2021 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2020-21   **PROGRAM: ACCOUNTING/BUSINESS/ECONOMICS**

CLUSTER: HEALTH, WORKFORCE & KINESIOLOGY (FORMERLY WORKFORCE & ECONOMIC DEVELOPMENT)

LAST YEAR CPPR COMPLETED: 2018

NEXT SCHEDULED CPPR: 2022   **CURRENT DATE: 2/5/21**

The Annual Program Planning Worksheet (APPW) is the process for:
- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's resource plan
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

Note: Degrees and/or certificates for the *same* program *may be consolidated* into one APPW.

This APPW encompasses the following degrees and/or certificates:

A.S.-T Business Administration, A.A.-T Economics, A.A. Business Administration-Career Track, C.S. or C.A. in the following areas: Accounting, Business, Marketing, Management, Small Business, and e-Commerce. It should be noted that the "transfer" degrees of A.S.-T and A.A.-T are sometimes referred to by the District on its website as ADT (Associate Degree for Transfer), and that acronym is used at times in this APPW.

GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction.

NONE.

PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes ☐ If yes, please complete the Program Sustainability Plan Progress Report below.
No X If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

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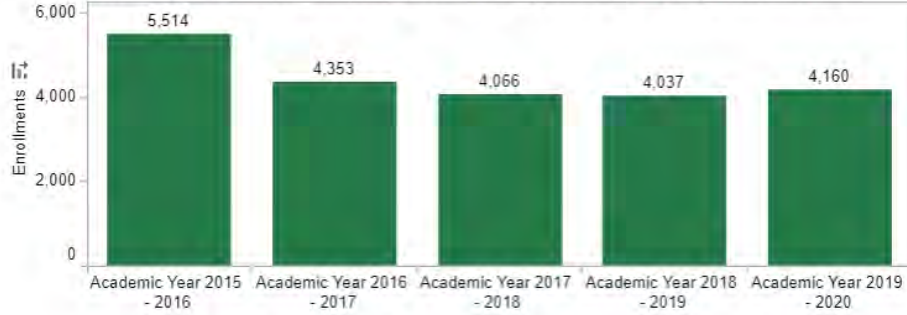## DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year's available data.
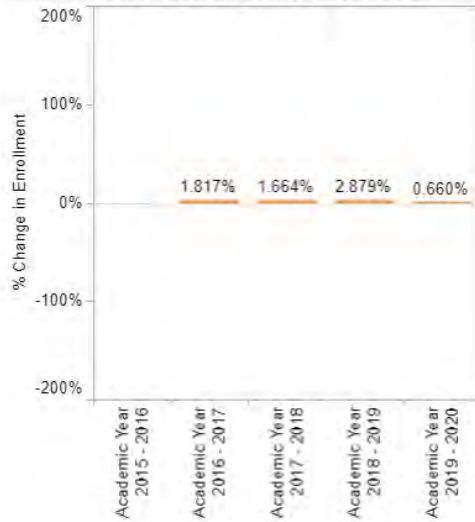
General Enrollment (Insert Aggregated Data Chart)

SLOCCCD Program Review Data - Enrollment

Department: (Multiple values)   **Course:** (All)   **Dual Enrollment:** (All)   **Prison:** (All)

Accounting, Business, Computer Information Systems and 1 more Enrollments

Academic Year	Enrollments
2015 - 2016	5,514
2016 - 2017	4,353
2017 - 2018	4,066
2018 - 2019	4,037
2019 - 2020	4,160

% Change - Overall College Enrollments

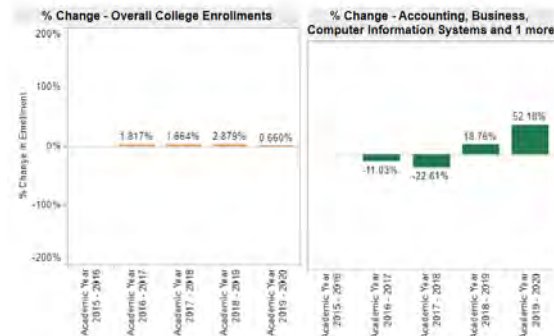| Academic Year	% Change
2015 - 2016	
2016 - 2017	1.817%
2017 - 2018	1.664%
2018 - 2019	2.879%
2019 - 2020	0.660%

% Change - Accounting, Business, Computer Information Systems and 1 more

Academic Year	% Change
2015 - 2016	
2016 - 2017	-21.06%
2017 - 2018	-6.59%
2018 - 2019	-0.71%
2019 - 2020	3.05%

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SLOCCCD Program Review Data - Enrollment

