#1

`COMPLETE`

Collector:	Email Invitation 1 (Email)
Started:	Saturday, January 09, 2021 3:03:52 AM
Last Modified:	Saturday, January 09, 2021 3:22:55 AM
Time Spent:	00:19:03
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Page 1: I. Program Overview and Update

Q1

I.1. Department(s) Reviewed:

Business

Q2

I.2. Lead Author:

Dr. Michael Aubry

Q3

I.3. Collaborator(s) - List any person that participated in the preparation of this report:

Dana Fitch, Mary Sessom, Pat Newman, Jennifer Newmann, Julie Ducharme

Q4

1.4. Dean/Manager:

Mary Sessom, Pat Newman, Larry McLemore

Page 2: II. Program Reflection and Description

Q5

II.1. Provide your program's mission statement:

The mission of the business discipline is to enhance student understanding of accounting, management, entrepreneurship, and business principles that prepare students for transfer to four-year institutions, continued employment opportunities, and new entrepreneurial endeavors.

Q6

II.2. How is this program advancing the college mission, vision and values?

Business Administration offers an Associate in Science degree and a Certificate of Achievement as does Business-General. Business Administration is designed for those students who want to work toward a bachelor's degree.

Entrepreneurship and Management offer students an Associate in Science degrees as well as a Certificates of Achievement. Entrepreneurship is designed for students who are interested in developing an appreciation and understanding of the functional areas within the small business environment. The Management program is designed to provide students with the skills necessary to be a successful manager in today's business world.

All of these programs support the mission, vision, and college values of:
- Learning for the Future
- Focusing on equity, inclusion, and social justice.
- Career and technical education
- Programs that promote economic, civic, and cultural development
- Student success
- Academic excellence
- Basic skills
- Innovation and creativity
- Social harmony
- Equitable access
- Strong community relations

All disciplines place a premium on qualified, competent faculty; preferably those with a depth and breadth of teaching experience. For those CTE programs, emphasis is placed on individuals with strong workplace skills and experience. As appropriate, course content is reviewed periodically to ensure relevancy and compliance with any changed state requirements.

Business has a full-time faculty member that has coursework and experience that allows him to teach courses outside the discipline (i.e. economics and accounting). The Entrepreneurship program was revised to incorporate more relevant courses that are more focused on craft/gig economy related programs rather than computer operating procedures (i.e. keyboarding).

All programs in the department have instructors who work individually with disabled students needing accommodations and DSPS faculty to ensure success. Students needing assistance with basic skills are referred to the appropriate resources on campus. When appropriate in the disciplines of Business and Entrepreneurship, instructors work with the tutoring center to locate qualified tutors, who are available for students needing additional help. The Business Department has full-time faculty that understands the particulars of that discipline's course content. All disciplines offer classes in different formats - day, evening, blended or online - so all students can find the classes that meet their personal needs.

With the possible introduction of sustainable business courses, there could be a new and innovative program that will further the knowledge and awareness of the ever-burgeoning "green" climate. Students will be able to effectively analyze business practices to determine how they are maximizing the triple bottom line (people, planet, profits). Students will focus on the quantitative and qualitative aspect of each aspect of the triple bottom line to determine whether current business practices of small or larger organizations are equally and effectively maximized.

Overall, the Department supports its faculty members in plans to improve their instructional techniques or update their knowledge through attendance at professional development workshops and industry-sponsored symposia. The result has been an increase in the number of classes offered in the alternative formats of blended or online. The Business and Technology Building has allowed improved teaching strategies that incorporate smart classrooms and technology in the lecture and laboratory environment. Based on future program growth and new courses in Sustainable Business, it could be used within the current curriculum of the discipline. Additional curriculum possibilities include Social Media and possible incorporation in current degree/certificate program offerings.

Equity and Social Justice: All programs encourage instructors to allow the use of English language dictionaries for all students. Students in Business, Management, and Entrepreneurship courses study the effects of diversity, equity, and inclusion and how it impacts HR practices (including hiring, promotions, and retention). The department encourages all instructors to complete @One courses and training specific to equity.

Natural Environment: Business students learn about the various regulations and laws that are aimed at protecting or preserving the environment; and they are also exposed to sustainability and the Triple Bottom Line (people, planet, profits) in Bus 110.

