## Contents

- Program Overview .................................................................................................................. 2
- Response and follow-up to previous program reviews ............................................................. 3
- The Mission of Modesto Junior College .................................................................................. 5
- Student Achievement and Completion ..................................................................................... 6
- College Goal for Student Achievement .................................................................................. 6
- Success .................................................................................................................................... 6
- Conferred Award Trends .......................................................................................................... 9
- Student Learning Outcomes ..................................................................................................... 14
- Program Learning Outcomes – by Program ............................................................................ 19
- Curriculum and Course Offerings Analysis ............................................................................ 27
- Curriculum Analysis .............................................................................................................. 27
- Course Time, Location and Modality Analysis ......................................................................... 28
- Program Analysis .................................................................................................................... 30
- Program Personnel .................................................................................................................. 30
- Faculty Assignments ............................................................................................................... 31
- Departmental Productivity Measurements .............................................................................. 31
- Long Term Planning and Resource Needs .............................................................................. 35
- Long Term Planning ............................................................................................................... 35
- Resource Request and Action Plan .......................................................................................... 36
- Evaluation of Previous Resource Allocations ......................................................................... 38
- Appendix ................................................................................................................................ 39
- Optional Questions .................................................................................................................. 39
- Career Technical Education Questions .................................................................................... 40
- Executive Summary ................................................................................................................ 42
- Summary ................................................................................................................................ 42
Program Overview

**Program Overview**

<table>
<thead>
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It should be noted that the Real Estate and Supervisory Management programs are part of the Business Administration Department and are included as part of this program review.
Response and follow-up to previous program reviews

On the Departmental Program Review webpage, please locate your department and the previous program review. After viewing the commendations and recommendations, please complete the following questions:

Describe how your department has responded to the commendations and recommendations of the previous review.

The Business Administration Department received positive feedback from Dean Hudelson on their spring 2013 Program Review. Although a timely program review was completed for spring 2016, management comments were not issued; however, the department continues to refine processes around curriculum development and in the assessment of student learning. Feedback from the Dean included the following comments, “The Business Administration faculty have done an exceptional job in assessment, curriculum development and accommodating transfer model curriculum. BUSAD was the first TMC approved for MJC!! And is one of the first departments to submit its courses for C-ID. Additionally, the Business Administration faculty have initiated superb outreach during the past year, contacting all students enrolled in their courses and providing a live orientation for new students. This has been a great success!” Faculty continue to refine curriculum and course learning outcomes. At this time, all curriculum is up-to-date with the college’s five-year cycle and all course learning outcomes have been assessed.

In terms of recommendations, the dean agreed that the department was understaffed and noted the following in her comments, “The Business Administration department is in need of two full-time faculty (due to retirements) and hope that the temporary one year position develops into a permanent tenure track position in order to alleviate some bottlenecks with staffing. The Accounting Lab currently only has a 20-hour weekly employee which is not adequate to serve the high volume of accounting students at MJC.” Since the noted comments, the Business Administration Department was able to hire three full-time faculty in the areas of accounting, marketing, and law/human resources. Further, a permanent, part-time classified position was hired to staff the business/accounting lab.

Briefly describe the activities and accomplishments of the department since the last program review.

The Business Department is committed to quality teaching and learning and increasing student performance and success. Over the past year, since the last program review was completed, the department has engaged in the following activities.

Staffing – the department is currently staffed with five fulltime faculty with academic and industry specialties in the areas of accounting, management and marketing, communications, law and human resources. Further, a permanent part-time classified position was hired to ensure that the accounting and business administration lab can be staffed Monday – Thursday from 9 a.m. to 7 p.m.

Assessment – the department has created a culture of assessment. We are proud of our accomplishments, especially given the number of adjunct faculty that we have teaching in our department. The department has a faculty coordinator who reminds all faculty of the assessment schedule and provides one-on-one training to both our full-time and part-time faculty. It is the belief of the department that our assessment compliance is strong because of the support we provide to our adjunct faculty.

Student Success – Faculty continue to work to increase student support and success. Much focus has been placed on increasing accounting retention and success rates. Accounting courses are high-demand classes and require an elevated level of support. It is difficult to find
tutors to support the accounting students. Over the past few semesters, faculty have piloted Supplemental Instruction (SI) in the accounting area. However, based on the analysis of students served, the cost/benefit analysis did not support continuing the program. It was recommended that SI resources be used to provide additional qualified staffing in the accounting lab to maximize student access. This past fall, faculty piloted an Accounting Boot Camp. The Boot Camp consisted of an optional three-hour Saturday session where the accounting cycle was presented in progressive learning modules. Faculty reinforced key concepts, then students worked in small groups with assistance from faculty and staff. The event was well-attended and preliminary data indicates that retention rates in fall 2016 were higher in the two course sections that participated in the event. Additional data has been requested to compare section success rates. It is recommended that the Boot Camp include additional sections in fall 2017 to gather data across sections and differing faculty.

**Student Internships** – Faculty currently work with industry professionals to arrange paid internships for students. This past spring, the department was approved for a Strong Workforce grant to enhance curriculum and increase student internship opportunities.

**Faculty Development** – Faculty work to continually refine and improve their skills through professional development opportunities. Over the past year, faculty have completed training in Canvas, attended the Great Teacher Retreat which focused on student equity and success, and attended professional development in the areas of accounting, audit, income tax, and human resources management. In addition, two faculty successfully participated in the MJC Student Equity Institute, a semester-long training facilitated by the USC Center for Urban Education. Business faculty are currently in the process of planning a 4-day retreat where departmental strategic planning will take place as well as a discussion to enhance existing curriculum and programs and explore the potential for new courses and programs.

**Shared Governance** – The Business Administration faculty are active in college-wide activities as evidenced by their engagement in the following shared governance councils and committees. Over the past year, business faculty have participated on the Resource Allocation Council, Outcomes Assessment Workgroup, Curriculum Committee, Yosemite Faculty Association (YFA) Representative Council, Business, Behavior, and Social Sciences Division Council, Educational Master Plan Work Group, Distance Education Committee, and served as the Faculty Accreditation Chair. The department is proud of their broad college wide participation.

**Community Outreach Activities** – In addition to the college-wide participation, faculty continue to engage in community outreach as evidenced by their attendance in the following activities since the spring 2016 program review:

- Patterson High School CTE Advisory Board meetings (quarterly)
- Turlock Unified School District CTE Advisory Board Meeting
- MJC New Student Days
- Cal CPA Student Scholarship Banquet
- Institute of Management Accountants Student Night
- CTE Open House on MJC West Campus
- Northern California Retail Management Advisory Council

**Business Advisory Council** – The Business Department meets annually with its Business Advisory Council. This past spring, faculty organized an on-campus breakfast meeting to discuss curriculum, industry trends, and the expansion of the department’s internship program. The advisory council is made up of a diverse group of dedicated, local business professionals that provide insights and recommendations for program improvement.
Business Club – Faculty continue to mentor and assist students in leading the “Future Business Professionals’ Club.” The club meets twice per month throughout the academic year. In addition to club meetings, several activities have been organized to enhance student service learning opportunities and to provide relevant employment skills. This past year, the club hosted a guest speaker series, completed two fundraising campaigns, a community food drive, and hosted two “Business Skills Workshops.” The workshop included guest speakers from the MJC Career Center and a national staffing agency. In addition, faculty were on hand to review student resumes, and participate in mock interviews. Students were encouraged to dress in business attire and a photographer was present to take professional head-shots so students could update their LinkedIn pages.

Faculty commitment to student learning and success are clearly demonstrated by the foregoing activities that reach far beyond their classrooms.

The Mission of Modesto Junior College

MJC is committed to transforming lives through programs and services informed by the latest scholarship of teaching and learning. We provide a dynamic, innovative, undergraduate educational environment for the ever-changing populations and workforce needs of our regional community. We facilitate lifelong learning through the development of intellect, creativity, character, and abilities that shape students into thoughtful, culturally aware, engaged citizens.

Provide a brief overview of the program and how it contributes to accomplishing the Mission of Modesto Junior College.

The mission of the Business Administration Department at Modesto Junior College is to educate students in the fields of Accounting, Bookkeeping, Business Administration, Business Law, Business Operations, International Business, Marketing, Professional Selling, Retail Management, Real Estate, and Supervisory Management in order to 1) prepare students to transfer to four-year colleges and universities and successfully complete upper division coursework, 2) allow vocational students to complete a terminal degree(s) in order to prepare them for entry-level job positions in their respective fields, and 3) serve working students in order to enhance and update job skills.

