

Program Review Report For: Accounting, Business, Economics, Finance, Marketing, and Management (Business Department) - completed Spring 2015

See Appendix A for screenshots of the Program Review data from the Online Program Review System to which the narrative responses below apply.

Access - Enrollment

Data Review and Analysis for Enrollment

Respondent(s): **Vilma Bernal, Pat Flood**

Analyze trends in Enrollment over the period for which data were provided, using detailed breakdowns as necessary. Where college-wide data is provided, compare discipline to college-wide trends. Also, discuss college-wide or discipline-department specific factors as they relate to these trends and note the implications on your discipline/department operations or planning.

Response: **Note: 2015 update is at end. In fall of 2004, total enrollment was at 505 and in spring 2009 it was at 532, a slight increase of 4%. During the last five years, the business discipline reached the highest enrollment of 670 in fall of 2006; however, due to budgetary constraints in spring 07, limited classes were offered resulting in a decrease in the total number of students attending. The increased state mandatory tuition costs during 2006 from \$18 to \$26 per unit was another factor affecting enrollment along with the closure of on-campus parking while the new parking structure was being built, and it was probably the**

primary reason for the almost 20% decrease in fall 2007. In the years 2004-2009 fewer LAMC students enrolled in day than evening classes. The greatest reduction in student enrollment was in spring 2008 when there was a 21% decrease in enrollment; the following fall, however, it rebounded 38% followed by a decrease in spring 09 of 11%. The evening classes have experienced an increase in enrollment over the last 5 years from 249 to 300 students, 24%, and online enrollment has increased 50% from 78 in fall 2004 to 156 in spring 09 with the highest enrollment of 171 in fall 07. In 2008, the state continued to cut the community college budget resulting in fewer classes being offered. By 2009, we were asked again to cut an additional 10% of our overall class offerings, resulting in an 11% reduction in students in spring 09. At the end of the 2008-09 academic year, however, one senior full-time faculty member retired which has enabled us to add more adjunct professors; one adjunct in particular has been very successful with enrollment in his classes and retention this past fall (09), which is not reflected in the charts. For example, in one of his fall 09 classes (Business Law 5) enrollment at the end of the semester was still at 102% (42 students) and his spring 2010 class reached full enrollment early in January. Despite budgetary uncertainty, the business discipline continues to offer key classes so that students can graduate within two years. From 2008-09 to 2009-10, enrollment has increased by 19%, 1164 to 1434 respectively.

For the year of 2010-2011, the class offerings remained the same, no additional cuts were made as experienced in the past years. The total enrollment for this current year is 1541; 810 students in fall 2010 and 731 in spring 2011, an increase of 16% from last year. The business discipline has experienced a steady increase for the last two years--in 2010 19% and in 2011 16% as well. Despite a low decrease in enrollment for Spring 2011(-9.8%), the overall enrollment increased for Fall 2010 to Spring 2011. The "day students" had the biggest increase from 869 in 2010 to 949 in 2011, an 8% jump. The evening students remained relatively the same. It is also interesting to note that online students decreased this year. In 2010, a total of 412 students registered to online classes while in 2011 there were 380 students, an 8% decrease. This can be attributed to that students are more aware of what online classes entails. Online is not for everybody and the Distance Education Committee has been educating the institution and students about this alternative method of teaching.

The overall increase in total enrollment is in line with the college overall enrollment; Mission College has also experienced an increase in student population. This can be attributed to several reasons: Four year universities have scaled down in their offerings, four year universities have increased their tuition, making community colleges more affordable, unemployment rate, and overall economy of our state. Furthermore, in 2010-2011, the business department worked on developing new curriculum in the area of green technology. This should bring more students into our department.

For the year of 2011-2012, we experienced another wave of cuts. Each department was to cut 10% and the business department cut one business class for the Fall of 2012 which may have an impact for next year. The total enrollment for 2012 is 1557; 810 students in fall 2011 and 747 in spring 2012, an increase of 1% from last year. The business discipline has experienced a steady increase for the last three years--in 2010 19%, in 2011 16%, and in 2012 1% as well. It is important to note that in 2012 we experienced the slowest increase of only 1% or 16 additional students. The "day students" had the biggest increase from 949 in 2011 to 967 in 2012, a 1% jump. The evening students remained relatively the same. Since 25% of our enrollment comes from online classes, it is also interesting to note that online registration decreased last year in 2009-2010 and it the same was experienced in 2010-2011. The total number of students registered in online classes are as follows; in 2010, a total of 412, in 2011 380, and in 2011 301 students, a 21% decrease from last year. This is a trend we have seen for the past two years, which is the level of work and discipline required by students. Online is not for everybody and the Distance Education Committee has been educating the institution and students about this alternative method of teaching.

However, the overall increase in total enrollment is in line with the college overall enrollment; Mission College has also experienced an increase in student population. This can be attributed to several reasons: Four year universities have scaled down in their offerings, four year universities continue to increase their tuition, making community colleges more affordable, unemployment rate remaining high, and overall economy of our state. In 2010-2011, the business department offered one new course called "Green Marketing." The class was full and there was much interest in the subject area. In Spring of 2012, the department offered a new course called "Global Business."

L.A. Mission College continues to experience growth in student population and the business department has also seen interesting growth. For year 2012-2013, the overall enrollment was 1,544 which is an 8% increase from the previous year which was 1,488. The day students increased by 9% which indicates that more high school graduates are choosing a community college rather than to transfer to a four year university. Surprisingly, the evening enrollment dropped by 20% and the spring 2013 had its lowest online enrollment of 175 students for that semester. This is important data for us as we develop scheduling of classes. These numbers should drive us to schedule classes according to the demand of our students.

The business department has experienced a comfortable steady growth both in evening and day students. According to our data, the majority of our students are Hispanics within the age of 20-34 years old, whose primary language is English. The overall enrollment for spring and fall 2012 was 1331 while spring and fall 2013 was 1422, making it a 6% growth. This is a good pace for us which allows us to serve our students with the highest of quality. This steady growth is allowing us to evaluate some of our course offerings and degrees which we are evaluating currently.

For spring and fall of 2014, the business department experienced a slight increase in its enrollment. For spring and fall of 2014 the total number of students enrolled was 1467 while spring and fall of 2013 was 1422, which in a 3% increase. On the other hand, online student enrollment dropped by 3% from 211 to 186. Day students continue to be the highest number of our students that we serve. 72% of the students are hispanic; however, for most all our business students (81.6%), English is their primary language with Spanish being second highest (13.9%). Almost 50% of the students fall into the 20-24 age bracket with the next highest being 25-34,22%.

Student Success - Successful Course Completion

Data Review and Analysis for Student Success

Respondent(s): Vilma Bernal, Pat Flood

1) Has your discipline chosen to set its own discipline-specific standards for student success and retention? A standard is defined as a level of performance to meet educational quality and institutional effectiveness expectations – a level below which you would be concerned about your performance **No**

If yes, please indicate your discipline-specific standard(s) and your justification for why they are different than the college institution-set standard(s) for:

Successful Course Completion Rate:

Course Retention Rate:

Please provide your justification, grounded in evidence/data, for why your discipline chose to set standards that differ from the college institution-set standards.

Response:

2) Analyze trends in Student Success over the period for which data were provided, using detailed breakdowns as necessary. Where college-wide data is provided, **compare discipline to college-wide trends and institution-set standards for course success and retention. If your discipline set its own discipline-specific standard(s), please also compare your performance to those standards.** Discuss college-wide or discipline-/department-specific factors as they relate to these trends and note the implications on your discipline/department operations or planning.

Response:

3) In areas you've identified as needing improvement, describe strategies and/or interventions that you will implement to help bring about improvement in achievement outcomes

Response: While our student retention rate not only met but exceeded college wide standards, and student success is aligned with college wide, constant communication about these standards is necessary. Therefore, meetings and discussion about embracing innovative ideas to assist students succeed should continue to happen at the discipline level as well as the college wide level.