Strong Community Relations: The Business program maintains their connections to the community and industry through the members on their advisory committees. In all the programs, various faculty members, such as the full-time faculty member in Business, are active in their local communities. The Business department also continues strong community relations through business internships, panel discussions, guest speakers, and the "Coyote for a Day" collaboration with the Mt. Miguel High School Business Academy program and Pathways Academy.

Q7

II.3. How does your program support the college's strategic goal of implementing guided pathways?

This was on our list of goals (in the previous Program Review). Unfortunately, due to COVID-19, we were unable to address this during the Spring 2020 semester. This is on our list of continued goals for the Spring 2021 semester. It is our plan to establish an action item list and better incorporate the Guided Student Pathways into course offerings and SLOs.
The Business department has instituted some of the college's guides for designing webpages so they are student friendly. The department has also encouraged faculty to participate in Equity training either through the college offerings or @One courses.

Q8   **Yes**

II.4. Is the program description in the current college
catalog up to date and accurate?

Page 3: II. Program Reflection and Description continued

Q9   **Respondent skipped this question**

II.4a. What steps will you take to revise the college catalog
description?

Page 4: III. Course Curriculum, Assessment and Student Success

Q10   **Yes**

III.1. Access the Five Year Curriculum Review Cycle
(requires GCCCD login). Have all of your active courses
outlines been reviewed within the last five years?

Q11

III.2. What is your program doing to prepare students for successful transition (e.g. transfer and career readiness)?

Business Administration is designed to provide lower-division preparation for transfer to four institutions, thereby providing local students with a convenient and affordable way to achieve a baccalaureate degree.

Entrepreneurship offers courses that current or potential small business owners can take to help them be successful in new and preexisting business ventures.

Management provides training to local employees wishing to increase their promotability and supervision skills within the workplace.

Q12

III.3. Please list any planned changes for curriculum and the rationale for those changes:

It is possible that additional courses may be offered in social media, sustainability, entrepreneurship, or personal financial planning. The rationale for these courses include industry need, demand as outlined by news and career resources, and the impact of COVID-19 (as it pertains to the rapidly evolving business environment).

The program would also like to focus on new curriculum to help students understand and successfully participate in the Gig Economy, entrepreneurship, and craft industries.

Other important additions include the Business Internship course, which places students in a business or managerial setting. This will also help the department bolster industry relationships and strengthen ties with the college.

Page 5: III. Course Curriculum, Assessment and Student Success continued

Q13

III.4. Please upload the most recent version of your program's course SLO assessment plan. Click here for an Assessment Plan Template

BUS SLO Assessment_ SLO Four Column (2)-2.pdf (326.1KB)

Q14

III.5. Please provide a high-level analysis of your SLO findings over the past year and what changes, if any, were made as a result:

BUS 110 was assessed through FA19.   All students were performing above the 70% discipline threshold.   The faculty discussion centered around teach students how to review for exams. The faculty also discussed allowing use of the textbook and any other resources for onsite and online exams.

BUS 111 was assessed through FA19.   All students were performing above the 70% discipline threshold.   The faculty discussion centered around teach students how to review for exams. The faculty also discussed allowing use of the textbook and any other resources for onsite and online exams. Faculty also incorporated the use of a business plan in their assessment. The rubric and success rate would be considered very successful (and above 70%).

BUS 113 was assessed through FA19.   All students were performing above the 70% discipline threshold.   The faculty discussion centered around teach students how to review for quizzes. The faculty also discussed allowing use of the textbook and any other resources for onsite exams.

BUS 125 was assessed through FA19.   All students were performing above the 70% discipline threshold (except for the following semesters: Fall 2015 and Fall 2019).   To improve the scores during these semesters, it would be advisable for instructors to encourage early submission of assignments (so that it can be previewed by the instructor). Instructors may also be advised to change or use new test questions in the future. Instructors should also spend more time on Constitutional Law.

BUS 128 was assessed through FA19.   All students were performing above the 70% discipline threshold.   The faculty discussion centered around teach students how to review for the oral report, discussion boards, research report, and memos. The faculty also discussed allowing use of the textbook and any other resources for onsite and online exams. The rubric and success rate would be considered successful for this course.