The mission of the Business Administration Department closely aligns with the MJC mission, vision, values, and strategic directions. As a department, faculty work hard to ensure that the diverse populations of students are served with traditional transfer degrees as well as short-term certificates and terminal associate degrees to foster job placement. Classes are offered in various modalities, length of terms, and times of day to reach the various populations within our community. The department also collaborates with industry professionals to ensure curricular relevance and to build partnerships in order to increase opportunities for student internships. Like the college’s value statement, departmental personnel model collegial behavior in terms of professionalism, integrity, and in exemplifying a love for life-long learning.
Student Achievement and Completion

College Goal for Student Achievement: Increase Scorecard Completion Rate for Degree and Transfer

The College has a primary aspirational goal of increasing the Completion rate from 43% to 53% on the CCCCO Scorecard Completion Rate for Degree and Transfer [view] by 2022. The completion rates in the Scorecard refers to the percentage of degree, certificate and/or transfer-seeking students tracked for six years who completed a degree, certificate, or transfer-related outcomes (60 transfer units).

As you answer the questions below, please consider how your program is helping the college complete this aspirational goal of increasing the MJC Degree, Certificate, and Transfer Completion rate by 10% on the CCCCO Scorecard by 2022.

Success

The following questions refer to data from the Department Success Rates Dashboard. Use the filters to examine both departmental and course level data. Charts will be included for the record by Research and Planning once the review is submitted.

Locate your department success rates on the Success Rate Data Dashboard and consider your department success rates trends over time, especially the last two years. Also, consider the data detailing the variance of success rate of courses across sections. Are these rates what you expected? Are there any large gaps? Is there anything surprising about the data? What do you see in the data?

Success Rate Observations

Using the “Success Rates Dashboard” the following base data were observed for fall, spring, and summer from the 2011-2012 academic year through the 2015-2016 academic year.

College wide Summary

- Success rates range from 64 to 68% for fall/spring and 72% to 75% for summers
- Fill Rates – overall downward trend from 99% to 74%
- Duplicated head count is steady for fall/spring, but more than doubled for summer since 2011-2012.

Business Administration Summary

- Success rates range from 62 to 66% for fall/spring and 63% to 77% for summers
- Fill Rates – overall downward trend from 95% to 76%
- Duplicated head count is steady for fall/spring, but about 4.5 times larger for summer since 2011-2012.

Real Estate Summary – the Real Estate Program was suspended for a short-time and data reflects offerings from spring 2014 through the 2015-2016 academic year.

- Success rates range from 60% to 72% for fall/spring and 58% to 79% for summers
- Fill Rates – rate have increased from 58% to 84%
- Duplicated head count has been steadily increasing

Supervisory Management Summary

- Success rates range from 35% to 62% for fall/spring and 36% to 76% for summers
- Fill Rates – overall downward trend from 100% to 53%
• Duplicated head count has increased for fall/spring/summer for the past three academic years.

In terms of equity gaps, the Business Administration departmental results closely mirror the college wide results. For this analysis all three programs were combined, given that population sizes are small in both Real Estate and Supervisory Management. Like the college, African Americans students’ success rates are lower than their peers. The only group that was out of the norm, compared to the college success rates, was for Native American students; however, the sample size in the business area was very small (n = 38).

Success rates based on gender also mirror the college wide average. However, success rates for online courses exceed the college wide average. Further, the rates also exceed the Business Department’s face to face classes. One explanation for the foregoing is that accounting classes tend to have lower success rates and are not offered online at this time.

What is your set goal for success? Do your department and individual course rates meet this goal?

The Business Department has planned a four-day retreat for departmental strategic planning and will also discuss goals for student success, retention, and degree attainment. Given that the dashboard data is new, it will take some time to build capacity to read and interpret the information. At this time, the department has set a goal of 70% for student success. Currently (2015-2016 data), the college success ranges between 67% and 74%, depending on the term. College wide, the trend indicates that success tends to be a bit lower in fall than spring and that summer success rates outperform both fall and spring. The Business Administration departmental success rate for the same period range between 63% and 66%, depending on the term. The foregoing success rates includes all business classes as well as Real Estate and Supervisory Management courses. The Business Administration curriculum is very diverse and will require disaggregation to more fully understand how specific courses, like accounting, affect the overall departmental rates. It is clear that different strategies will need to be employed depending on the type of course being taught.

If your rates for success are lower than your goals, what are your plans to improve them?

Given the diversity of the Business, Real Estate, and Supervisory Management curriculum, it is important to go through each course and study the success rates and variances on a course by course basis. Secondly, it would be helpful to address key courses and begin to systematically and collaboratively address each course and look at key support measures that can be put in place as well as innovative pedagogical changes that can be tested and piloted. Based on a cursory look at the various classes, some areas readily stand out. For example, in studying the accounting courses, financial accounting is an introductory transfer-level accounting course that requires a high level of reading and comprehension skills and the ability to analyze data and complete mathematical calculations. This course is C-ID compliant, yet there are not any enrollment restrictions and it is a core business class. Many students take this class as their first business course. In looking at Busad 202 – Managerial Accounting, this class is a second semester transfer course, requires requisite skills, and has a success rate that exceeds the college average and in many terms, exceeds the Financial Accounting success rate by as much as 40 percentage points.

In addition to the foregoing, and after analyzing the data, additional information would be helpful in order to develop and assess deliberate strategies to increase students success and completion.

• Disaggregate data based on college readiness. If there is a large discrepancy between success of college ready students in business classes versus student who are not
college ready, this data would be helpful to know in order to create specific interventions to better support students.

- **Create an alternative measure of “Student Success”** – Retention is an important component of students being successful and meeting their goals; however, it would be helpful to have a measure of “student success” based on the number of students who actually remain in the class and do not pass (students who are putting in an effort to pass versus those who have dropped or are no longer attending). Interventions addressing retention may look very different than interventions for student who are regularly attending class and simply not passing. We have to acknowledge that retention issues can be influenced by external factors. Surveys of why students drop classes or stop attending would be helpful. Although retention is key to student success, we need more information from students if the college truly desires to implement deliberate and measurable interventions addressing issues relating to retention. Current success rate calculations intermingle too many variables.

Consider any student equity gaps--the differences across student populations, especially in relation to the highest performing group. How do you do plan on addressing issues of equity? In other words, how do you plan on closing the achievement gaps across student populations?

- **This is the first time the department has had access to disaggregated data based on ethnicity.** Given that only two years of data are available, this is a starting point for the Business Department in terms of analysis. An overview of the data indicates that the Business Administration Department’s disaggregated success rates closely mirror the college wide rates. The largest ethnicity served by the department is for White, non-Hispanic students (n = 3077) and Hispanic students (n = 2976). Like the college, African American students (n = 332) represent a significant equity gap. Among students served in Business Administration, Native American students (n = 38) represent the largest equity gap.

- **The Business Administration Department is committed to access, completion, and excellent education for all students within our service area.** Through collaborative efforts, faculty will explore the following possible interventions to increase student success and retention:

  - Explore student support opportunities available through the students services area
  - Leverage the skills and services of Program Specialists to better serve disproportionately impacted students
  - Create opportunities for students to interact with faculty outside of the classroom
  - Evaluate curriculum and course sequencing
  - Create proactive communications to students prior to the beginning of each term. Communications will serve as an official welcome letter, provide a brief faculty background, and inform students of required materials and class expectations.

If distance education is offered, consider any gaps between distance education and face-to-face courses. Do these rates differ? If so, how do you plan on closing the achievement gaps between distance education and face-to-face courses?

In reviewing online versus traditional course offerings, success rates are very similar. Although the department has room for continual improvement with regard to student success, faculty are pleased with these results. It is the perspective of faculty that the favorable results are a reflection of the continual training that faculty have undergone to enhance their online offerings and to create community within the online learning environment.

One recommendation for improvement would be to create more opportunities for faculty to collaborate on best teaching practices and to share innovative pedagogical strategies with one
another. Further, faculty are concerned that there is not a plan to update portable teaching technology. Online teaching requires student access to faculty seven days per week. Thus, in order to provide a high level of service and responsiveness to online student needs, departmental faculty are in need of updated laptops. Lastly, faculty would like to acknowledge Dr. Michael Smedshammer, MJC Course Design Coordinator, for the quality training and support provided to online instructors.

Conferred Award Trends

Review the Program Awards Dashboard, using the drop-down filters to focus the analysis on your department. Starting with identifying the year, please supply degrees and certificates awarded. These charts will be attached by Research and Planning before being posted publicly.

What is your set goal for degrees and certificates awarded? Do your rates meet this goal?

This is the first opportunity that faculty have to set degree and completion goals. Until the launch of the data dashboard, degree and certificate award data were not readily or consistently available to faculty. The Business faculty will be meeting in June for strategic planning and will address specific goals at that time. In the meantime, an aspirational goal of the Business Administration Department is to align to the college wide goal of increasing degree and certificate attainment by 10 percentage points over the next five years.

Although the 2016-2017 degree numbers are not available yet, based on 2015-2016 academic year, there were a total of 214 degrees and certificates issued from the business area. The foregoing represents about 10% of all college wide awards and certificates for that year.