For 2014, we continue to see the same pattern as previous year, with success rate being slightly below college wide rates. Additionally, the W's rate increased slightly as well. These are areas the discipline will need to discuss at meetings and through the assessment of its PLOs.

4) Please assess the effectiveness of the strategies and/or interventions you implemented in prior years, in part by analyzing the discipline's most recent success and retention rates compared to the prior year's performance and to the institution- and/or discipline-set standards.

Response: We have implemented the following and experienced improved performance:

1-Have held regular Discipline meetings

2-have updated curriculum

3-Held advisory board meetings

4-Completed Associate of Science Transfer degree in Business (AST)

5) If your program collects data on other criteria of importance to your program (e.g., Skills Certificates), please use the box below to document the criteria and your performance on them. If you have set a standard (a level of performance to meet educational quality and institutional effectiveness expectations) for your performance on each criteria, please also specify the standard.

Response: The Business discipline does not offer Skills certificate or other certificates.

6) If your program offers any certificates and/or CTE degrees, please list the job placement rates for students completing these certificates/degrees (if you collect such information). Please list each certificate/degree in which there were at least 10 students who completed the program in a given year. State your standard for expected job placement rate. Also, state the job placement rate, as measured in the year following graduation, of students who graduated from the program.

Response: We do not have any information on job placement rates.

7) Please evaluate your performance and describe any plans for improvement on the measures identified in question 5 and 6 above (program-specific measures and/or job placement rates). Also, discuss any improvements that have resulted from prior program improvement plans.

Response: As a result of adding a concentration in Business to the Liberal Arts degree, our graduation rates have improved significantly.

Student Success - Awards

Data Review and Analysis for Degree/Certificate Awards

Respondent(s): Vilma Bernal, Pat Flood

Analyze trends in Degree/Certificate Awards over the period for which data were provided, using detailed

breakdowns as necessary. Where college-wide data is provided, compare discipline to college-wide trends. Also, discuss college-wide or discipline-department specific factors as they relate to these trends and note the implications on your discipline/department operations or planning.

Response: Note: The 2015 update is at end.

During 2004-2009, the business discipline offered six different degree programs. It does not offer skill awards and offers only one certificate (Retail Management). From 2004 to 2009 the discipline increased the number of business degrees awarded from 0 to 16 or 160% and increased the certificates it awarded to a high of 8 in 2006-2007. The increase in certificates in 2006-2007 was due to the promotion of the new retail management certificate. The increase in degrees was probably due to the school's change in degree requirements from general areas such as professional studies to degrees with a particular emphasis such as business. The decrease in degrees from 2005-2008 may have been caused by the increase in tuition costs and the reduction in course offerings. The discipline is working along with the counseling department in order to assist students to commit to a particular degree. As a result, the degrees awarded increased from 19 to 35 in 2009-2010.

During the year of 2010-2011, the business discipline awarded 25 degrees. In the year of 2009-2010, the discipline awarded 35, which is a decrease of 10 degrees. This has been an issue and the department has been working on streamlining the process of obtaining the degree by modifying the course requirements. Additionally, the state just passed the SB 1440 which is a universal transfer program to the CSU system. This TMC degree was just submitted to the curriculum committee and accepted. This should significantly assist students with their Business degree transfer and increase the degree completion numbers.

In the summer of 2012, the Business Discipline worked with counseling to streamline the AA Business Administration degrees which include Associate's Degrees in Business Administration, Marketing, Finance, Management, and Accounting. We looked at the degree requirements and revised them; the number of core requirements and therefore units required for the degrees were reduced to enable students to complete their degrees more quickly. These revisions were completed in Fall 2012 and were approved by the Curriculum Committee. The 30% increase in degree completions in 2012-2013 compared to 2011-2012 reflects these changes.

During the year of 2010-2011, the business discipline awarded 26 degrees and it dropped in 2011-2012 to 21 degrees. This has been an issue and the department has been working on streamlining the process of obtaining the degree by modifying the course requirements. Additionally, the state just passed the SB 1440 which is a universal transfer program to the CSU system. This TMC degree was just submitted to the curriculum committee and accepted. We are still waiting for the final approval of this degree. This should significantly assist students with their Business degree transfer and increase the degree completion numbers.

The Retail Certificate Management is a certificate only accepted by the Western Association of Food Chains (WAFC). These are the grocery stores throughout California such as Vons, Ralphs, etc. This is a 30-unit certificate offered to employees of these grocery chains and is directly connected to promotion. Any employee interested in moving up is encouraged to take this certificate. This is an employer driven certificate. Because their schedule requires long hours, the few students pursuing this certificate take a long time to complete. We currently have a couple at Mission College.

During the year of 2012-2013, the business discipline awarded 30 degrees which is an increase from last year (2011-2012) when 21 degrees were awarded, a 33% increase. The addition of a Liberal Arts Degree with a business concentration helped to increase the number of degrees students received. The department has been working on streamlining the process of obtaining business degrees by modifying the course requirements. Two years ago, the state passed SB 1440 which is a universal transfer program to the CSU system. This TMC degree was submitted to the curriculum committee and was approved in 2012.

There has been a steady increase in degrees awarded. During the year of 2013, the business discipline awarded 31 degrees which is an increase from last year (2011) when 21 degrees were awarded, a 32% increase. The addition of a Liberal Arts Degree with a business concentration helped to increase the

number of degrees students received. However, plenty of meetings with counseling, academic affairs, and faculty has stimulated the need to modify our current AA degrees. Unfortunately we have seen a pattern over the years that our student are not obtaining AA degrees, rather they either transfer without the AA degree or go into the workforce. As a result, we have been working on streamlining the process of obtaining business degrees by modifying the course requirements. We are working together to create AA degrees that will meet student and industry needs. We hope to have something finished by fall 2014 and then put through the curriculum process. Additionally, three years ago, the state passed SB 1440 which is a universal transfer program to the CSU system. This TMC degree was submitted to the curriculum committee and was approved in 2012.

The business discipline awarded 50 AA degrees in 2014, an 61% increase from previous year (31). In May 2015, the state approved the Associate of Science Transfer degree (AST) in Business Administration. This delineates the process of transferring and therefore should have positive effect on future transfers.

In areas you've identified as needing improvement, describe strategies and/or interventions that you will implement to help bring about improvement in student degree and/or certificate completion

Response: The following are strategies the department intends to implement:

- 1-Revise AA degrees in Business Administration, Accounting, Management, Finance, Marketing
- 2-Consider developing a Certificate in Accounting

Suggestions for 2015:

- 1-Currently in the process of revising AA degrees in Business Administration, Management and Accounting.
- 2-Archiving AA degree in Marketing and Finance.
- 2-In the process of developing a Certificate in Accounting.

Please assess the effectiveness of the strategies and/or interventions you implemented in prior years to increase student degree and/or certificate completion.

Response: As seen by the past pattern of low degree completion, the business discipline is revisiting current AA degrees to revise them to be more attainable while still maintaining the quality of education.