BUS 155 was assessed through FA19.   All students were performing above the 70% discipline threshold.   The faculty discussion centered around teach students how to review for exams. The faculty also discussed allowing use of the textbook and any other resources for online exams.

BUS 156 was assessed through SP17.   In 2010, students were below the threshold of 70%. After the initial assessment, all students performed above 70%. The faculty discussion centered around teach students how to review for exams. The faculty also discussed allowing use of the textbook and any other resources for online exams.

Q15

III.6. What student learning-related successes and challenges have SLOs results revealed for your department?Note: If SLO data are not offering useful feedback regarding student learning, and are not currently informing program improvements, please instead discuss the specific steps you plan to take to make learning outcomes and assessments more meaningful.

Please see previous question for additional discussion. During the fall and spring faculty meetings, faculty discuss student learning outcomes and what improvements can be made. To make outcomes and assessments more meaningful, the department has the discussed the following:

1.   Using on campus resources to improve success rates (tutoring and writing center).
2.   Doing more test preparation and review throughout the semester.
3.   Revising test questions
4.   Using different course materials
5.   Making updates and changes to assignment instructions and course rubrics

Page 6: III. Course Curriculum, Assessment and Student Success continued

Q16

III.7. How was the department of discipline's success rate across all courses changed within the past 4 years (the time frame covered in this comprehensive program review)?

For the Fall semesters (2015-2019) – the success rates varied from 61% to 71%.
For the Spring semesters (2016-2020) – the success rates varied from 67% to 76%.

Q17

III.8. The College has set a 2024 goal of reaching a 77% course success rate (students passing with a grade of A, B, C, or P out of those enrolled at census) for the College as a whole. What is your department or discipline's four-year (2024-25) goal for success rate across all courses in the department or discipline?

The overall success rate for this program has been constant during the Fall semesters (excluding the decline in Fall 2018). The overall success rate for this program has been steadily increasing each Spring semester. This percentage will be achievable in certain courses such as Business 128 (where this has been consistently exceeded). This presents challenges in other courses, and will needed to be discussed by faculty at the department level. It is possible that the success rate could be improved with the hiring of another full time instructor.

Q18

III.9. Please review the college-wide and program data sets, which have identified equity gaps based on the following criteria: 3% n=10 students/enrollments. Which groups are experiencing equity gaps in your program?

According to the data, African-Americans have lower success rates (average of 47% in Fall and 58% during Spring semesters) and are experiencing equity gaps when compared to Caucasian students (average of 73% in Fall and 79% during Spring semesters). It is important to note that there were 183 African-American vs 1,316 Caucasian students over the Spring semesters. During the Fall semesters, there were 169 African-American vs 1,094 Caucasian students.
According to the data, Asians have lower success rates (average of 75% during Fall semester) and are experiencing equity gaps when compared to Caucasian students (average of 73% in Fall and 79% during Spring semesters). It is important to note that there were 218 Asian vs 1,316 Caucasian students over the Spring semesters. During the Fall semesters, there were 159 Asian vs 1,094 Caucasian students.
According to the data, Hispanics/Latinos have lower success rates (average of 60% in Fall and 67% during Spring semesters) and are experiencing equity gaps when compared to Caucasian students (average of 73% in Fall and 79% during Spring semesters). It is important to note that there were 773 Hispanic vs 1,316 Caucasian students over the Spring semesters. During the Fall semesters, there were 701 Hispanic vs 1,094 Caucasian students.
According to the data, Multiple Races/Ethnicities have lower success rates (average of 76% during Spring semester) and are experiencing equity gaps when compared to Caucasian students (average of 73% in Fall and 79% during Spring semesters). It is important to note that there were 203 Multiple Races/Ethnicities vs 830 Caucasian students over the Spring semesters. During the Fall semesters, there were 1 Multiple Races/Ethnicities vs 733 Caucasian students.
As Caucasian students are the largest demographic in this department, it could also have an impact on the equity gap between other ethnicities.
The Business Department does mirror the overall college in terms of the equity gap. According to program review data, all the ethnicities mentioned above are experiencing an equity gap on a college-wide level.