If your rates for degrees and certificates awarded are lower than your goals, what are your plans to improve them?

Strategies for increasing degree attainment for Business Administration students include the following:

- Determine if it is possible for the college to automatically issue degrees once students have completed the required coursework for a degree or certificate.
- Increase faculty advising opportunities
- Create a "meet the faculty night"
- Increase support resources for accounting and bookkeeping students in the form of increased services such as tutoring and increased lab hours
- Expand the Accounting Boot Camp pilot
- Implement discussion about degree attainment across the curriculum
Course Success and Fill

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Course Success Rates for Selected Terms - Dots represent sections, box central distribution
Course Success Rates by Ethnicity, Gender, and Modality

Ethnicity for 2015-2016 & 2016-2017

- Top Performing Success Rate:
  - Asian: 277
  - Black, AA: 121
  - Filipino: 66
  - Hispanic: 1,409
  - Native American: 34
  - Pacific Islander: 40
  - Two or More: 81
  - Undeclared: 1,134
  - White, nH: 1,734

Gender:
- Female: 66.6%
- Male: 60.0%

Modality:
- Face to Face: 61.7%
- Online: 67.0%
Academic Program Awards, 2015-2016 & 2016-2017
Select Dept, Division, or Program, or use dropdown filters to focus charts.

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Bar charts showing degrees and certificates awarded for the years 2015-2016 and 2016-2017.
Degrees Awards and Certificates

2015-2016 & 2016-2017

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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

By Ethnicity

<table>
<thead>
<tr>
<th>Asian</th>
<th>Black, AA</th>
<th>Filipino</th>
<th>Hispanic</th>
<th>Pacific Islander</th>
<th>White, nH</th>
<th>Two or More</th>
<th>Undeclared</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>20</td>
<td>7</td>
<td>1</td>
<td>6</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Academic Year
- 2015-2016
- 2016-2017
Student Learning Outcomes

Student Learning and Outcomes Assessment

Please review your Learning Outcomes data located on the MJC Student Learning Outcomes Assessment website and below, in regards to any applicable Program, Institutional, and General Education Learning Outcomes.

For each ILO that your course learning outcomes inform, you will find your overall rate. On the MJC Student Learning Outcomes Assessment website, you will also see that overall rate disaggregated across student populations; you can use this information to understand how different student populations are learning in your courses.

After you have examined your rates and disaggregated data, reflect on the data you encountered. Please address the program outcomes (PLO), general education outcomes GELO (if any), and institutional outcomes (ILO) in your analysis.

Program Learning Outcomes (PLO)
What is your set goal for PLO success? Do your overall rates meet this goal?

Program outcome data was reviewed in aggregate for Business Administration, Supervisory Management, and Real Estate. The overall departmental goal, across programs, is an achievement rate of at least 80%. Although some program outcomes exceed the 80% goal, many show room for improvement, especially when analyzing the disaggregated data. It will take time to build capacity to fully analyze this data. The Business Department intends to collaborate and discuss the meaning of the results and to design an action plan to improve student achievement, especially among the lower performing groups.

Over the past year two faculty members have participated in and completed the MJC Student Equity Institute, a semester-long training facilitated by the USC Center for Urban Education. Faculty intend to collaborate and share best practices and evaluate assessment tools, syllabi, and pedagogical strategies.

Click to view Business Administration Program Learning Outcomes

General Education Learning Outcomes (GELO)
If your program has General Education outcomes, what is your set goal for GELO success? Do your overall rates meet this goal?

In reviewing the General Education Learning Outcomes (GELO), the Business Administration area results are strong in comparison with the college wide average. Business Administration meets general education requirement in the areas B, D, and E. The Language and Rationality rates for Busad are 83.4% compared to the college wide average rate of 80.8%. Further, in the area of Social and Behavioral Science, Busad rates are 95.8%, compared to the college average rate of 80.%

The Business Department has three courses that qualify as general education courses; Busad 240 – Principles of Management, Busad 210 – Business Communications, and Busad 230 – Personal Finance. Although overall success rates exceeded the college average, the department did observe some equity gaps in their own results.

General observations of the data indicate that African American students’ success rates were much higher than the college average, although the Busad sample size was small. Contrary to the college average, Asian students underperformed their college wide counterparts; the sample size was also small for the Busad students.
The Business Department will continue to refine assessment tools and continue to strive to maintain and increase student success rates. Further, as more data becomes available, faculty will monitor trends to determine if student groups continue to outperform their college peers.

**Institutional Learning Outcomes (ILO)**

What is your set goal for ILO success? Do your overall rates meet this goal?

Overall, in examining the Institutional Learning Outcomes (ILO), business students as a whole, tend to outperform the college wide average. After mapping Course Learning Outcomes to the college outcomes, it should be noted that the business curriculum strongly aligns with the desired institutional learning outcomes. Although there is room for improvement, ILO results were favorable and demonstrate consistent, strong performance from business students. The Business Department will continue to review and refine both Course Learning Outcomes and assessment tools to elicit student skills that align with Institutional Learning Outcomes and desired employment skills.

**Continuous Quality Improvement**

If your rates for success for any PLOs, GELOs, and ILOs are lower than your goals, what are your plans to improve them?

Although faculty are pleased with GELO and ILO results exceeding the college wide average, faculty believe there is always room for improvement. In particular, some PLO assessment rates fell below the departmental goal of 80%. Faculty intend to review curriculum and prioritize courses with the lower success rates. In particular, faculty will evaluate, and refine if necessary, the Course Learning Outcomes, review assessment tools, and collaborate with part-time faculty to outline deliberate ways to increase student learning and decrease equity gaps. Given that two of our full-time faculty have completed the MJC Student Equity Institute this past year, and that eLumen software now provides disaggregated outcomes data, the department is committed to increasing student learning and making strides to address and narrow equity gaps.

Given the number of courses and programs, and the diversity of the Business Administration curriculum, faculty believe that creating a strategic plan to address student learning in a measured and systematic manner will produce measurable results that can be continually refined. The Business Department is pleased with the culture of assessment that has been established and that is shared with our part-time colleagues. The foregoing foundation will prove beneficial in our planned collaborative efforts to increase student learning, retention and success rates.

**Equity and Success**

Do your rates for your PLOs, GELOs, and ILOs vary across student populations? How do you plan on addressing issues of equity? In other words, how do you plan on closing the learning gaps across student populations?

In reviewing learning outcomes for programs, GELOs, and ILOs there are some equity gaps that readily appear in the data. The goal of the department is that all students succeed and to address any disproportionate impact on our student populations. The foregoing data has prompted more questions than answers at this time. For example, this data is new to faculty and the department is still in the process of building capacity to read and interpret the results. The data shows that departmental results, do not always match college-wide results. Further, populations sizes are oftentimes very small and the lack of a trend makes analysis difficult.
The department is aware that the availability of disaggregated data is a starting point and as we continue to assess and gather more data, trends will be available. At this time, the department is aware of the differing performance levels and plans to collaborate and brainstorm deliberate methods to reduce the equity gaps. The department would also like to request that the college analyze data in terms of students who are college ready versus not college ready in math, reading, and English to determine if performance gaps are equity related or skill based. Departmental faculty believe that this additional information would be helpful in informing pedagogical strategies to increase student learning and success.
### Program Learning Outcomes – by Program

#### ACCOUNTING CLERK, CERTIFICATE
- **Demonstrate the working knowledge required to perform the various tasks necessary in a complete accounting cycle.**
  - Asian: 50.0%
  - Black, AA: 75.0%
  - Filipino: 81.4%
  - Hispanic: 100.0%
  - Native American: 94.6%
  - Pacific Islander: 100.0%
  - White: 100.0%
  - Undeclared: 100.0%
- **Obtain entry level employment as an accounting clerk.**
  - Asian: 84.2%
  - Black, AA: 60.0%
  - Filipino: 79.2%
  - Hispanic: 100.0%
  - Native American: 90.0%
  - Pacific Islander: 100.0%
  - White: 100.0%
  - Undeclared: 100.0%
- **Utilize technology to perform general office procedures.**
  - Asian: 71.4%
  - Black, AA: 95.6%
  - Filipino: 95.4%
  - Hispanic: 100.0%
  - Native American: 90.0%
  - Pacific Islander: 100.0%
  - White: 100.0%
  - Undeclared: 100.0%

#### ACCOUNTING, AS
- **Demonstrate the working knowledge required to perform the various tasks necessary in a complete accounting cycle through financial statements.**
  - Asian: 63.3%
  - Black, AA: 76.9%
  - Filipino: 76.0%
  - Hispanic: 78.2%
  - Native American: 80.0%
  - Pacific Islander: 83.3%
  - White: 84.6%
  - Undeclared: 100.0%
- **Obtain employment in an entry-level position in the accounting field.**
  - Asian: 82.1%
  - Black, AA: 77.3%
  - Filipino: 76.0%
  - Hispanic: 79.0%
  - Native American: 84.7%
  - Pacific Islander: 79.3%
  - White: 89.2%
  - Undeclared: 83.3%
- **Recognize and analyze ethical issues as they apply to the business environment.**
  - Asian: 78.7%
  - Black, AA: 72.4%
  - Filipino: 78.0%
  - Hispanic: 78.4%
  - Native American: 82.1%
  - Pacific Islander: 81.9%
  - White: 87.7%
  - Undeclared: 77.3%
### ACCOUNTING, CERTIFICATE