2015-2016 Review For: ACCTG,BUS,ECON,FINANCE,MARKET,MGMT Combined (Completed)

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SLO & Assessment Update

3-Year Assessment Plan For Course SLOs (CSLOs)

ACCTG

Course	SLO Information			
	SLO	# Assessments	Last Assessment	Next Assessment
ACCTG 001	1. Analyze and record business transactions and prepare adjusting and closing entries necessary to complete the accounting cycle.	10	Spring 2014	Spring 2016
	2. Apply the accrual basis of accounting to measure business income, determine financial position and evaluate profitability and liquidity.	9	Spring 2015	Fall 2015
	3. Evaluate the proper recognition, valuation and classification of transactions affecting income statement and balance sheet accounts.	6	Fall 2015	Fall 2016
ACCTG 002	1. Students will be able to apply managerial cost accounting concepts, including job order and process costing to facilitate business decisions.	3	Spring 2015	Fall 2015
	2. Students will be able to quantify and interpret operation performance using budget, standard cost, financial ratio and cost behavior analysis.	4	Spring 2014	Spring 2016
	3. Students will be able to assess operational and investment opportunities using incremental evaluation methods such as differential and capital investment analysis, and the use of present value concepts.	4	Fall 2014	Fall 2016
ACCTG 015	1. Students will apply the fundamentals of federal income taxation with emphasis on the taxation of individuals.	2	Fall 2014	Fall 2016
	2. Student will be able to identify and describe administrative procedures of tax law.	2	Fall 2014	Fall 2016
Totals:	Courses w/All SLOs Assessed: 3/3 (100 %) Courses w/at least one SLO Assessed: 3/3 (100 %)			

BUS

Course	SLO Information			
	SLO	# Assessments	Last Assessment	Next Assessment

BUS 001	Student will be able to distinguish the various leadership styles as they apply to all organizations, private and public.	6	Spring 2015	Spring 2017
	Student will be able to analyze the different economic systems that exist in the world.	3	Fall 2015	Fall 2015
	Student will be able to differentiate between types of publicly and private corporations.	5	Fall 2015	Spring 2016
BUS 005	SLO	# Assessments	Last Assessment	Next Assessment
	1. Students will be able to apply general Business Law concepts in the business world. Emphasis is on contracts as it relates to torts, negotiable instruments, E-commerce and business transactions.	1	Fall 2012	Fall 2015
	2. Students will be able to identify the fundamentals of a contract including the offer, acceptance, and consideration.	7	Fall 2015	Fall 2016
BUS 172	SLO	# Assessments	Last Assessment	Next Assessment
	1. Analyze the key issues and emerging trends of globalization in business and assess the impact of globalization.	1	Fall 2012	Fall 2015
	2. Evaluate the emerging opportunities in global business.	1	Spring 2013	Fall 2015
	3. Formulate strategies to overcome the challenges of globalization.	2	Fall 2014	Fall 2016
Totals:	Courses w/All SLOs Assessed: 3/3 (100 %) Courses w/at least one SLO Assessed: 3/3 (100 %)			

ECON

Course	SLO Information			
	SLO	# Assessments	Last Assessment	Next Assessment
ECON 001	1. Use the fundamentals of microeconomics including principles and processes to calculate the optimal price and quantity a firm, household, or government agency should select.	3	Fall 2015	Spring 2015
	2. Given a change in the determinants of either supply or demand, students will be able to predict what will happen to the equilibrium price and quantity.	3	Fall 2015	Spring 2015
	3. Students will be able to apply general Microeconomics concepts in the business world with emphasis on elasticity as it relates to pricing decisions of a firm, profits, economic rent, and the financial environment of business.	3	Fall 2015	Spring 2015
ECON 002	SLO	# Assessments	Last Assessment	Next Assessment
	Apply communication skills by reading, articulating, and discussing economic information and issues.	1	Spring 2013	Spring 2015
	Use economic terminology, concepts, and tools to explain current events.	1	Fall 2011	Spring 2015
Totals:	Courses w/All SLOs Assessed: 2/2 (100 %) Courses w/at least one SLO Assessed: 2/2 (100 %)			

FINANCE

Course	SLO Information			
	SLO	# Assessments	Last Assessment	Next Assessment
FINANCE 001	1. Describe the basic structure and function of American financial institutions that are sources of funds and outlets for investments.	1	Spring 2012	Spring 2015
	2. Identify policy makers, including the Federal Reserve Bank and assess their respective influence on the economy, credit, and return on investment.	1	Spring 2013	Spring 2015
	SLO	# Assessments	Last Assessment	Next Assessment
FINANCE 008	Student will be able to develop personal financial goals.	2	Fall 2014	Fall 2016
	Student will be able to identify the four elements in the financial planning process and their relationship.	3	Fall 2014	Fall 2016
Totals:	Courses w/All SLOs Assessed: 2/2 (100 %) Courses w/at least one SLO Assessed: 2/2 (100 %)			

MARKET

Course	SLO Information			
	SLO	# Assessments	Last Assessment	Next Assessment
MARKET 021	Student will be able to apply the 4 P's (product, promotion, price, place) to evaluate a marketing plan.	2	Spring 2015	Spring 2017
	Student will be able to use the SWOT analysis to select a target market for a business.	1	Fall 2014	Fall 2016
	Students will use the vocabulary of marketing to define assortment planning and pricing strategies.	2	Fall 2015	Spring 2015
	SLO	# Assessments	Last Assessment	Next Assessment
MARKET 022	1. Students will be able to analyze the role of green marketing in creating change in society.	1	Spring 2012	Fall 2015
	2. Students will be able to describe the necessary components to formulate successful green strategies.	2	Spring 2014	Spring 2016
	3. Students will be able to assess marketing challenges and strategically formulate logical solutions within the context of green marketing.	1	Spring 2012	Fall 2015
	SLO	# Assessments	Last Assessment	Next Assessment
MARKET 031	Student will be able to use retail merchandising terminology to describe the latest trends in retail marketing.	1	Spring 2012	Spring 2015
Totals:	Courses w/All SLOs Assessed: 3/3 (100 %) Courses w/at least one SLO Assessed: 3/3 (100 %)			

MGMT

Course	SLO Information		
	#	Last	Next

	SLO	Assessments	Assessment	Assessment
MGMT 002	Student will be able to conduct an interview. Report will examine different management styles and techniques.	3	Spring 2015	Fall 2016
	Student will be able to comprehend the key functions of management, by identify them, describe their functions and how they relate to each other.	3	Fall 2014	Fall 2016
	SLO	# Assessments	Last Assessment	Next Assessment
MGMT 013	Student will be able to assemble a business plan which includes the following: Compose structure and elements of a business plan. Evaluate feasibility through two financial statements, income statement and balance sheet.	2	Spring 2015	Spring 2015
	Student will be able to evaluate the environmental factors that affect small businesses.	3	Spring 2015	Spring 2017
	Student will be able to appraise the various legal forms available to businesses.	3	Spring 2015	Fall 2016
	SLO	# Assessments	Last Assessment	Next Assessment
MGMT 031	Student will be able to identify the specific skills of Human Relations.	3	Spring 2015	Spring 2016
	Student will be able to analyze the theories that motivates employees.	2	Spring 2015	Spring 2017
	SLO	# Assessments	Last Assessment	Next Assessment
MGMT 033	Student will learn to identify the various functions/role of the Human Resource unit within the corporation.	3	Fall 2015	Fall 2015
	Student will be able to evaluate at least one major topic involving Human Resources.	2	Fall 2014	Fall 2016
Totals:	Courses w/All SLOs Assessed: 4/4 (100 %) Courses w/at least one SLO Assessed: 4/4 (100 %)			

Summary:

Courses w/All SLOs Assessed: 17/17 (100 %)

Courses w/at least one SLO Assessed: 17/17 (100 %)

Respondent(s): Pat Flood, Vilma Bernal

1) Describe the status of the SLO Assessment in this discipline.

Response: All active business course SLOs, 100% (17/17) have had all SLOs assessed and most have been assessed multiple times.

All PLOs have been assessed. This has been documented in the SLO online system.

2) Summarize the changes that have been implemented based on SLO and PLO assessments from the past year.

Response: The following are changes made as a result of SLO and PLO assessments:

1-The explanation and utilization of terminology in classroom so that students are able to better recognize terms used in business.

2-Rewording of questions to be clearer to students.

3-Reemphasis of key concepts.

4-Hiring of student tutors for accounting courses.

Additional changes implemented are detailed in the Summary of Planned Changes (Fall 14) supplemental file attached below.

3) Have the outcomes been re-evaluated since the implemented changes, and if so, has there been an improvement in student learning? Are any further changes scheduled?

Response: Almost all SLOs have been evaluated more than once and the improvements are documented on the online SLO system and changes that have been made are listed above. An example of a specific changes in Accounting 1 and 2 that has been made are that financial statements have been emphasized as a critical competency for completing the course and accounting tutors have been hired to assist the students in achieving the SLOs.

Additional changes implemented are detailed in the Summary of Planned Changes (Fall 14) supplemental file attached below.

