spring 2017. Accounting FTES has increased from 42.18 to 52.66 while Business FTES has increased from 40.67 to 71.90.

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

7.A.   Connection & Entry - Observation

Observation: Describe trends in program and course enrollments, FTES, LOAD and Fill Rates. Cite quantitative data and identify the specific tables from the data packets. If other sources of data are used, please upload these documents or provide URLs.

Response Detail

No Response Information to Display

Narrative

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.

Suggested Follow Ups

Date	Suggested Follow Up
No Suggested Follow Ups to Display	

7.B.   Connection & Entry - Evaluation

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 in enrollment?
NOTE: If you intend to implement any of these changes, you should create Action Plans in the Planning module of SPOL. Doing so will also allow you to request resources that may be required for successful implementation.

Source: IPR

Cycle: Instructional Program Review 2016-17

User Name: Lead Faculty, Business, Accounting & Paralegal

Response Types: All Responses Types

Response Detail
No Response Information to Display

Narrative

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.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

8-A.   Access & Completion

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

Response Detail
No Response Information to Display

Narrative

We are currently addressing impacted students and do not see the need for additional resources at this time from the college. Accounting data can be found here:http://canadacollege.edu/programreview/datapackets1617files/2017feb/Equity%20Suppl--ACTG.pdf
Business data can be found here: http://canadacollege.edu/programreview/datapackets1617files/2017feb/Equity%20Suppl--Bus.pdf

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

8.A.   Progress & Completion -Observation

Observation: Describe trends in student success and retention disaggregated by: ethnicity, gender, age, enrollment status, day/evening. Cite quantitative data and identify specific tables from the data packets. If other sources of data are used, please upload these documents or provide URLs.

Source: IPR

Cycle: Instructional Program Review 2016-17

User Name: Lead Faculty, Business, Accounting & Paralegal

Response Types: All Responses Types

Response Detail
No Response Information to Display

Narrative

 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.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

8-B.   Completion - Success Online

The college has a goal of improving success in online courses. Examine the "Course Success and Retention by DE vs Non DE" data table in the "Effectiveness: Success and Retention" data packet. What significant gaps do you see in success between online/hybrid and non-online courses? What changes could be made to reduce these gaps? If your program does not offer online/hybrid courses, please write "not applicable".

Response Detail
No Response Information to Display

Narrative

There is a nominal difference in success completion for online versus in-person students in our department.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

Search Standards By User

8.B.   Progress & Completion Online - Observation

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

Response Detail
No Response Information to Display

Narrative
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.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

8.C.   Progress & Completion - Evaluation

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?
NOTE: If you intend to implement any of these changes, you should create Action Plans in the Planning module of SPOL. Doing so will also allow you to request resources that may be required for successful implementation.

Response Detail
No Response Information to Display

Narrative
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.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

Source: IPR

Cycle: Instructional Program Review 2016-17

User Name: **Lead Faculty, Business, Accounting & Paralegal**

Response Types: All Responses Types

9.A.   SLO Assessment - Compliance

Are all active courses being systematically assessed over a 3-year cycle? Describe the coordination of SLO assessment across sections and over time.

Response Detail
No Response Information to Display
Narrative
With recent changes in curriculum and absorption of the CBOT program, we are currently evaluating out SLO assessment schedule.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

9.B.   SLO Assessment - Impact

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

Response Detail
No Response Information to Display
Narrative
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.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

10   PLO Assessment

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

Source: IPR

Cycle: Instructional Program Review 2016-17

User Name: Lead Faculty, Business, Accounting & Paralegal

Response Types: All Responses Types

Response Detail
No Response Information to Display

Narrative

Our PLO assessment plan will rotate assessments across each PLO per semester.
PLO #1 - Fall 2016
PLO #2 - Spring 2017
PLO #3 - Fall 2017
PLO #4 - Spring 2018
PLO #1 Design and manage business documents using current technology to engage in creative problem solving. Assessment tool: Group project assignments requiring creative thinking activities using software such as MS Office. Each business and accounting class has either a group assignment, team assignment or an ethical case assignment. (Technology was not included in the assessment for Fall 2016 - responsible party not assigned as of yet.)
PLO #2 Communicate an understanding of business concepts professionally through written, oral and visual presentations using current technology. Assessment tool: Individual and group presentations covering current and specific course topics. (Technology was not included in the assessment for Spring 2017 - full-time professors working with part-time professors to determine how this could be assessed in all courses.)
PLO #3 Recognize ethical behavior in their chosen profession and behave in a socially responsible manner. Generally assessment tools require a situational case study with verbal or written discussion.
PLO #4 Analyze business issues, interpret financial data and identify economic trends. Assessment tool: Students are required to read current business articles and participate in a class discussion.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

10.A.   PLO Assessment - Plan

Describe your program's Program Learning Outcomes assessment plan. Please specify whether you are using direct or indirect measurements of assessment.

Response Detail
No Response Information to Display

Narrative

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

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

10.B.   PLO Assessment - Impact

Describe your program's Program Learning Outcomes assessment plan and summarize the major findings of your assessments. What are some improvements that have been, or can be, implemented as a result of PLO assessment?

Search Standards By User

Response Detail
No Response Information to Display

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

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

5	Looking Ahead
11	Program Planning

Construct Planning Objectives (through the Associated Planning Objectives field below) that describe your plans for program improvement over the upcoming two-years. As you write your objectives, be sure to explain how they address any opportunities for improvement that you identified throughout this Program Review. Add Action Plans and Resource Requests for any research, training, equipment or facilities improvements that will be needed in order to achieve your objectives.

Response Detail
No Response Information to Display

Narrative
Business HUB will invigorate the technology course enrollments and raise the visibility of accounting and business on campus. BAT will meet the needs of the college community by offering workshops, SCORE assistance, and business start-up assistance and (long-term) become a community asset for businesses in the area. We are seeking to build a strong and robust Business, Accounting and Technology department. Highlighting our students and local business owners and create a stronger internship program.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	

Search Standards By User

12   Personnel Projections

Describe your recent history requesting new faculty/staff positions. List the current and near-future new or replacement faculty/staff positions that you anticipate requesting. Identify the term or year in which you anticipate submitting the staffing request. If none are anticipated, please write "not applicable". (List only; no justification needed here.)

Response Detail
No Response Information to Display

Narrative
There is no Narrative Entered.

Suggested Follow Ups	
Date	**Suggested Follow Up**
No Suggested Follow Ups to Display	