**Demonstrate the working knowledge required to perform the various tasks necessary in a complete accounting cycle.**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>72.4%</td>
</tr>
<tr>
<td>Black, AA</td>
<td>72.7%</td>
</tr>
<tr>
<td>Filipino</td>
<td>77.7%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>77.2%</td>
</tr>
<tr>
<td>Native American</td>
<td>88.9%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>66.7%</td>
</tr>
<tr>
<td>White</td>
<td>89.5%</td>
</tr>
<tr>
<td>Undeclared</td>
<td>62.4%</td>
</tr>
</tbody>
</table>

**Obtain employment in an entry-level position in the accounting field.**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>82.4%</td>
</tr>
<tr>
<td>Black, AA</td>
<td>77.3%</td>
</tr>
<tr>
<td>Filipino</td>
<td>75.8%</td>
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<tr>
<td>Hispanic</td>
<td>79.9%</td>
</tr>
<tr>
<td>Native American</td>
<td>84.7%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>73.3%</td>
</tr>
<tr>
<td>White</td>
<td>89.2%</td>
</tr>
<tr>
<td>Undeclared</td>
<td>93.3%</td>
</tr>
</tbody>
</table>

**Recognize and analyze ethical issues as they apply to the business environment.**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>83.6%</td>
</tr>
<tr>
<td>Black, AA</td>
<td>77.8%</td>
</tr>
<tr>
<td>Filipino</td>
<td>73.2%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>84.6%</td>
</tr>
<tr>
<td>Native American</td>
<td>81.6%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>81.6%</td>
</tr>
<tr>
<td>White</td>
<td>93.3%</td>
</tr>
</tbody>
</table>

### BOOKKEEPING, AS

**Demonstrate the working knowledge required to perform the various tasks necessary in a complete accounting cycle.**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>66.7%</td>
</tr>
<tr>
<td>Black, AA</td>
<td>66.7%</td>
</tr>
<tr>
<td>Filipino</td>
<td>75.8%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>81.9%</td>
</tr>
<tr>
<td>Native American</td>
<td>100.0%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>82.2%</td>
</tr>
<tr>
<td>White</td>
<td>87.5%</td>
</tr>
</tbody>
</table>

**Obtain employment as an entry-level bookkeeper.**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>97.0%</td>
</tr>
<tr>
<td>Black, AA</td>
<td>87.5%</td>
</tr>
<tr>
<td>Filipino</td>
<td>72.7%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>86.2%</td>
</tr>
<tr>
<td>Native American</td>
<td>95.1%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>87.5%</td>
</tr>
<tr>
<td>White</td>
<td>89.7%</td>
</tr>
</tbody>
</table>

**Recognize and analyze ethical issues as they apply to the business environment.**

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>90.0%</td>
</tr>
<tr>
<td>Black, AA</td>
<td>66.7%</td>
</tr>
<tr>
<td>Filipino</td>
<td>66.7%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>90.5%</td>
</tr>
<tr>
<td>Native American</td>
<td>100.0%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>50.0%</td>
</tr>
<tr>
<td>White</td>
<td>91.6%</td>
</tr>
<tr>
<td>Undeclared</td>
<td>80.0%</td>
</tr>
<tr>
<td>Category</td>
<td>Percentage</td>
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<tr>
<td>----------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Bookkeeping, Certificate</td>
<td></td>
</tr>
<tr>
<td>Demonstrate the working knowledge required</td>
<td>77.8%</td>
</tr>
<tr>
<td>to perform the various tasks necessary</td>
<td></td>
</tr>
<tr>
<td>in a complete accounting cycle.</td>
<td></td>
</tr>
<tr>
<td>Obtain employment as an entry-level</td>
<td></td>
</tr>
<tr>
<td>bookkeeper.</td>
<td>67.0%</td>
</tr>
<tr>
<td>Recognize and analyze ethical issues</td>
<td></td>
</tr>
<tr>
<td>as they apply to the business</td>
<td>93.8%</td>
</tr>
<tr>
<td>environment.</td>
<td></td>
</tr>
<tr>
<td>Business Administration, A.S.</td>
<td></td>
</tr>
<tr>
<td>Be academically prepared for upper</td>
<td>62.8%</td>
</tr>
<tr>
<td>division coursework.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate an understanding of</td>
<td></td>
</tr>
<tr>
<td>business terminology.</td>
<td>64.5%</td>
</tr>
<tr>
<td>Demonstrate the ability to recognize</td>
<td></td>
</tr>
<tr>
<td>and analyze ethical issues as they apply</td>
<td>78.8%</td>
</tr>
<tr>
<td>to the business environment.</td>
<td></td>
</tr>
<tr>
<td>Transfer to a 4 year college or university</td>
<td></td>
</tr>
<tr>
<td>(non CSU).</td>
<td>62.8%</td>
</tr>
</tbody>
</table>
### BUSINESS ADMINISTRATION, A.S.T

<table>
<thead>
<tr>
<th>Objective</th>
<th>Asian</th>
<th>Black, AA</th>
<th>Filipino</th>
<th>Hispanic</th>
<th>Native American</th>
<th>Pacific Islander</th>
<th>White</th>
<th>Undeclared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be academically prepared for upper division coursework.</td>
<td>78.6%</td>
<td>62.4%</td>
<td>60.9%</td>
<td>76.8%</td>
<td>76.8%</td>
<td>76.2%</td>
<td>87.2%</td>
<td>77.2%</td>
</tr>
<tr>
<td>Demonstrate an understanding of business terminology.</td>
<td>77.8%</td>
<td>77.8%</td>
<td>86.7%</td>
<td>86.9%</td>
<td>83.9%</td>
<td>73.1%</td>
<td>89.1%</td>
<td>81.3%</td>
</tr>
<tr>
<td>Demonstrate the ability to recognize and analyze ethical issues as they apply to the business environment.</td>
<td>75.8%</td>
<td>76.9%</td>
<td>80.0%</td>
<td>80.0%</td>
<td>80.0%</td>
<td>80.0%</td>
<td>83.3%</td>
<td>71.4%</td>
</tr>
<tr>
<td>Transfer to a CSU college.</td>
<td>78.3%</td>
<td>82.4%</td>
<td>82.0%</td>
<td>78.8%</td>
<td>78.8%</td>
<td>76.2%</td>
<td>87.2%</td>
<td>77.6%</td>
</tr>
</tbody>
</table>