Advisory Board (Occupational Disciplines Only)

Exists	Yes	No
Minutes Kept	Yes	No
Recommendations Made	Yes	No
Recommendations Implemented	Yes	No
Meeting Frequency	Annual	
Last Meeting Date	May	/ 2015

Respondent(s): **Vilma Bernal, Pat Flood**

Describe the status of the Advisory Board for this discipline.

Response: **Note: May 2015 update is at end.**

The business discipline holds joint advisory committee meetings in conjunction with Computer Applications and Office Technologies. An advisory meeting was held in April 2010. The meeting was well attended by local businesses, local high schools and staff. The main discussions were on consideration of future course offerings. We discussed trends, needs and how we could meet the demands of industry. The attendants provided vital information as we consider the development of new courses. A second advisory committee meeting was held in for November 2011 in conjunction with CAOT, Law, and Administration of Justice.

The Business and CAOT disciplines had another Advisory Committee meeting on November 22, 2013. Representatives from local businesses and community organizations joined our meeting and they provided vital information about how we are doing and how to improve our programs.

On May 16, 2014 we had our second annual advisory board meeting. Industries in retail, entertainment, finance and entrepreneurship were represented. We presented a draft of our revised AA degrees in Business Administration, Marketing, Finance, Management and Accounting. They provided us with meaningful information to complete our AA degrees. The committee is active and interested in continuing to work with LA Mission College.

On May 1, 2015 we had our annual advisory board meeting. Industries in retail, entertainment, finance and entrepreneurship were represented. We presented a draft of our revised AA degrees in Business Administration, Management and Accounting. They provided us with meaningful information to complete our AA degrees. The committee also made significant contributions on the Certificate in Accounting.

Please list the recommendations from your advisory board and the actions taken or plan developed as a result of advisory board recommendations.

Response: --Students need to know their own strengths and values and match them with career pathways.

--Continue to offer courses in QuickBooks and Social Media for business as well as courses in global business, sustainable technology, and Microsoft applications, such as Word and Excel, and writing courses.

--Students need more emphasis on oral and written communication skills, teamwork, and ethics.

--Students also need to know how to use Google docs, mobile apps, Linked-In, Facebook, cloud sharing and how to use search engines.

--Meet twice a year rather than once.

--Offer Internships and Externships.

Suggestions and recommendations made by advisory board meeting held on May 16, 2014:

- A draft of a new re-vamped AA degree was presented to them. Businesses conveyed the importance of communication skills, computer skills, emotional intelligence skills (able to handle issues) and marketing. They emphasized the importance of adding these classes to the overall AA degrees.
- Not to decrease bar nor standards but to keep on challenging them
- Offer internship opportunities
- Encourage students to continue to educate themselves
- Jobs opportunity in entry level of management for our business students

Recommendations from 2015 meeting:

- 1-Create degrees with meaning and purpose
- 2-Create curriculum that is meaningful and current in the business field
- 3-Continue to emphasize classes in communication, social media, customer service, excel and transferable skills.

Fiscal Responsibility - FTES

Data Review and Analysis for FTES

Respondent(s): Vilma Bernal, Pat Flood

Analyze trends in FTES over the period for which data were provided, using detailed breakdowns as necessary. Where college-wide data is provided, compare discipline to college-wide trends. Also, discuss college-wide or discipline-department specific factors as they relate to these trends and note the implications on your discipline/department operations or planning.

Response: Note: the May 2015 update is at the end.

The total FTES for fall and spring 2012 was 156.8 whereas for spring and fall 2013 it increased to 166.5, a 5.8% increase. The data indicates that there was a slight increase (3.2%) in FTES in the 2013 semester. Online classes have been leveling off between 10 and 11 FTES. As we see enrollment increase, this number should also be increasing.

The total FTES for 2013 was 166.5 whereas for 2014 it increased to 169.8.3, a 2% increase. The FTES for online classes however dropped from 19.9 to 17.5. Students are becoming more familiar with online workloads and are now very cautious about this type of class modality.

Fiscal Responsibility - FTEF

Data Review and Analysis for FTEF R, FTEF H, FTEF

Respondent(s): Vilma Bernal, Pat Flood

Analyze trends in FTEF Regular, Hourly & Total over the period for which data were provided, using detailed breakdowns as necessary. Where college-wide data is provided, compare discipline to college-wide trends. Also, discuss college-wide or discipline-department specific factors as they relate to these trends and note the implications on your discipline/department operations or planning.

Response: There is significant drop in FTEF for 2014 in comparison to college wide numbers. In spring 2014, discipline FTEF was at 28.6% while college average at 65.39%. Fall 2015 was at 37.1% while college average at 71.2%. We have seen this change since we hired a full time faculty member in the department, which results in less hourly FTEF.

Fiscal Responsibility - Enrollment Per Section

Data Review and Analysis for Average Class Size

Respondent(s): **Vilma Bernal, Pat Flood**

Analyze trends in Average Class Size over the period for which data were provided, using detailed breakdowns as necessary. Where college-wide data is provided, compare discipline to college-wide trends. Also, discuss college-wide or discipline-department specific factors as they relate to these trends and note the implications on your discipline/department operations or planning.

Response: The average class size in the Business Discipline has paralleled the school average and in Fall 2014 was slightly higher by 2 percentage points. The class size for this discipline seems to be aligned with college average. In spring 2014, class size was 37.8 while college average was 40.5 and for fall of 2014, class size was 40.6 while college average was 38.4. This is a healthy pattern.

Effective Use of Technology

Effective Use of Technology

Faculty in this Discipline use the following technologies (check all that apply)

PowerPoint/Computer Projector	Yes.	No.
Instructor Website	Yes.	No.
Overhead Projector	Yes.	No.
VHS	Yes.	No.
CD ROM	Yes.	No.

Respondent(s): **Vilma Bernal**





Describe the use of technology in this discipline.

Response: Almost all business classes use PowerPoint as part of their instructional methodology and most use the Faculty Portal. Moodle has been another form of technology used to enhance delivery of instruction.

This year we have transitioned from Moodle to ETUDES. Training was conducted in January of 2013. Most of our faculty utilize ETUDES as a resource to their classes. The online and hybrid classes are also offered via ETUDES.

Our discipline's faculty embrace and continue to utilize technology in the classroom.

Curriculum Status

	= Expired		= OK
	= About to Expire		= Archived / NA

The information below is populated from the LACCD ECD System.

ACCTG

Course	Last Updated	Status
ACCTG 001 - Introductory Accounting I	12/2/2014	Active
ACCTG 002 - Introductory Accounting II	12/2/2014	Active
ACCTG 015 - Tax Accounting I	2/1/2011	Active
ACCTG 021 - Bookkeeping and Accounting I		Active
ACCTG 022 - Bookkeeping and Accounting II	5/1/2010	Pending
ACCTG 025 - Automated Accounting Methods and Procedures	12/1/2009	Active
ACCTG 185 - DIRECTED STUDY - ACCOUNTING		Active
ACCTG 911 - COOPERATIVE EDUCATION - ACCOUNTING		Active
ACCTG 921 - COOPERATIVE EDUCATION - ACCOUNTING		Active
ACCTG 931 - COOPERATIVE EDUCATION - ACCOUNTING		Active
ACCTG 941 - COOPERATIVE EDUCATION - ACCOUNTING		Active

BUS

Course	Last Updated	Status
BUS 001 - Introduction to Business	12/2/2014	Active
BUS 005 - Business Law I	12/2/2014	Active
BUS 006 - Business Law II	4/1/2009	Active
BUS 031 - Business English	4/1/2004	Archived
BUS 032 - Business Communications	4/1/2009	Archived
BUS 038 - Business Computations	6/8/2010	Active
BUS 172 - Global Business	5/17/2011	Active
BUS 173 - Emerging Green Technologies (EGT)	5/17/2011	Active
BUS 185 - Directed Study		Archived
BUS 285 - Directed Study		Archived
BUS 385 - Directed Study		Archived
BUS 911 - COOPERATIVE EDUCATION - BUSINESS		Active
BUS 921 - Cooperative Education		Active
BUS 931 - Cooperative Study		Active
BUS 941 - Cooperative Study		Active