Q19

III.10. What department/discipline (or institutional) factors may be contributing to these lower rates of success for these groups of students?

Equity gaps exist in the program but they can be handled with new strategies to be employed by faculty. The Department Chairs, Pat Newman and Mary Sessom completed the Strong Workforce Institute on Equity teaching and will hold training during the department and disciplines professional development meetings. Many adjunct instructors have also completed the @One or Strong Workforce Institute on Equity teaching.

Q20

III.11. What action will the department or discipline take to address these equity gaps in the short-term (next year) and long-term (next four years)?

It is advisable that to address these equity gaps, the department and discipline should incorporate more of the on-campus resources (tutoring, counseling, and writing) to bolster success rates for these students. It is advisable that a mentoring and educational plan be established for all students within the program. It is also advisable that faculty attend Strong Workforce Institute and Equity teaching (for professional development in the future).
The action item plan for the department in the future:
Short term, there will be a stronger focus on equity training. Instructors will also start reviewing their retention and success data.
Long-term, instructors will make revisions to their courses after completion of equity training.

Q21

III.12. What other qualitative or quantitative data (from any source) is the program using to inform its planning for this comprehensive program review?

A survey can be implemented throughout the department (classes) to see what is lacking (from the student perspective). Other data that could be used include Online Equity Training and Strong Workforce Institute Equity Training. Other resources include the Occupational Outlook Handbook and statistics from the Department of Labor.

Q22   **Respondent skipped this question**

OPTIONAL: Please use the upload button to attach any supporting documentation you would like to include.

Page 7: III. Course Curriculum, Assessment and Student Success continued

Q23   **Yes**

III.14. Does your program offer courses via distance education (excluding emergency remote teaching in 2020)?

Page 8: III. Course Curriculum, Assessment and Student Success continued

Q24   **Yes**

III.15. Are there differences in success rates for distance
education (online) versus in-person sections?

Q25

III.16. If there are differences in success rates for distance education (online) versus in-person classes, what will the
program do to address these disparities?

For the Fall semesters (2015-2019) – the success rate was 66% (on campus). For online classes, it was 68%.
For the Spring semesters (2016-2020) – the success rate was 73% (on campus). For online classes, it was 79%.
No changes need to be made for the Spring semester. The business department will need to focus on improving success rates for
online and on-campus classes (for the Fall semester). This could see improvement by hiring another full-time instructor in the
department, and integrating more on campus resources such as Tutoring, Counseling, and the Writing Center. A training could be
conducted to show instructors how to embed links (with these services) in their syllabus.

Page 9: III. Course Curriculum, Assessment and Student Success continued

Q26

III.17. What mechanisms are in place to ensure regular and effective contact (see the Guide to Best Practices in Online)
within online courses across the discipline or department?

To meet the goals of regular and effective contact, faculty are frequently reviewed in their online classrooms. Faculty are also
encouraged to review the website for teaching online https://www.cuyamaca.edu/faculty-staff/teaching-online/default.aspx. They are
encouraged to read and implement the Guide to Best Practices in Online Learning, and Regular and Effective Contact Policy.

Q27

III.18. What innovative tools and strategies are you using in your online courses to engage students and support student
success?

All faculty are encouraged to make use of on-campus resources (writing, tutoring, counseling, and library). These services are vital in
meeting the success goals for online learning. Innovative tools that are used for learning, include Zoom, Ring, Text Messaging, Prezy,
PowerPoint, and resources within Canvas.
Faculty have also been experimenting with and applying the use of text messaging and OER to improve student engagement and
overall success in the classroom.

Page 10: IV. Degree and Certificate Programs

Q28   **Yes**

IV.1. Does your program offer any degree/certificate
programs?

Page 11: IV. Degree and Certificate Programs continued

Q29

IV.2. Please upload for each degree and certificate indicating how many awards were conferred in the past five years

cuyamaca-pr-data-2020-2021-college-wide-certs-and-degrees-awarded.pdf (491.5KB)

Q30

IV.3. Please indicate when each degree and certificate was last reviewed and updated (semester):

Management – Fall 2020
Entrepreneurship-SBM – Spring 2020
Business-General – Spring 2020
Business Administration – Spring 2019

Q31

IV.4. How are these degrees/certificates meeting the needs of students, and/or articulation with four-year institutions?