### BUSINESS OPERATIONS-MANAGEMENT

<table>
<thead>
<tr>
<th>Objective</th>
<th>Asian</th>
<th>Black, AA</th>
<th>Filipino</th>
<th>Hispanic</th>
<th>Native American</th>
<th>Pacific Islander</th>
<th>White</th>
<th>Undeclared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critically analyze common management issues.</td>
<td>77.7%</td>
<td>89.1%</td>
<td>92.2%</td>
<td>81.6%</td>
<td>82.6%</td>
<td>82.6%</td>
<td>89.4%</td>
<td>83.9%</td>
</tr>
<tr>
<td>Demonstrate appropriate and effective business communication skills.</td>
<td>81.7%</td>
<td>89.3%</td>
<td>95.2%</td>
<td>82.7%</td>
<td>80.9%</td>
<td>84.4%</td>
<td>90.2%</td>
<td>87.9%</td>
</tr>
<tr>
<td>Obtain employment in an entry-level management position within the for-profit or non-profit sector.</td>
<td>83.5%</td>
<td>85.5%</td>
<td>95.2%</td>
<td>88.2%</td>
<td>84.4%</td>
<td>84.4%</td>
<td>90.4%</td>
<td>86.6%</td>
</tr>
<tr>
<td>Recognize and analyze ethical issues as they apply to the business environment.</td>
<td>70.9%</td>
<td>80.0%</td>
<td>100.0%</td>
<td>75.2%</td>
<td>75.0%</td>
<td>70.6%</td>
<td>86.3%</td>
<td>72.9%</td>
</tr>
<tr>
<td>Internationa:</td>
<td>Describe economic, cultural, and ethical differences in conducting business.</td>
<td>Asian</td>
<td>Black, AA</td>
<td>Filipino</td>
<td>Hispanic</td>
<td>Native American</td>
<td>Pacific Islander</td>
<td>White</td>
</tr>
<tr>
<td>--------------</td>
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<td>------------------</td>
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</tr>
<tr>
<td>Business, Certificate</td>
<td></td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Explain domestic and international business practices.</th>
<th>Asian</th>
<th>Black, AA</th>
<th>Filipino</th>
<th>Hispanic</th>
<th>Native American</th>
<th>Pacific Islander</th>
<th>White</th>
<th>Undeclared</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>98.0%</td>
<td>91.3%</td>
<td>100.0%</td>
<td>95.4%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gain employment in an organization or pursue entrepreneurial aspirations in global commerce.</th>
<th>Asian</th>
<th>Black, AA</th>
<th>Filipino</th>
<th>Hispanic</th>
<th>Native American</th>
<th>Pacific Islander</th>
<th>White</th>
<th>Undeclared</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>91.0%</td>
<td>66.7%</td>
<td>91.7%</td>
<td>83.9%</td>
<td>82.6%</td>
<td>90.5%</td>
<td>91.2%</td>
<td>87.5%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Marketing, AS</th>
<th>Apply communication strategies for various audiences and contexts.</th>
<th>Asian</th>
<th>Black, AA</th>
<th>Filipino</th>
<th>Hispanic</th>
<th>Native American</th>
<th>Pacific Islander</th>
<th>White</th>
<th>Undeclared</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>100.0%</td>
<td>88.7%</td>
<td>80.5%</td>
<td>81.5%</td>
<td>84.5%</td>
<td>84.4%</td>
<td>80.4%</td>
<td>89.9%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Apply fundamental sales and marketing techniques.</th>
<th>Asian</th>
<th>Black, AA</th>
<th>Filipino</th>
<th>Hispanic</th>
<th>Native American</th>
<th>Pacific Islander</th>
<th>White</th>
<th>Undeclared</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>96.3%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>97.5%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recognize and analyze ethical issues as they apply to the marketing environment.</th>
<th>Asian</th>
<th>Black, AA</th>
<th>Filipino</th>
<th>Hispanic</th>
<th>Native American</th>
<th>Pacific Islander</th>
<th>White</th>
<th>Undeclared</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>80.0%</td>
<td>65.7%</td>
<td>75.0%</td>
<td>85.5%</td>
<td>88.2%</td>
<td>88.9%</td>
<td>94.3%</td>
<td>87.5%</td>
</tr>
</tbody>
</table>
### Professional Selling Certificate

<table>
<thead>
<tr>
<th>Activity</th>
<th>Asian</th>
<th>Black, AA</th>
<th>Filipino</th>
<th>Hispanic</th>
<th>Native American</th>
<th>Pacific Islander</th>
<th>White</th>
<th>Undeclared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply communication strategies for various audiences and contexts.</td>
<td>82.4%</td>
<td>80.0%</td>
<td>91.3%</td>
<td>94.1%</td>
<td>100.0%</td>
<td>92.4%</td>
<td>92.3%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Obtain employment in an entry level sales position.</td>
<td>83.3%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>85.6%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Recognize and analyze ethical issues as they apply to the professional selling environment.</td>
<td>85.7%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>92.3%</td>
<td>91.7%</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

### Retail Management (WAFC) Certificate

<table>
<thead>
<tr>
<th>Activity</th>
<th>Asian</th>
<th>Black, AA</th>
<th>Filipino</th>
<th>Hispanic</th>
<th>Native American</th>
<th>Pacific Islander</th>
<th>White</th>
<th>Undeclared</th>
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</thead>
<tbody>
<tr>
<td>Apply communication strategies for retail selling environment.</td>
<td>82.6%</td>
<td>82.9%</td>
<td>88.0%</td>
<td>88.3%</td>
<td>84.2%</td>
<td>86.4%</td>
<td>95.6%</td>
<td>90.9%</td>
</tr>
<tr>
<td>Obtain employment in a retail management position.</td>
<td>76.8%</td>
<td>83.3%</td>
<td>83.3%</td>
<td>100.0%</td>
<td>78.6%</td>
<td>78.4%</td>
<td>81.5%</td>
<td>67.4%</td>
</tr>
<tr>
<td>Recognize and analyze ethical issues as they apply to the retail selling environment.</td>
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<td>100.0%</td>
<td>93.3%</td>
<td>88.7%</td>
<td>100.0%</td>
<td>78.6%</td>
<td>94.3%</td>
<td>90.0%</td>
</tr>
<tr>
<td>REAL ESTATE BROKER, CERTIFICATE</td>
<td>Identify and use common California real estate practices and basic real estate terminology.</td>
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<td></td>
<td>Real Estate Brokers, Certificate</td>
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<td></td>
<td>Black, AA</td>
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<td></td>
<td>Filipino</td>
<td>75.0%</td>
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<td></td>
<td>Hispanic</td>
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<td></td>
<td>Native American</td>
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<td></td>
<td>Pacific Islander</td>
<td>96.0%</td>
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<td></td>
<td>Undeclared</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Meet the education requirement for the basic California real estate agent's and/or salesperson's license exam.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
</tr>
<tr>
<td>Black, AA</td>
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<tr>
<td>Filipino</td>
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<td>Hispanic</td>
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<table>
<thead>
<tr>
<th>Obtain employment in an entry-level position in the real estate field.</th>
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<td>Asian</td>
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<td>Black, AA</td>
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<tr>
<td>Filipino</td>
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<td>White</td>
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<tr>
<td>Undeclared</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Recognize and analyze ethical issues as they apply to the real estate environment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
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<tr>
<td>Black, AA</td>
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<td>Filipino</td>
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<td>White</td>
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<tr>
<td>Undeclared</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>REAL ESTATE SALESPERSON, CERTIFICATE</th>
<th>Identify and use common California real estate practices and basic real estate terminology.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Real Estate Salesperson, Certificate</td>
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<td>Asian</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Meet the education requirement for the basic California real estate salesperson's license exam.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
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<td>Black, AA</td>
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<td>Program</td>
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<td>REAL ESTATE, AS</td>
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<td>SUPERVISORY MANAGEMENT, AS</td>
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</table>
Curriculum and Course Offerings Analysis

Curriculum Analysis

Courses that have not been reviewed, or not scheduled to be reviewed, are listed on the Curriculum Committee web pages. To aid in use, please view this filtered spreadsheet, using the drop down menus along the field headings, to view just your department. On opening the spreadsheet, click the Enable Editing and Enable content buttons that should appear across the top menu bar.

Considering those courses that have not been reviewed within the last five years, please address these below.

Provide your plans to bring courses into compliance with the 5-year cycle of review. If your department is compliant, please state that.

All curriculum in the Business Administration Department is compliant and in alignment with the 5-year review cycle. Business Administration will review departmental curriculum again during fall 2018.

Provide your plans to either inactivate or teach each course not taught in the last two years.

Faculty regularly review departmental courses for relevance. One course that is only offered infrequently is Busad 249 - Business Internships. In the past, this course has been offered upon student request and faculty were not compensated for their oversight. The class has lost popularity with students who are interested in the A.S. -T in Business Administration because the curriculum is very prescriptive. However, based on feedback from our advisory council and students seeking relevant job experience on their resumes prior to graduating, we have maintained the course in our curriculum. Plans in the Strong Workforce grant proposal emphasize student internships, thus the class will be offered more frequently within the next two years.

Does the College Catalog accurately display the descriptions and requirements of all the courses and educational awards (degrees/certificates) overseen by this program? If not, please describe your plans to correct.

Based on a review of the Business Administration curriculum and programs, the 2016-2017 catalog accurately reflects both courses and programs. The Associates of Science Transfer Degree (A.S. -T) in Business Administration was modified in Spring 2017 to comply with the revised state template. The Modifications for that degree will be reflected in the college catalog after state approval.

Are there plans for new courses or educational awards (degrees/certificates) in this program? If so, please describe the new course(s) or award(s) you intend to create.

The Business Administration Department is scheduled to hold a four-day strategic planning and curriculum retreat in June 2017. Faculty will discuss changes to programs and additional curricular development at that time. One area of exploration faculty intends to explore is the creation of skills recognition certificates in the areas of Accounting, Marketing, and Human Resources Management to provide students with skill-building courses that can improve employment and advancement opportunities in a short time frame. The creation of the foregoing certificates will allow for immediate job skill enhancement and a path to an associates or transfer degree. Further, faculty have observed that many transfer students take additional courses in their area of interest and the foregoing will allow students to capture skills in a certificate that can be added to their resume. The department is also in the process
of exploring new curriculum in the area of digital marketing and organizational development, which would enhance existing degrees and certificates.

What needs or rationale support this action, and when do you expect to submit these items to the Curriculum Committee?

The Business Administration faculty gather input for curricular changes from a variety of sources. Faculty gather both labor market and growth data to inform changes. Further, the Business Administration Department regularly meets with their Industry Advisory Council to gain insights into job trends and desired employee skills. Revisions to curriculum will take place during the regular five-year cycle. A full curriculum review is currently scheduled for fall 2018.