ECON

Course	Last Updated	Status
ECON 001 - Principles of Economics I	12/2/2014	Active
ECON 002 - Principles of Economics II	12/2/2014	Active
ECON 004 - Economics for the Consumer		Archived
ECON 010 - Economic History of the United States	1/1/2006	Active
ECON 185 - Directed Study		Archived

ECON 285 - Directed Study	Archived
ECON 385 - Directed Study	Archived
ECON 485 - Internet Research	Archived
ECON 921 - Cooperative Education	Archived

FINANCE

Course	Last Updated	Status
FINANCE 001 - Principles of Finance	12/1/2009	Active
FINANCE 002 - Investments	11/1/2007	Active
FINANCE 008 - Personal Finance and Investments	4/1/2008	Active
FINANCE 921 - Cooperative Education - Finance		Active
FINANCE 931 - Cooperative Education - Finance		Active
FINANCE 941 - Cooperative Education - Finance		Active

MARKET

Course	Last Updated	Status
MARKET 021 - Principles of Marketing	10/2/2012	Active
MARKET 022 - Green Marketing	5/3/2011	Active
MARKET 031 - Retail Merchandising	9/7/2010	Active
MARKET 485 - Internet Research		Archived
MARKET 911 - Cooperative Education - Marketing		Active
MARKET 921 - Cooperative Education - Marketing		Active
MARKET 931 - Cooperative Education - Marketing		Active
MARKET 941 - Cooperative Education - Marketing		Active

MGMT

Course	Last Updated	Status
MGMT 002 - Organization and Management Theory	11/2/2010	Active
MGMT 013 - Small Business Entrepreneurship	4/1/2014	Active
MGMT 031 - Human Relations	9/1/2007	Active
MGMT 033 - Personnel Management	6/2/2015	Pending
MGMT 185 - Directed Study	9/1/2007	Active
MGMT 285 - Directed Study	9/1/2007	Active
MGMT 385 - Directed Study	8/1/2007	Active
MGMT 921 - Cooperative Education		Active
MGMT 931 - Cooperative Education		Active
MGMT 941 - Cooperative Education		Active

Curriculum Status Response

Respondent(s): **Pat Flood**

Response: **Most of the courses that are listed as about to expire have been updated or archived.**

Optional Department/Discipline/Unit Goals

Optional Department/Discipline/Unit Goals

OPTIONAL: Please list or upload any department, discipline, or unit goals you would like to document for your program.

1-Modify AA degrees in Business Administration, Management and Accounting. 2-Archive AA degrees in Marketing and Finance. 3-Archive Retail Management certificate. 4-Create Certificate in Accounting.

Respondent(s)

Vilma Bernal

Validation Team Response

Comments:

Annual Planning Evaluation

Annual Planning Evaluation

1) Provide a summary statement concerning the success of the unit in meeting the objectives identified in the previous year's program review. If budgetary recommendations were made by the Budget & Planning Committee, please include in your summary whether those recommendations have been implemented.

May 2015: According to the data, here is how the department met its goals: 1-Enrollment increased by 3% 3-Student Retention continues constant at 84.4% 4-Degrees awarded increased by 60% 5-Associate of Science Transfer (Business Administration) degree approval from state 5-Assessment of SLOs and PLOs drive the quality of teaching.

2) Summarize significant results/outcomes or improvements that have been implemented of any projects or improvement plans identified in the previous year's program review, and discuss if you are going to continue these improvements or change them based on the results/outcomes. You may also discuss projects/plans/accomplishments from your unit over the past year, even if they were not mentioned in your previous program review.

Note: May 2015 update is at end. The most significant improvement has been in the assessment of SLOs and PLOs. The department has worked hard in developing the SLOs, assessing them, and re-evaluating some of them, not only individually but also as a group and has documented it through the online system. This will continue to be an ongoing process as there is so much more to accomplish. Second, data has shown that our goals in growth and student success were met. 2015: The most significant improvement has been the state approval of the Associate of Science Transfer degree in Business Administration. The department worked tirelessly to meet state criteria. We continue to have success in the SLOs by assessing them and now re-evaluation them as well. We have proctored a PLO and posted the results in the SLO online system. And finally, we continue to experience a healthy increase in enrollment and in student retention goals.

3) If your program received Student Equity funds and/or have activities included in the Student Equity Plan, please report on the status and success of those activities.

N/A

4) Do you recommend any goals/objectives/measureves/activies etc. for inclusion in any of the College's Master Planning documents? If yes, what wording do you suggest and where in the plan should your recommendation be placed?

No

5) 5) Describe the unit's status regarding professional accreditation (if applicable)

N/A

Respondent(s)

Vilma Bernal

Validation Team Reesponse

Comments:

Challenges & Opportunities

Challenges & Opportunities

1) Program strengths, weaknesses and opportunities for improvement

- A. Identify unit strengths and recommendations to strengthen existing unit programs
1-We have experienced increased enrollment since the past 3 years. 2-Data shows that we are improving in areas of student success and retention. 3-We are will need to hire anaother full-time business faculty member. 4-Our Accounting courses have had a much higher success rate. We now have a committed full-time faculty member and have targeted fulfilling the students' request for tutoring by hiring student tutors. Strengths 2015: 1-We have experienced increased enrollment since the past 3 years. 2-Data shows that we are improving in areas of student retention. 3-Our Accounting courses have had a much higher success rate. We now have a committed full-time faculty member and have targeted fulfilling the students' request for tutoring by hiring student tutors. 4-Approved Associate of Science Transfer degree in Business Administration
- B. Identify unit weaknesses and recommendations to correct weaknesses
1-Full-time and part-time faculty need to meet more often within the semester. Set up future meeting dates on yearly Staff Development meeting. 2-Keep up with SLO assessments,complete re-assessments, and document findings. 3-Complete the PLO assessments as a unit. This means getting the department together at least twice a year to complete the process. 4-Increase class offerings to assist students to graduate on a timely manner. Additional classes are needed in Marketing, Introduction to Business, Accounting, and Finance courses. 5-Additional tutors are needed in accounting. Recommendations 2015: 1-Success rates decreased slightly and W's percentage went up this year. Faculty will need to come together to develop strategies to address these areas. 4-Keep up with SLO assessments,complete re-assessments, and document findings. 5-Increase class offerings to assist students to graduate on a timely manner. Additional classes are needed in Marketing, Introduction to Business and Accounting. 6- Strengthen AA degrees by modifying the AA degrees in Business Administration, Management and Accounting.

2) Describe any significant recent events or activities in the state, surrounding community, college, and/or discipline that may have an impact on your unit in the coming year(s).

The passage of Proposition 30 which has helped to ease the State budget may help us to be able to eventually add more classes. We had to cut several of our courses during the budget crisis, and we hope to be able to offer more courses very soon. The major shift of emphasis on giving priority to new students rather than continuing students for registration purposes may impact our enrollment.