The Business Administration degrees and certificates meet student needs by addressing personal responsibility, critical and creative thinking, career and transfer readiness, civic responsibility, and global awareness/cultural competence.

Q32

IV.5. Are there any changes planned if the degree/certificates are not meeting these needs?

Yes. The degrees and certificates will be updated if they are lacking in any of these areas. Degrees and certificates are also updated based upon discussions at the statewide level with the C-ID. Please see correspondence below from the C-ID Grant Coordinator (regarding the Business Administration Transfer Model Curriculum):
"In Spring 2019, the Business Administration Faculty Discipline Review Group (FDRG), composed of CCC and CSU faculty, opened the Business Administration Transfer Model Curriculum (TMC) for review. After extensive discussion and research, the Business Administration FDRG finalized revisions to the Business Administration TMC. The modifications to the TMC are intended to improve student preparation for transfer and success for upper division coursework in a major deemed similar by the CSU."

Q33

IV.6. Can students complete the degree/certificate requirements within a two-year period?**requirement of Title 5, California Code of Regulations and Accreditation Standard II.A.

Yes

Page 12: IV. Degree and Certificate Programs continued

Q34

IV.7. How are you currently assessing your PLOs?

All course SLO's are mapped to the PLO's. We are assessing PLO's by virtue of assessing SLO's. This will be discussed further during the Spring 2021 Department meeting.

Q35   **Yes**

IV.8. Are the PLOs in the catalog an accurate reflection of
the department or discipline's current learning objectives?

Q36   **Yes**

IV.9. Are the PLOs mapped to the course SLOs?

Page 13: IV. Degree and Certificate Programs continued

Q37

IV.10. How is your program helping students explore careers in your program area?

Our faculty refer students to the Career Center for exploration in the field of business and entrepreneurship. There is also a direct link on the Business Department website that allows student to explore various careers in business - https://www.cuyamaca.edu/academics/academic-and-career-pathways/business-and-professional-studies/business/careers.php

Faculty within the department also do the following -

When teaching Business 110, students:

Explore business ownership

Learn about management and leadership

Explore various business strategies

Create business messaging for social media brand promotion

Create business messaging for internal and external stakeholders

Learn about investment goals and strategy

Careers they explore in this course include business management, entrepreneurship, social media writing, human resources, and public relations.

When teaching Business 111, 112, and 113, students:

Take a practical approach by provided with tools, networks and support systems for Entrepreneurial/Gig/Craft success. Classes provide working Business Plan, Networking and Mentoring sources, prototype tool.

When teaching Business 125, faculty are mindful of this course transferring to CSUs and that it is also an integral part of the Paralegal studies degree. Faculty are aware of course requirements, including instruction pertaining to Law of Contract for Paralegal students.

Q38

IV.11. What do the latest labor market data reveal about the careers (including those for transfer students) for which your program prepares students? Labor market data may be sourced from the Program Review Data webpage and California Employment Development Department. You can also contact the Institutional Effectiveness, Success, and Equity Office to access additional labor market information related to your program.

Please see below for the latest information from the BLS:

"Employment in business and financial operations occupations is projected to grow 5 percent from 2019 to 2029, faster than the average for all occupations, adding about 476,200 new jobs"

https://www.bls.gov/ooh/business-and-financial/home.htm#:~:text=Business%20and%20Financial%20Occupations,adding%20about%20476%2C200%20new%20jobs.

As for fields that grant employment with an associate degree or some college, it is also expected to have an opportunistic outlook from the BLS:

"Employment in associate's and postsecondary nondegree-level occupations is projected to grow 11 percent from 2016 to 2026, faster than the 7-percent average projected for all occupations. In occupations typically requiring some college but no degree, employment is projected to grow 4 percent."

https://www.bls.gov/careeroutlook/2018/article/postsecondary-outlook.htm#:~:text=Employment%20in%20associate's%20and%20postsecondary,projected%20to%20grow%204%20percent.

Q39

IV.12. What are the labor market implications for the program's curriculum (degrees, certificates, courses)?