Course Time, Location and Modality Analysis

Please follow this link and review the Course Attributes in regards to when, where, and in which method the courses in this program are taught. Use the filters to focus the report on your department. Then answer the following questions.

Location/Times/Modality Trend Analysis:
Consider and analyze your location, time, and modality trends. Discuss any program plans that address more efficient and beneficial location, modality and/or time of day trends.

In reviewing the course offering trend from the 2011-2012 to 2015-2016 academic years, the balance of course offerings have changed. Online course offerings have increased from 19% of the overall fall and spring sections to 45%. Both the day and evening face-to-face offerings have declined. Evening offerings have declined from 37% to 25%, while day offerings have declined from 44% to 30%. Although access to this data is new to the department, faculty have noticed that enrollments have softened for live evening classes over the past few semesters. Fill rates for evening classes have ranged from 64% to 75%, while online fill rates have ranged from 80% to 92% over the same two-year period. Summer online offerings have followed a similar trend; online increased from 25% to 70% over the past five summers.

The foregoing presents a problem for the Business Administration Department as student demand for online classes continues to increase. It is difficult to find adjunct instructors that are qualified to teach online or that desire to be trained to teach online. Most adjunct are industry professionals that desire to teach in a live setting; oftentimes, only available for evening classes. Many of the full-time faculty are already teaching overload classes now.
Program Analysis

Program Personnel

Please refer to the Department Faculty and Sections Dashboard to supply the names of faculty and adjuncts for the periods requested. Use the dashboard filters to focus on your individual department. Due to the complexity of payroll accounts and assignments, those listed may not match known individuals, please note any discrepancies.

Additional comments or narrative can be added below.

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Full-Time or Part-Time (adjunct)</th>
<th>Hire Date (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Akiona, Shelley K</td>
<td>Full Time</td>
<td></td>
</tr>
<tr>
<td>Kropp, Linda M</td>
<td>Full Time</td>
<td></td>
</tr>
<tr>
<td>Salerno, Barbara A</td>
<td>Full Time</td>
<td></td>
</tr>
<tr>
<td>Sill, Nancy</td>
<td>Full Time</td>
<td></td>
</tr>
<tr>
<td>Wall, Patricia D</td>
<td>Full Time</td>
<td></td>
</tr>
<tr>
<td>Arnold, Shawne M</td>
<td>Part-time</td>
<td></td>
</tr>
<tr>
<td>Bawiec, John</td>
<td>Part-time</td>
<td></td>
</tr>
<tr>
<td>Beam, Erica L</td>
<td>Part-time</td>
<td></td>
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<tr>
<td>Brooks, Duane G</td>
<td>Part-time</td>
<td></td>
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<tr>
<td>Brunn, Gerald E</td>
<td>Part-time</td>
<td></td>
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<tr>
<td>Burbank, Janet R</td>
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<td></td>
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<tr>
<td>Campidonica, Elizabeth</td>
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<td></td>
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<tr>
<td>Danielson, Dean L</td>
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<td></td>
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<tr>
<td>Ewert, Craig K</td>
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<td></td>
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<tr>
<td>Foss, Amanda K</td>
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<tr>
<td>Griffin, Michael R</td>
<td>Part-time</td>
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<tr>
<td>Groth, Mary C</td>
<td>Part-time</td>
<td></td>
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<tr>
<td>Heinsius, John J</td>
<td>Part-time</td>
<td></td>
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<tr>
<td>Hutcheson, Geoffrey C</td>
<td>Part-time</td>
<td></td>
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<tr>
<td>Kong, Linda L</td>
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<tr>
<td>Lapcevic, William</td>
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<tr>
<td>Lavell, Dolores</td>
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<td>Lima, Sheri A</td>
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<td>McCann, John</td>
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<td>Navarro, Roy</td>
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<td>Salazar, Roman S</td>
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<tr>
<td>Solhkhah, Arbella</td>
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<tr>
<td>Souza, Heather S</td>
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<td>Stueve, Jennifer A</td>
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<tr>
<td>Sujata, Shirreem</td>
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<td></td>
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<tr>
<td>Tam, Kenneth K</td>
<td>Part-time</td>
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</tr>
</tbody>
</table>
The foregoing staffing is from the Department Faculty and Sections Dashboard generated on May 30, 2017. It should be noted that the Business Department has one full time faculty member who is within retirement age. Further, there is a need to expand the adjunct pool. Currently several part-time faculty are teaching the maximum load and that leaves the department vulnerable in the case of illness or a change in job status. It should also be noted that it is difficult to find qualified accounting faculty who desire to teach given the pay differential. Yet another issue looming is the lack of qualified adjunct who are formally trained to teach online. This issue will limit the department’s ability to expand online offering based on student demand.

Faculty Assignments

Please refer to the Department Faculty and Sections Dashboard to supply the number of faculty and adjuncts for the past two years of regular terms. Use the dashboard filters to focus on your individual department. Due to the complexity of payroll accounts and assignments, those listed may not match known individuals, please note any discrepancies. Please note that summer positions are all shown as adjunct due to payroll categories.

Enter figures for each term, to add additional rows, click in last cell on right and push tab on the keyboard.

Additional comments or narrative can be added below.

<table>
<thead>
<tr>
<th>Term (e.g. 2016 Fall)</th>
<th># Taught by FT Faculty</th>
<th># Taught by Other Faculty</th>
<th># Sections Offered / Term</th>
<th>Program Fill Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>31</td>
<td>29</td>
<td>60</td>
<td>80%</td>
</tr>
<tr>
<td>Spring 2016</td>
<td>31</td>
<td>25</td>
<td>56</td>
<td>80%</td>
</tr>
<tr>
<td>Summer 2016</td>
<td>0</td>
<td>23</td>
<td>23</td>
<td>76%</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>31</td>
<td>23</td>
<td>54</td>
<td>88%</td>
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<tr>
<td>Spring 2017</td>
<td>32</td>
<td>19</td>
<td>51</td>
<td>83%</td>
</tr>
</tbody>
</table>

Faculty assignments by term are noted above; data was derived from the "Department Faculty and Sections Dashboard" on May 30, 2017. Summer 2016 data reflects all part-time instruction because the term is outside of full-time faculty contract. The data dashboard did not differentiate full-time versus part-time summer assignments.

Departmental Productivity Measurements

If not pre-filled, please complete for two years the following table of indicators, as listed on top of the Productivity Dashboard. A picture of this dashboard will be supplied by Research and Planning. Please enter one term per line; to add an additional line, click in last cell and use the Tab key.

The space below is available for comments and narratives.
<table>
<thead>
<tr>
<th>Year</th>
<th>Section</th>
<th>FTEF</th>
<th>FTEF%</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>2015 Fall</td>
<td>13.32</td>
<td>201.93</td>
<td>15.16</td>
<td>454.66</td>
</tr>
<tr>
<td>2016 Spring</td>
<td>12.40</td>
<td>191.32</td>
<td>15.43</td>
<td>462.86</td>
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<tr>
<td>2016 Summer</td>
<td>5.07</td>
<td>72.81</td>
<td>14.37</td>
<td>431.11</td>
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<tr>
<td>2016 Fall</td>
<td>11.73</td>
<td>199.40</td>
<td>16.99</td>
<td>509.81</td>
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<tr>
<td>2017 Spring</td>
<td>11.53</td>
<td>188.56</td>
<td>16.35</td>
<td>490.46</td>
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<tr>
<td>2017 Summer</td>
<td>5.20</td>
<td>83.96</td>
<td>16.14</td>
<td>484.34</td>
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</tbody>
</table>

Based on the data summarized in the Program Productivity Report, section and student numbers at census have remained consistent overall for the past two academic years. In reviewing the data, it is noted that there is room for improvement in terms of productivity measures. It would be helpful for faculty to discuss course offering and sequences to ensure student access and to increase productivity. Most of the Business, Real Estate, and Supervisory Management courses are lecture-based with a class capacity of 40 students. However, the Business area does have some application-based courses, requiring labs with class sizes ranging from 27-30 students. It should also be noted that the WSCH/FTEF college wide has consistently dropped below 525 over the same two-year period.
Department Productivity MBUSI division, MBUSAD, MRLES, MSUPR department

<table>
<thead>
<tr>
<th>Year</th>
<th>FteF</th>
<th>FTES</th>
<th>FTES/FTEF</th>
<th>WSCH/FTEF</th>
<th>Cost/FTES</th>
<th>1st Census Enrolled</th>
<th>Sections</th>
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<td>2015MFA</td>
<td>13.32</td>
<td>201.94</td>
<td>15.16</td>
<td>454.66</td>
<td>$2,229</td>
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<td>12.40</td>
<td>199.40</td>
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<td>72.81</td>
<td>14.37</td>
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<tr>
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<td>15.99</td>
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<td>2017MSU</td>
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<td>63.96</td>
<td>14.14</td>
<td>484.34</td>
<td>$1,632</td>
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### Department Faculty and Sections Taught