Respondent(s)












Vilma Bernal

Validation Team Reesponse

Comments:

Supplemental Files

Supplemental Materials:

FileName	Description	Uploaded	Related Area
 BUSINESS FALL 13 Assessment Report 1-21-14.docx		6/1/2015 10:02:00 AM	SLO/Assessment Update
 Business Fall 14 Assmt Rept..pdf		6/1/2015 10:01:00 AM	SLO/Assessment Update
 Summary of Planned Changes - Fall 2014 Assessment.docx		6/1/2015 10:01:00 AM	SLO/Assessment Update
 Advisory Com Agenda 5-16-2014.doc		5/30/2014 4:33:00 PM	Advisory Board
 BUSINESS Assessment Report Dec 2012.doc		11/25/2013 8:53:00 PM	SLO/Assessment Update
 Business SLO Assmt Report-SP2013.docx		11/25/2013 8:53:00 PM	SLO/Assessment Update
 Curriculum Status Report (Upd 11-22-13).xls		11/25/2013 8:17:00 PM	Curriculum Status
 RSVP list CAOT-BUS Advisory Fall 2013.docx		11/25/2013 7:26:00 PM	Advisory Board
 Advisory Com Agenda 11-22-2013.doc		11/25/2013 7:26:00 PM	Advisory Board
 BUSINESS AND CAOT ADVISORY ATTENDEES 2010.docx		11/25/2013 7:24:00 PM	Advisory Board
 CTE Business Funding 2010-11.doc		11/15/2010 8:30:00 PM	Supplemental Files

Active Objectives & Resources

Objective

Objective 1 :	Hire a new full-time business administration faculty member. (2015-2016) (Priority: High)
Previous Set Goal:	

New Related Goal Areas:	1. Expand Access and Prepare Students for Success 3. Improve Quality of Educational Programs and Services to Increase Student Success
Individual(s) Responsible:	Vilma Bernal
Period:	9/1/2016 - 6/1/2030
Activity:	Since Vilma Bernal will be on almost full release time as department chair and union grievance representative, an additional full-time business administration faculty member is necessary.
Expected Outcome and Measure:	This new faculty member will assist the business discipline in all its activities. He/she will be evaluated yearly through the standard faculty evaluation process.
Priority:	High ()
Assessment:	
Status:	InProgress

Resource

Resource Requested:	PersonnelRegular (2015-2016) (Quantity: 1 FTEInstructor)
Anticipated Total Cost:	\$75,000
Contact Person:	Vilma Bernal
Description of Item:	Funding for an additional business administration full-time faculty member is necessary to better serve our students and our college.
Type:	One_Time
Resource Priority:	High
Status:	PendingFunding

Objective

Objective 2 :	Update AA degrees (2015-2016) (Priority: Medium)
Previous Set Goal:	3. Improve Educational Quality
New Related Goal Areas:	3. Improve Quality of Educational Programs and Services to Increase Student Success
Individual(s) Responsible:	Vilma Bernal/Steve Nerud/Jason Bordbar
Period:	10/1/2012 - 6/1/2014
Activity:	Students are not graduating with AA degrees in business instead; utilizing the Liberal AA degree to transfer. This has caused us to take a look at the AA requirements for AA in Business, Management, Marketing, Finance and Accounting. We will look at the requirements within each AA degree and develop an AA degree that is more up-to-date with the demand. The goal is to keep its integrity and meeting students needs. In May of 2015, the state approved the Business Administration transfer degree therefore, we will no longer be using the Liberal/AA degree but will be utilizing this appropriate degree.

Expected Outcome and Measure:	Degrees awarded data.
Priority:	Medium ()
Assessment:	Last year we awarded 31 AA degrees in business, a 30% increase from last year. We are still working on modifying the AA degree transfer requirements.
Status:	InProgress

Objective

Objective 3 :	Update business knowledge by attending conferences (2015-2016) (Priority: High)
Previous Set Goal:	3. Improve Educational Quality
New Related Goal Areas:	2. Strengthen Institutional Effectiveness
Individual(s) Responsible:	Vilma Bernal
Period:	11/1/2010 - 12/1/2012
Activity:	In order to keep up-to-date in the business profession, it is important for faculty to attend conferences.
Expected Outcome and Measure:	Enrollment and student retention data
Priority:	High ()
Assessment:	Enrollment increased by 8% 1544 student enrolled in 2012-2013. To compare from 2008-2009, the success rates was at 52% to now experiencing a 69.1%, an increase of 17% in 5 years. This increase in success rate is seen across the board day, evening, weekend and online students.
Status:	InProgress

Resource

Resource Requested:	Other (2010-2011) (Quantity: 0 Units)
Anticipated Total Cost:	\$2,500
Contact Person:	Vilma Bernal
Description of Item:	Conference attendance will help to keep the business faculty up-to-date.
Type:	Ongoing
Resource Priority:	High
Status:	PendingFunding

Objective

Objective 4 :	Re-design business department webpage (2015-2016) (Priority: High)
Previous Set Goal:	1. Expand Access
New Related Goal Areas:	1. Expand Access and Prepare Students for Success

	6. Increase Community Engagement and Partnerships
Individual(s) Responsible:	Pat Flood and Vilma Bernal
Period:	11/1/2010 - 12/1/2014
Activity:	Update the business webpage.
Expected Outcome and Measure:	A new business web page.
Priority:	High ()
Assessment:	
Status:	InProgress

Objective

Objective 5 :	Develop stronger student connections with student service areas (2015-2016) (Priority: Critical)
Previous Set Goal:	4. Improve Student Success
New Related Goal Areas:	5. Sustain User-Friendly and Innovative Technology
Individual(s) Responsible:	Vilma Bernal, Pat Flood
Period:	1/1/2010 - 12/1/2013
Activity:	To improve the business discipline's success rate, faculty will be encouraged to connect all students, including online students, with student service areas, such as tutoring, counseling, and financial aid, to help with their needs. The discipline will also look at ways in which the instructors can communicate with students to encourage them to stay in class such as regular e-mails, use of faculty websites, using the faculty staff portal, using twitter, etc. Encouraging study groups and periodic discussions with students about their progress also will keep students more involved and assist with student success.
Expected Outcome and Measure:	Utilization of Faculty Portal and other technology, such as Moodle that will assist faculty connect with students. Success retention data.
Priority:	Critical ()
Assessment:	Student retention from 2008 to 2010 has increased from 80.3% to 85.3%. The student success rate also increased from 2008 to 2010 from 51.9% to 59%. Student success rate continues to increase. In 2011-12, the success rate is at 61%. Student success rate decrease slight in 2014 to 59.1%
Status:	InProgress

Objective

Objective 6 :	Improve faculty student communication (2015-2016) (Priority: Critical)
Previous Set Goal:	4. Improve Student Success
New Related Goal Areas:	5. Sustain User-Friendly and Innovative Technology
Individual(s) Responsible:	All business discipline faculty
Period:	1/1/2010 - 12/1/2013
	The business discipline will look at ways in which the instructors can

Activity:	communicate with students to encourage them to stay in class such as regular e-mails, use of faculty websites, using the faculty staff portal, using twitter, etc. Encouraging study groups and periodic discussions with students about their progress also will keep students more involved and will retain more students improving the average class size.
Expected Outcome and Measure:	Improved communication and stronger connections with the students will improve student success rates and course completions.
Priority:	Critical ()
Assessment:	Student retention from 2008 to 2010 has increased from 80.3% to 85.3%. The student success rate also increased from 2008 to 2010 from 51.9% to 59%. Student retention for 2012-2013 increased to 89% and the success rate also increased to 69%. Student retention rate for 2014 is aligned with college wide average of 85%.
Status:	InProgress

Resource

Resource Requested:	Other (2010-2011) (Quantity: 0 Units)
Anticipated Total Cost:	\$750
Contact Person:	Vilma Bernal
Description of Item:	Invite guest speakers to come to the college to share their knowledge and expertise.
Type:	One_Time
Resource Priority:	High
Status:	PendingFunding

Objective

Objective 7 :	Develop and improve courses to meet the needs of the community. (2015-2016) (Priority: High)
Previous Set Goal:	3. Improve Educational Quality
New Related Goal Areas:	3. Improve Quality of Educational Programs and Services to Increase Student Success
Individual(s) Responsible:	Vilma Bernal, Pat Flood
Period:	1/1/2010 - 12/1/2016
Activity:	New courses were developed in Green Marketing and Global Business. Accounting tutors are needed for the Accounting courses.
Expected Outcome and Measure:	Enrollment data, student surveys, and completion data.
Priority:	High ()
Assessment:	Enrollment data from 2008 to 2010 indicate a 16% increase from 1090 students to 1292. Green Marketing and Global Business have increased the business discipline's enrollment.
Status:	InProgress

Resource

Resource Requested:	PersonnelHourly (2013-2014) (Quantity: 320 HoursStudentWorker CalWorks Student Assistant I (\$8))
Anticipated Total Cost:	\$2,560
Contact Person:	Pat Flood and Vilma Bernal
Description of Item:	Hire a student worker to tutor Accounting courses.
Type:	Ongoing
Resource Priority:	High
Status:	PendingFunding