Please see below for the latest information from the BLS:

"Employment in business and financial operations occupations is projected to grow 5 percent from 2019 to 2029, faster than the average for all occupations, adding about 476,200 new jobs"

https://www.bls.gov/ooh/business-and-financial/home.htm#:~:text=Business%20and%20Financial%20Occupations,adding%20about%20476%2C200%20new%20jobs.

As for fields that grant employment with an associate degree or some college, it is also expected to have an opportunistic outlook from the BLS:

"Employment in associate's and postsecondary nondegree-level occupations is projected to grow 11 percent from 2016 to 2026, faster than the 7-percent average projected for all occupations. In occupations typically requiring some college but no degree, employment is projected to grow 4 percent."

https://www.bls.gov/careeroutlook/2018/article/postsecondary-outlook.htm#:~:text=Employment%20in%20associate's%20and%20postsecondary,projected%20to%20grow%204%20percent.

The labor market outlook is strong for business degrees, certificates, and courses.

Q40

If your program has labor market data to include in your program review, please use the upload button below to attach the file.

Respondent skipped this question

Page 14: IV. Degree and Certificate Programs continued

Q41

IV.13. Please describe your program's strengths:

Strengths: Generally, the department is doing a good job in the day/time scheduling of its classes. The Department Chairs and Lead Faculty in the discipline have correctly identified the times when most students prefer to be in class and has scheduled accordingly. A second strength is in having a lead full-time faculty member for this discipline. This affords the opportunity for one individual with subject matter expertise to be guiding the decisions on textbooks, curriculum modifications, facility requirements, modifications of major for students, and semester class scheduling.
The department has experienced growth in its community ties. There has been strong growth in finding internships for students and developing industry relationships. The program has also developed strong relationships with Mt. Miguel, Steele Canyon, and Health Science High, where business courses are also delivered offsite.

Q42

IV.14. Please describe your program's challenges:

There is only full-time business instructor. That could have a potential impact on retention and success rates for the program. The Department will try to fill in that role in the immediate future. T
COVID-19 is another significant challenge that is being faced by the department. Instructors are teaching remote and via Zoom. The department will have to evaluate what impact that this will have on retention and success rates.
As Business is broad and encompassing, it would be valuable to find another full-time instructor that could deliver alternative curriculum. With the growth in sustainability, digital media, and ecommerce, this would be a valuable additional to the department. It is also important to note that another full-time instructor (who teaches BUS 125) will be retiring soon. This will also have a significant impact on the department.

Q43

IV.15. Please describe external influences that affect your program (both positively and negatively):

The faculty and departmental leadership and a positive influence on the program. They have enabled strong collaboration, autonomy, and program development within the department. New courses and curriculum updates have been implemented with the guidance of part-time faculty (who have practical experience in business and other industries).
COVID-19 has influenced the program in a negative fashion. It has created separation between faculty and students. It has also forced instruction online, which makes it significantly more challenging to create an interactive environment. Zoom has help with office hours and synchronous lecture, but is still not a replacement for onsite instruction.

Q44

IV.16. Given these factors, what opportunities exist for the program to advance student success and equity in the next 4 years?

To address this, the department will explore the possibility of hiring instructors that have had diversity and equity training. The department will also review ways to diversify faculty hiring. The department will also see if mentoring could potentially be available to students. The department will further integrate on campus resources into coursework, Canvas, and syllabi (i.e. library, Writing Center, Tutoring, and DSPS).

Page 15: V. Previous Goals

Q45

Previous Goal 1:

Updated/update entrepreneurship curriculum.

Q46   **Completed**

Goal Status

Page 16: V. Previous Goals continued

Q47

Please describe the results or explain the reason for the deletion/completion of the goal:

This goal has been achieved and is continuous. There is a new course being offered (Gig Economy).

Page 17: V. Previous Goals continued

Q48   **No**

Would you like to submit another previous goal?

Page 18: V. Previous Goals continued

Q49   **Respondent skipped this question**

Previous Goal 2:

Q50   **Respondent skipped this question**

Goal Status

Page 19: V. Previous Goals continued

Q51

Please describe the results or explain the reason for the deletion/completion of the goal:

Respondent skipped this question

Page 20: V. Previous Goals continued

Q52

Would you like to submit another previous goal?