## Faculty Assignments

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<tr>
<th>Division</th>
<th>MBUSI</th>
<th>Full Time</th>
<th>Part Time</th>
<th># Sec</th>
<th>Fill Rate</th>
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<tr>
<td></td>
<td>Multiple</td>
<td>2016MSP</td>
<td>31</td>
<td>25</td>
<td>56</td>
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<tr>
<td>Years</td>
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<td>2016MSU</td>
<td>23</td>
<td></td>
<td>23</td>
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<tr>
<td></td>
<td>Multiple</td>
<td>2016MFA</td>
<td>31</td>
<td>23</td>
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<tr>
<td></td>
<td>Multiple</td>
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### Faculty Teaching in Department

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<tr>
<th>Instructor</th>
<th>Full Time</th>
<th>Part Time</th>
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<tr>
<td>Akiona, Shelley K</td>
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<tr>
<td>Alavezos, Kevin R</td>
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<td>Kropp, Linda M</td>
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<tr>
<td>Salerno, Barbara A</td>
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<tr>
<td>Sill, Nancy</td>
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<tr>
<td>Wall, Patricia D</td>
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<tr>
<td>Arnold, Shawne M</td>
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<td>Bawiec, John</td>
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<tr>
<td>Beam, Erica L</td>
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<tr>
<td>Brooks, Duane G</td>
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<tr>
<td>Brunn, Gerald E</td>
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<tr>
<td>Burbank, Janet R</td>
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<tr>
<td>Campidonica, Elizabe..</td>
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</tr>
<tr>
<td>Danielson, Dean L</td>
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<tr>
<td>Ewert, Craig K</td>
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<tr>
<td>Foss, Amanda K</td>
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<tr>
<td>Groth, Mary C</td>
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<td>Heinisius, John J</td>
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<tr>
<td>Hutcheson, Geoffrey C</td>
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<tr>
<td>Kong, Linda L</td>
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<tr>
<td>Lapcevic, William</td>
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<tr>
<td>Lavelle, Dolores</td>
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<tr>
<td>Lima, Sheri A</td>
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<tr>
<td>Mccann, John Navarro, Roy</td>
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<tr>
<td>Peterson, Ashley</td>
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<tr>
<td>Porter, Andrea</td>
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<td>Salazar, Roman S</td>
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<td>Souza, Heather S</td>
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<td>Stueve, Jennifer A</td>
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<tr>
<td>Sujata, Shirreene</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tam, Kenneth K</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### # Sections by Position Type

- **2015-2016:**
  - 77 Adjunct
  - 16 Overload
  - 37 Regular
  - 9 Regular & OL

- **2016-2017:**
  - 67 Adjunct
  - 19 Overload
  - 35 Regular
  - 9 Regular & OL
Long Term Planning and Resource Needs

Long Term Planning

Provide any additional information that hasn't been addressed elsewhere in this program review, such as environmental scans for opportunities or threats to your program, or an analysis of important subgroups of the college population you serve.

View the Program Review Instructions page for reference and inspiration.

Taking into account the trends within this program and the college, describe what you realistically believe your program will look like in three to five years, including such things as staffing, facilities, enrollments, breadth and locations of offerings, etc.

Departmental Overview - Internal Scan

The Business Administration Department has been proactive in addressing the local, state, and national trends in education moving from a teaching paradigm to a learning paradigm. The department has created a culture of assessment and is compliant in all CLO, PLO, GELO, and ILO assessments. Although there is always room for improvement, assessment results are strong. The foregoing can be attributed to the tireless work of our departmental assessment coordinator, faculty collaboration on CLO refinement, assessment design, and the full compliance and support of our many adjunct faculty.

The college has made great strides in the availability of relevant, accessible data. The ability to disaggregate assessment data has provided rich information that our department has worked to review and understand. Oftentimes, because the data is new, more questions arise than answers, but the department is committed to increase their capacity to analyze data and create deliberate, measurable pedagogical changes to increase student learning, retention, and success. The department is further addressing their role in increasing student access as well.

External Scan

In addressing future trends, faculty are confident that student demand will continue to grow over the next three to five years. Not only is Business Administration the top major in the country, graduates are employable and job growth is predicted in the coming years. In addition to industry growth projections, retiring baby boomers will also drive demand. Faculty are currently working to identify underserved populations of students and are looking for ways to better serve populations within our community.

Interest in Business continues with student demand in the area along with expected growth in the job market. The Business Administration Department will continue to work hard to meet student demand. The foregoing continues to be challenging as students are more diverse in terms of their college readiness, adult development, and economic stability. Further, college students are now able to shop for their classes from multiple colleges, even during the same academic semester.

One area of concern faculty have noted is that public institutions have never really had to contend with direct competition, let alone competition from other public colleges. This paradigm shift will require the Business Department, and college alike, to reevaluate how to recruit, serve and educate our students. Given the foregoing, faculty are in the infant stages of developing some non-traditional pathways to better serve working adults. Some discussions have already taken place to create partnerships with both public and private four-year institutions to better serve the working adult population. The department is also looking...
forward to participating in college wide dialog about the creation of pathways for our students.

**Departmental Challenges**

The Business Department is committed to continual improvement to better serve our students in terms of increased access, retention, learning, and success. There are several challenges facing the department in the coming years. For example, recruiting and retaining qualified adjunct faculty is difficult. Many of the Business Administration faculty are working professionals. Although, our current adjunct brings with them rich, real-world experience that cannot be replicated in a textbook, many are only available to teach in the evenings. Based on the current data trends, demand for evening classes seems to be shrinking, while online demand, because of the flexibility it allows, is growing. Many of our adjunct instructors, who work full-time in industry do not desire to teach online and do not want to take the time to become certified online instructors. The foregoing is compounded as full-time faculty continue to increase their online teaching loads and therefore reduce their classroom presence and access to students in a face-to-face environment.

The increase in non-teaching duties must also be addressed. Over the years, non-teaching duties at the college have increased significantly in order to meet accreditation standards and reporting. It is critical that faculty be creative and efficient with their time. Although important tasks, the opportunity cost is great in terms of the time that could be spent improving teaching techniques, mentoring new and part-time faculty, and providing increased student access to faculty through advising and mentoring opportunities.

In addition to enhancing the quality of the Business, Real Estate, and Supervisory Management Departments, faculty will continue to work closely with students through advising and enhanced service learning opportunities. The Business Club has provided students access to real-world work-related experiences to enhance their resumes. Yet another ongoing challenge is to make sure students have access to support services for high-demand courses such as accounting and bookkeeping. Increasing student access in the FH 114 Business Lab through increased lab hours and support during high demand morning hours would be beneficial for students. Accounting courses have similar success rates as math, yet are not equitably supported by the college like math and English students. Faculty are working collaboratively with lab personnel to increase student support through nontraditional access, such as live chat, email access, and telephone contact.

Lastly, another challenge that the Business Department faces is to better serve the diverse population of students entering college. Although the college data dashboards are helpful and access to data trends are useful, the department needs additional information about our students in order to design deliberate interventions to help them persist and succeed. Most business classes do not require any requisite skills. Providing disaggregated data based on college readiness would be helpful. Further, it would be helpful to collect data on why students are dropping courses.

**Resource Request and Action Plan**

<table>
<thead>
<tr>
<th>Priority</th>
<th>Name</th>
<th>Resource Type</th>
<th>Estimated Cost</th>
<th>Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Full-time Staffing for the Busad Lab</td>
<td>Personnel</td>
<td>~$40,000</td>
<td>Additional staffing in the Busad Lab – FH 114 to extend hours of operation for the lab and provide on-demand tutoring and homework assistance. This position will tutor and support Busad 200, 201,</td>
</tr>
</tbody>
</table>
Further, the additional staffing will increase access to general business students in the computer lab through extended hours. Accounting classes are high-demand class and require a high support environment. In Financial Accounting and Bookkeeping, success rates are similar to math success rates, yet the college does not provide equitable support. The CLOs driving this request relate to the Accounting Cycle for both Financial Accounting and Bookkeeping as well as increasing students’ ability to analyze financial statements.