Objective

Objective 8 :	Revise and distribute business brochure to market program (2015-2016) (Priority: High)
Previous Set Goal:	7. Increase Community Responsiveness
New Related Goal Areas:	5. Sustain User-Friendly and Innovative Technology 6. Increase Community Engagement and Partnerships
Individual(s) Responsible:	Vilma Bernal, Pat Flood
Period:	1/1/2010 - 12/1/2013
Activity:	The business brochure developed in 2005 will be revised, reprinted, and distributed to market the business programs.
Expected Outcome and Measure:	The Business Department received a small grant from CTEA to revise and print the business brochure.
Priority:	High ()
Assessment:	Completed brochure in Spring 2011. We have decided not to produce brochures but to focus on re-designing the business website.
Status:	InProgress

Resource

Resource Requested:	SuppliesPrinting (2013-2014) (Quantity: 0 Units)
Anticipated Total Cost:	\$2,500
Contact Person:	Pat Flood
Description of Item:	Revise and distribute business brochure. The business brochure developed in 2005 needs to be revised, reprinted, and distributed to market the business programs.
Type:	One_Time
Resource Priority:	High
Status:	PendingFunding

Objective

Objective 9 :	Work with counseling to encourage students to select business (2013-2014) (Priority: High)
Previous Set Goal:	4. Improve Student Success
New Related Goal Areas:	2. Strengthen Institutional Effectiveness
Individual(s) Responsible:	Vilma Bernal, Pat Flood
Period:	1/1/2010 - 12/1/2012
Activity:	The discipline will work with the counseling department in order to assist students to commit to a particular business degree.
Expected Outcome and Measure:	Increased number of certificates and skill certificates.
Priority:	High ()
Assessment:	Student retention from 2008 to 2010 has changed from 80.3% to 85.3%. The student success rate also increased from 2008 to 2010 from 51.9% to 59%.
Status:	InProgress

Objective

Objective 10 :	Improve faculty student communication (2013-2014) (Priority: Critical)
Previous Set Goal:	4. Improve Student Success
New Related Goal Areas:	5. Sustain User-Friendly and Innovative Technology
Individual(s) Responsible:	All business discipline faculty
Period:	1/1/2010 - 12/1/2012
Activity:	The discipline will look at ways in which the instructors can communicate with students to encourage them to stay in class such as regular e-mails, use of faculty websites, using the faculty staff portal, using twitter, etc. Encouraging study groups and periodic discussions with students about their progress also will keep students more involved and assist with student success.
Expected Outcome and Measure:	All faculty including part-time faculty will be encouraged and trained to post all necessary information in the Faculty Portal. Improved communication and stronger connections with the students will improve student success rates and course completions.
Priority:	Critical ()
Assessment:	Student retention from 2008 to 2010 has changed from 80.3% to 85.3%. The student success rate also increased from 2008 to 2010 from 51.9% to 59%. For 2012-13 student success rate increased to 69% and student retention rate increased to 89%.
Status:	InProgress

Objective

Objective 11 :	Develop stronger student connections with student service areas (2013-2014) (Priority: High)
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Previous Set Goal:	1. Expand Access
New Related Goal Areas:	3. Improve Quality of Educational Programs and Services to Increase Student Success
Individual(s) Responsible:	All business discipline faculty
Period:	1/1/2010 - 12/1/2012
Activity:	To improve the business discipline's success rate, faculty will be encouraged to connect all students, including online students, with student service areas, such as tutoring, counseling, and financial aid, to help with their needs.
Expected Outcome and Measure:	Student enrollment data should demonstrate an increase in enrollment, student success rate, and degree/certificate completion.
Priority:	High ()
Assessment:	Student retention from 2008 to 2010 has change from 80.3% to 85.3%. The student success rate also increased from 2008 to 2010 from 51.9% to 59%. Student enrollment was up 1544, an 8% increase. Student success rate is at 69% and student retention it at 89%. Degrees awarded increased to 42%.
Status:	InProgress

Objective

Objective 12 :	Develop a business advisory committee (2014-2015) (Priority: High)
Previous Set Goal:	7. Increase Community Responsiveness
New Related Goal Areas:	6. Increase Community Engagement and Partnerships
Individual(s) Responsible:	Vilma Bernal, Pat Flood
Period:	1/1/2010 - 12/1/2012
Activity:	The business discipline in conjunction with CAOT will have a joint advisory committee meeting to seek input from businesses in the area regarding programs and curriculum. As a result of the input from this group, present curriculum will be revised and new curriculum developed.
Expected Outcome and Measure:	Two annual advisory committees.
Priority:	High ()
Assessment:	An advisory committee meeting was held in April 2010 and a second meeting will be held in November 2010. An advisory meeting is scheduled for November 22, 2013. Another advisory meeting was held May 19, 2014.
Status:	InProgress

Resource

Resource Requested:	Other (2014-2015) (Quantity: 0 Units)
Anticipated Total Cost:	\$600
Contact Person:	Vilma Bernal
Description of Item:	CTE requires that the business discipline hold advisory meetings twice a year and they are necessary to update curriculum.

Type:	Ongoing
Resource Priority:	High
Status:	PendingFunding

Objective

Objective 13 :	To increase the average class size by 20% (2015-2016) (Priority: High)
Previous Set Goal:	3. Improve Educational Quality
New Related Goal Areas:	3. Improve Quality of Educational Programs and Services to Increase Student Success
Individual(s) Responsible:	Vilma Bernal, Terry Bommer, Pat Flood
Period:	10/1/2008 - 12/1/2012
Activity:	Schedule business classes in a manner that accommodates business students. Over the last couple of years the number of classes taught has been reduced in some areas (Business 1, Accounting, Finance) which has helped efficiency. Business 31 and Business 32 are once again listed under Business in the class schedule in addition to CAOT, which will help the enrollment in these classes, as they are transferable courses. Identify low enrollment classes and identify elements that trigger low enrollment and establish a plan to improve. Also work with counselors and outreach to help market courses. Distribute flyers to counselors and to the campus community. Improved marketing of the Business program and courses will also help increase enrollment and the average class size. In addition, curriculum needs to be updated and new courses offered to attract more students.
Expected Outcome and Measure:	Average class size data.
Priority:	High ()
Assessment:	In Fall 08 and Spring 09, the average class size was at 27 students per class. In Fall 09 and Spring 10, the average class size increased to 35 students per class, an increase of 23%. Class size for 2012-13 increased to 40.9.
Status:	InProgress

Objective

Objective 14 :	Qualify students with degrees, certificates, and skills awards. (2014-2015) (Priority: High)
Previous Set Goal:	4. Improve Student Success
New Related Goal Areas:	3. Improve Quality of Educational Programs and Services to Increase Student Success
Individual(s) Responsible:	Pat Flood, Vilma Bernal
Period:	10/1/2008 - 10/1/2016
Activity:	Coordinate business classes in a manner that helps students graduate/transfer in two years. Help students understand the criteria needed to earn a business degree and/or certificate. Promote both the degree and certificate programs. Remove some of the blocks that are deterring students from graduating, such as required courses that keep being cancelled or are not offered within two

	years; for example, Accounting 16, Corporate Tax Accounting, was required for the degree but was not able to be offered in many years due to low enrollment. This class was replaced as a degree requirement. Add accounting tutors to help students succeed in the accounting courses and in obtaining the accounting degree.
Expected Outcome and Measure:	The department has been working on the overall planning of future course offerings. We reviewed the catalog AA degrees, removed unnecessary classes and focused on offering courses that were necessary for students to graduate. We added courses such as Finance 8, Finance 1, Management 31 and Marketing 31. These are courses students need in order to transfer or receive a certificate. Increase number in degree/certificate completion will be the way to measure this outcome.
Priority:	High ()
Assessment:	The degrees awarded increased from 19 to 35 in 2009-2010. Degrees awarded increased from 21 to 30 in 2012.
Status:	InProgress