Respondent skipped this question

Page 21: V. Previous Goals continued

Q53

Previous Goal 3:

Respondent skipped this question

Q54

Goal Status

Respondent skipped this question

Page 22: V. Previous Goals continued

Q55

Please describe the results or explain the reason for the deletion/completion of the goal:

Respondent skipped this question

Page 23: V. Previous Goals continued

Q56

Would you like to submit another previous goal?

Respondent skipped this question

Page 24: V. Previous Goals continued

Q57

Previous Goal 4:

Respondent skipped this question

Q58

Goal Status

Respondent skipped this question

Page 25: V. Previous Goals continued

Q59

Please describe the results or explain the reason for the deletion/completion of the goal:

Respondent skipped this question

Page 26: VI. 4-Year Goals

Q60

Goal 1:

Hire an additional full-time instructor.

Q61

Which College Strategic Goal does this department goal most directly support? (Check only one)

Student Validation & Engagement

Q62

Please describe how this goal advances the college strategic goal(s) identified above:

As there were some equity gaps in achievement, an additional full-time instructor will bolster student validation and engagement.

Q63

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other qualitative or quantitative data (from any source):

This was noted in the Spring 2020 Program Review annual update. It was noted that certain ethnic groups had lower success rates when making departmental comparisons

Q64

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specific the type of request (e.g., submit technology request for new laptop computers).

A full-time instructor request will accompany this report.

Q65

How will this goal be evaluated?

It will await feedback from the committee that ranks hiring requests. If the request has merit, a hiring committee could potentially commence Fall 2021

Q66

Would you like to propose a new, 4-year goal?

Yes

Page 27: VI. 4-Year Goals continued

Q67

Goal 2:

Promote business department within the community.

Q68   **Organizational Health**

Which College Strategic Goal does this department goal
most directly support? (Check only one)

Q69

Please describe how this goal advances the college strategic goal(s) identified above:

This will advance the goals of student validation and Engagement/Organizational Health.

Q70

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student
achievement data, or other qualitative or quantitative data (from any source):

N/A

Q71

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as
action steps and specific the type of request (e.g., submit technology request for new laptop computers).

Start networking with on and off campus resources (SBA, SCORE, Rotary Club, etc.)

Q72

How will this goal be evaluated?

Faculty input will be reviewed throughout the year to see what new contacts have been created.

Q73   **Yes**

Would you like to propose a new, 4-year goal?

Page 28: VI. 4-Year Goals continued

Q74

Goal 3:

Review course scheduling.

Q75   **Organizational Health**

Which College Strategic Goal does this department goal
most directly support? (Check only one)

Q76

Please describe how this goal advances the college strategic goal(s) identified above:

This will advance the goals of student validation and Engagement/Organizational Health.

Q77

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student
achievement data, or other qualitative or quantitative data (from any source):

N/A

Q78

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as
action steps and specific the type of request (e.g., submit technology request for new laptop computers).

This has already been discussed with faculty within the department.

Q79

How will this goal be evaluated?

Course length will be evaluated with the department chairs to determine if alternative offerings could be feasible.

Q80   **No**

Would you like to propose a new, 4-year goal?

Page 29: VI. 4-Year Goals continued

Q81   **Respondent skipped this question**

Goal 4:

Q82

Which College Strategic Goal does this department goal most directly support? (Check only one)

Respondent skipped this question

Q83

Please describe how this goal advances the college strategic goal(s) identified above:

Respondent skipped this question

Q84

Please indicate how this goal was informed by SLO assessment results, PLO assessment results, student achievement data, or other qualitative or quantitative data (from any source):

Respondent skipped this question

Q85

Action Steps for the Next Year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specific the type of request (e.g., submit technology request for new laptop computers).

Respondent skipped this question

Q86

How will this goal be evaluated?

Respondent skipped this question

Page 30: VII. Resources Needed to Fully Achieve Goal(s)

Q87

What resources is your program requesting this year to achieve the program's goals? (Check all that apply)

Faculty Resource Needs

Page 32: Final Check

Q88

Are you ready to submit your program review?If you would like to go back and review a section, select a section a click "Next."

I am ready to submit my program review