<table>
<thead>
<tr>
<th></th>
<th>Equipment (Not Computers)</th>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>Quickbooks Certiport Certification Portal access</td>
<td>$5,000</td>
<td>The estimated cost of access to the QuickBooks Certiport Certification Portal is $5,000 annually. The Business Department would like to pilot this certification software to assist our students in capturing an industry recognized certification after completing the Busad 203 – Computer Accounting. QuickBooks is an industry recognized accounting software system that is widely used by small to medium sized businesses nationwide. Employers frequently note the software by name in their job announcements. Further, with the purchase of the QuickBooks Certiport access, MJC can become an official QuickBooks testing center and charge non-students a fee to sit for the exam. The foregoing could eventually offset part of the subscription cost.</td>
</tr>
<tr>
<td>3</td>
<td>Desktop Computers</td>
<td>$9,000</td>
<td>Five computers are being requested to replace outdated and failing hardware currently located in the faculty offices. Several computers have failed over this past year. Lack of reliable computers is not only inefficient for faculty, but the cost-benefit should be considered in terms of the cost to maintain hardware that in many cases is over 10 years old.</td>
</tr>
<tr>
<td>4</td>
<td>7 Surface Pro/Surface Book (with accessories)</td>
<td>$24,000</td>
<td>Surface Pro/Surface Books will be utilized to demonstrate in the classroom and will allow faculty computing access during off hours for student contact, support, and online teaching.</td>
</tr>
</tbody>
</table>
Evaluation of Previous Resource Allocations

Below is a list of resource allocations received in previous Program Reviews. Please evaluate the effectiveness of the resources utilized for your program. How did these resources help student success and completion?

(https://www.mjc.edu/governance/rac/documents/ielmanallocationsummary20142015.pdf)

The Evaluation / Measured Effectiveness can be typed in another program and pasted here, or typed directly in to the box below. The box will expand with additional text, and paragraphs (hard returns) can be added by using Ctrl+Enter.

<table>
<thead>
<tr>
<th>Resource Allocated</th>
<th>PR Year</th>
<th>Evaluation / Measured Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>
Appendix

Optional Questions

Please consider providing answers to the following questions. While these are optional, they provide crucial information about your equity efforts, training, classified professional support, and recruitment.

What strategies do you use to recruit, support and retain students from disproportionately impacted groups?

Generally, the Business Administration Department has not been directly involved in student recruitment, other than being a point of contact for student initiated inquiry. Recently, the department is taking a more proactive approach to marketing their programs. The department was recently awarded a small grant for promotion and marketing of their Retail Management Certificate and are currently in the design phase of their materials and marketing plan. The Retail Management Certificate is a program associated with the Western Association of Food Chains (WAFC) and is targeted toward individuals working in retail. The program is supported by large grocery chains including Costco, Safe Way, and Save Mart who encourage their entry level and career based employees to continue their education in order to move into leadership and management positions. Many of these employees have GEDs and recognize the value of continuing their education in order to promote. This program is an example of the department’s efforts to serve disproportionately impacted groups within our community. The department has also been active in the MJC New Student Days to provide information to incoming students about programs and job opportunities.

Does your division (or program) provide any training/mentoring for faculty to support the success of students at risk of academic failure?

Yes.

Is there a need for more classified professional support in your area, please describe this need. Indicate how it would support the college mission and college goals for success, and completion.

The Business Administration Department works closely with Office Administration and the two departments would find it useful to have professional classified support in the area of promotion and outreach for the numerous degrees and certificates. Another option would be to more closely align with college wide efforts to promote programmatic opportunities. The Business Department is diverse in terms of both its curriculum and programs. There are currently 35 courses and 17 different degrees and certificates housed in the Business Administration Department.

What factors serve as barriers to recruiting active faculty to your program(s)?

The department does have a difficult time recruiting qualified faculty who want to teach part-time and that are available during the daytime hours. Further, because most of our faculty are working professionals, it is difficult to find qualified online faculty.
Career Technical Education Questions

How many students did you serve in the last two academic years?
(See Program Snapshot Reports > Where are students taking courses in the region > student)

Given the Cal-Pass website results, the following information was available:

- 2014-2015 Total Business students served was 5,703 students
- 2013-2014 - Total Business students served was 5,254

In reviewing data by top code, one of the greatest increases occurred in the area of Real Estate. From 2013-14 to 2014-15 student enrollments increased from 63 students to 148 students. The foregoing is attributed to creative scheduling and offering required real estate licensure courses in a short-term, online format, allowing students to complete all three required courses in a single 15-week term.

What kinds of students are you serving?
(See Program Snapshot Reports > Where are students taking courses in the region > Check Categories)

Based on the data, 63% of students taking classes from the Business Administration Department at MJC are female; 36% male and 1% deemed as other. Based on ethnicity, the department serves 53% Hispanic, 29% white, 8% Asian, and 6% African American students.

In terms of age, 65% of the student population served by the Business Administration Department are 24 years old or younger. The Business Department is in the process of strategically planning ways to provide increased access to working adults. Based on the data provided, the underserved groups appear to be in the 30 to 39-year-old range. The Business Administration Department is currently exploring accelerated pathways and partnering with neighboring private four-year colleges.

What percentage of your students are persisting? Consider within the program and within the college.
(See Program Snapshot Reports > Are students progressing the pathway? > Term-to-Term Retention and Persistence)

Within the region, term-to-term retention rates are 26%; the rates for persistence are 6%. For the Business Administration Department, the term-to-term retention rates are 25% and the persistence rate is 4%. Both rates are slightly lower at MJC than the region. This information is new to the Business Administration Department and further analysis and data collection is necessary in order to determine why students are not completing. The Business Administration Department is planning to survey students in fall 2017 to gain greater understanding of their student population as well as why students are dropping classes. Through data collection and analysis, the goal is to implement strategic interventions to assist students in completing their educational goals.

In reviewing the college wide rates, including all programs, MJC’s term-to-term retention is 40% and persistence rates are 11%. The foregoing rates are much higher than the departmental rates. The department plans to review success rates in Financial Accounting, which is a core Business Administration class. Many of our students who are not college ready struggle with this course. The department plans to increase their Accounting Bootcamp pilot in fall 2017 to determine if retention rates increase.

Are students getting and keeping jobs?
(See Program Snapshot Reports > Are students getting jobs?)
Using the 2013-2014 data (most recent data available), 62% of completers and 66% of skill-builder students were employed. The students also appeared to be keeping their jobs over the noted span of time. There was a slight decrease for the local certificate holders; however, the sample size was small for that group (n = 14).

What percentage of students are attaining a living wage?  
(See Program Snapshot Reports > Are Students Making Reasonable Wages? > Living Wages button)

Living wage data was not available on the Cal-Pass site.
Executive Summary

Summary

Feel free to copy and paste from Word or other sources directly in to the space below. If formatting is not preserved, try pasting to Notepad, then copying and pasting from there, adding formatting in eLumen.

Provide an executive summary of the findings of this program review. Your audience will be your Division Program Review Group, the MJC Program Review Workgroup, and the various councils of MJC.

The Business Administration Department consists of diverse curriculum encompassing 35 courses and 17 degrees and certificates. Specialized degrees and certificates are available in Accounting, Bookkeeping, Business Administration, Business Operations, International Business, Marketing, Professional Selling, Real Estate, Retail Management, and Supervisory Management. The Business Administration Department is currently staffed with five full-time faculty who possess specialties in the areas of accounting, human resources, law, management, and marketing.

The mission of the Business Department closely aligns with the MJC mission, vision, and strategic directions. Faculty work hard to ensure that the diverse populations of students are served with traditional transfer degrees as well as short-term certificates and terminal associate degrees to foster job placement. In addition to the foregoing, faculty work collaboratively to provide service learning opportunities to students through business club activities, internships, advising, and additional support services for high-demand courses. The department was recently awarded a Strong Workforce grant and plans to expand student internships and industry partnerships. In addition, a grant was also secured to increase student awareness of the Retail Management Certificate. Marketing efforts will begin in fall 2017.

The goal of our department is to provide excellent educational service to our diverse student population. Our students vary greatly in their cultural makeup, level of adult development, academic skills, and educational goals. The release of the college Data Dashboard has provided faculty with access to data which has been helpful in structuring deliberate interventions to increase student learning. The department has created a culture of assessment and is pleased to report that all scheduled courses have been assessed and all part-time faculty fully participate in the process. One goal for the coming academic year is to build capacity within the department to understand and analyze the data that is now available in order to closely measure and track student progress.

Through the assessment process and in using the Data Dashboard, faculty have requested additional information in order to better serve students and to refine success and retention efforts. Faculty see value in further disaggregating data based on college readiness. Further, faculty see value in creating an additional measure of “student success” to capture data based on students who continue to attend and participate, but do not pass. This additional data will allow faculty to refine their approach to both student retention and success.

In addressing external trends, faculty are confident that student demand will continue to increase over the next three to five years. Business Administration is the top major in the country and graduates are employable, with predicted job growth in the coming years. An area noted by faculty in their analysis is the need to increase access to underserved populations. Further, opportunities exist with partnerships with both public and private transfer institutions to more fully serve our working students. An area of concern for the Business Department is the lack of qualified, available part-time faculty. The demand for
online and hybrid courses grows, but it is difficult to find part-time business faculty that desire to teach online.

The Business Administration faculty remain committed to excellence in teaching and learning and will continue to work to better serve the ever-changing needs of today’s community college student. Faculty look forward to college wide discussions surrounding educational pathways. Many of our students are first generation college students and faculty see benefit in a systemic review at how students navigate the often complex systems of the college.