Resource

Resource Requested:	PersonnelHourly (2014-2015) (Quantity: 220 HoursStudentWorker Student Tutor II (\$11.04))
Anticipated Total Cost:	\$2,429
Contact Person:	Steve Nerud
Description of Item:	Hiring 2 student tutors in accounting would enable more students to successfully complete accounting courses and the accounting degree.
Type:	Ongoing
Resource Priority:	Critical
Status:	PendingFunding

Objective

Objective 15 :	Increase FTES enrollment by 20% (2013-2014) (Priority: High)
Previous Set Goal:	1. Expand Access
New Related Goal Areas:	2. Strengthen Institutional Effectiveness 4. Maintain Fiscal Stability and Encourage Revenue Enhancement
Individual(s) Responsible:	Pat Flood, Vilma Bernal, Cleveland Rush, Adolfo Espinoza, Rudy Ordonez, Terry Bommer
Period:	10/1/2008 - 12/1/2012
Activity:	Ensure the current course offerings will meet the needs of the students so that students are able to complete their degrees within a two-year time period. This will be done by efficient scheduling. Faculty will create and distribute a survey to obtain student feedback on present scheduling, which will be published on the Business Department. Web page. Expand the number of classes that are offered to our current target group of students. Market the business department course offerings throughout the community. Distribute Business Dept. brochures, work with outreach, and advertise to CSUN students.

	Familiarize the counselors and other student service areas with the business program and courses.
Expected Outcome and Measure:	Increased FTES data numbers.
Priority:	High ()
Assessment:	Our FTES increase to a total of 153.9 for 2009-2010, in comparison to 129.2 in 2008-2009. The total FTES for 2011-2012 178.9 whereas for 2012-2013 it dropped to 174.3, a 2.5% decrease. Data show that there was a significant drop in the fall semesters. Fall of 2012, FTEF fell from 53.9 to 76.3.
Status:	InProgress

Objective

Objective 16 :	Improve student success rate by 10%. (2013-2014) (Priority: High)
Previous Set Goal:	3. Improve Educational Quality
New Related Goal Areas:	3. Improve Quality of Educational Programs and Services to Increase Student Success
Individual(s) Responsible:	Pat Flood, Vilma Bernal, Cleveland Rush, Adolfo Espinoza, Rudy Ordonez, Terry Bommer
Period:	10/1/2008 - 10/1/2012
Activity:	Encourage instructors to work with students throughout the semester to further engage them in their progress. Encourage students to come to office hours, stay after class for additional help. Encourage students to form study groups and contact partners. Hold student conferences in class. Encourage participation in class so that they are more involved in class and give instructors opportunities to observe whether students are grasping the material. Offer tutoring. Encourage regular attendance.
Expected Outcome and Measure:	Student success rate data.
Priority:	High ()
Assessment:	Student success rate increased from 2008 to 2010 from 51.9% to 59%. To compare from 2008-2009, the success rates was at 52% to now experiencing a 69.1%, an increase of 17% in 5 years.
Status:	InProgress

Objective

Objective 17 :	Increase the enrollment overall by 10%. (2013-2014) (Priority: High)
Previous Set Goal:	1. Expand Access
New Related Goal Areas:	1. Expand Access and Prepare Students for Success
Individual(s) Responsible:	Pat Flood, Vilma Bernal, Cleveland Rush, Adolfo Espinoza, Rudy Ordonez, Terry Bommer
Period:	10/1/2008 - 9/1/2013
	Ensure the current course offerings will meet the needs of the students so that

Activity:	students are able to complete their degrees within a two-year time period. This will be done by efficient scheduling. Faculty will create and distribute a survey to obtain student feedback on present scheduling, which will be published on the Business Dept. Web page. Expand the number of classes that are offered to our current target group of students. Market the business department course offerings throughout the community. Distribute Business Dept. brochures, work with outreach, and advertise to students enrolled at CSUN. Familiarize the counselors and other student service areas with the business program and courses.
Expected Outcome and Measure:	Enrollment data.
Priority:	High ()
Assessment:	From 2008/09 to 2009-10, enrollment has increased by 16%, 1090 to 1292 respectively. From 2011-12 to 2012-13 enrollment increased by 8%.
Status:	InProgress

2016-2017 Active Resource Summary

Category	FTE	On-Going Requests	One-Time Requests	Total Cost
Personnel (Adjunct)	0.0	2	0	\$4,989
Personnel (FRg/Classified/Unclassified)	1.0	0	1	\$75,000
Supplies/Printing	0.0	0	1	\$2,500
Equipment	0.0	0	0	\$0
Other	0.0	2	1	\$3,850
Totals	1.0	4	3	\$86,339

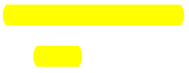
2015-2016 Business / Law Budget Information

Category	FTE	Total Budget
Totals		\$0

Unit Assessment Completed By: Vilma Bernal @ 6/1/2015 10:28:00 AM

Unit Assessment Submitted By: floodpt @ 6/1/2015 10:28:00 AM







2015-2016 Review For: ACCTG,BUS,ECON,FINANCE,MARKET,MGMT Combined (Completed)

[Export Report](#)

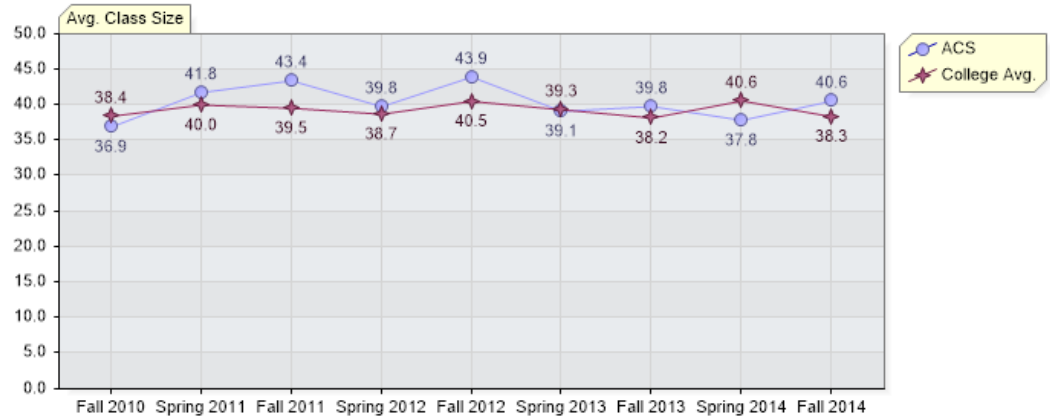
[2015-2016 Business / Law Budget Information](#)

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Fiscal Responsibility - Average Class Size (ACS)

[Data Description](#)

Correction warning: Write permissions are required on the defined temp directory for the chart image file to be created. To enable you to view the chart this has defaulted to streaming which has a high performance cost over the file based system. Please resolve your permissions issue for this warning to be removed. For more information, please see this kb: <http://dotnetcharting.com/kb/article.aspx?id=10018>



Year/Semester	ACS	% Change in ACS	College Avg.
Fall 2010	36.9	0.0 %	38.4
Spring 2011	41.8	13.1 %	40.0
Fall 2011	43.4	4.0 %	39.5
Spring 2012	39.8	-8.4 %	38.7
Fall 2012	43.9	10.5 %	40.5
Spring 2013	39.1	-11.0 %	39.3
Fall 2013	39.8	1.7 %	38.2
Spring 2014	37.8	-4.9 %	40.6
Fall 2014	40.6	7.2 %	38.3

Data Review and Analysis for Average Class Size

Respondent(s)

Analyze trends in Average Class Size over the period for which data were provided, using detailed breakdowns as necessary. Where college-wide data is provided, compare discipline to college-wide trends. Also, discuss college-wide or discipline-department specific factors as they relate to these trends and note the implications on your discipline/departments operations or planning.

Validation Team Response

Supplemental Files

Upload any files along with description that are relevant to this area.

No Supplemental File(s).