SLOCCCD Program Review Data - Enrollment

The first selection of aggregated pictures above reports all ACCT/BUS/ECON courses contributing positively to overall college enrollment. Historically, the five core course of the Business A.S.-T (Bus 218 – Business Law; ACCT/BUS 201A – Fi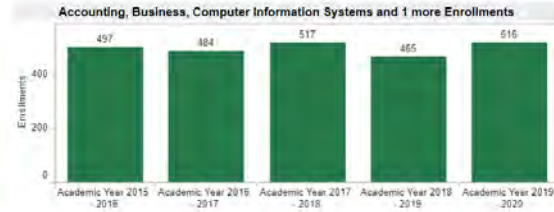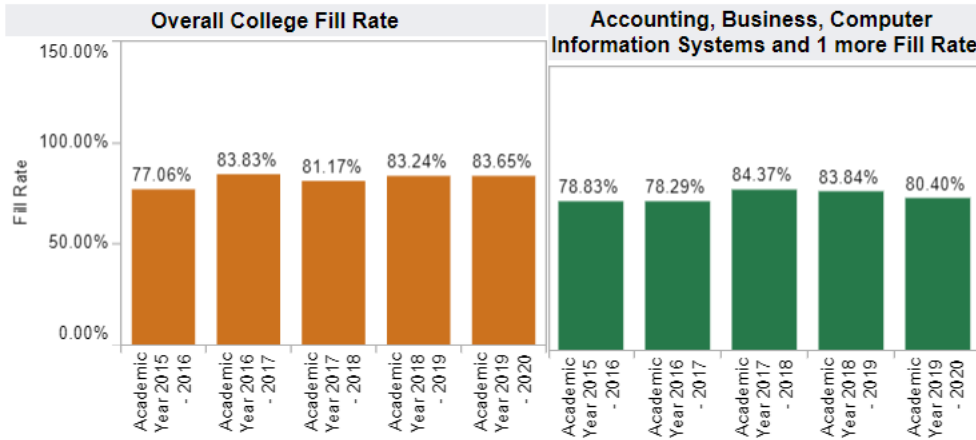nancial Acct, ACCT/BUS 201B – Managerial Accounting, ECON 201A – Macroeconomics, and Econ 201B – Microeconomics) account for 57.05% of the total enrollment for the department. Of the dual graphs above, the one to the left represents these core courses for the 2020-21 year and account for 55.2% of total department enrollments, slightly below the historical percentage. Of the dual graphs above, the one to the right, represents BUS 245 – Intro to Business. While not required for the Business A.S.-T, it accounted for 12.4% of total department enrollments, slightly below its historical 14.76%. These six courses are scheduled with multiple sections in both fall and spring semesters. Many of the other listed courses have at most four courses per academic year, and some as low as one every other academic year (BUS 283 and BUS 286, for example).

BUS 100-level courses have maintained enrollment in the low 200's over the past four years, with a 6% decrease in enrollment for the 2019-20 academic year. In comparison, BUS 200-level courses had an 11% increase in enrollment. The department added BUS 285 – Human Resource Management, which was taught for the first time in Fall 2019. The course recorded enrollment of 55 students for the 2019-20 academic year. BUS 228 and BUS 240 report the lowest enrollment of 200-level courses.

General Student Demand (Fill Rate) (Insert Aggregated Data Chart)

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department:		Course:	Dual Enrollment:	Prison
(Multiple values) ▼	▼	(All) ▼	(All) ▼	(All) ▼

Overall College Fill Rate

Academic Year	Fill Rate
2015-2016	77.06%
2016-2017	83.83%
2017-2018	81.17%
2018-2019	83.24%
2019-2020	83.65%

Accounting, Business, Computer Information Systems and 1 more Fill Rate

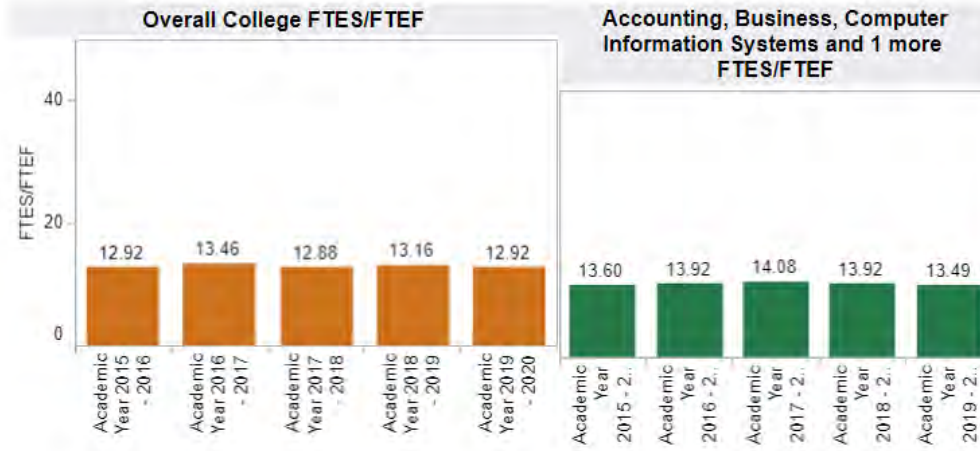| Academic Year	Fill Rate
2015-2016	78.83%
2016-2017	78.29%
2017-2018	84.37%
2018-2019	83.84%
2019-2020	80.40%

Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

The overall fill rate of the division fell slightly below that of the overall college. Fill rates for ACCT 201A and ACCT 201B saw a slight dip from 78% to 72%, while ECON 201A and ECON 201B saw a slight increase in fill rates from 91% to 93%. Historically, BUS 248 Small Business Management suffers from less than average efficiency, though this course is only offered once per academic year, and it alternates between the SLO and NCC campus. The 2019-20 academic year reported a 35% fill rate for this course. BUS 283 – Management & Supervision also has a lower fill rate and will be monitored in the next evaluation cycle as no data was reported for the 2019-20 academic year.

BUS 130-124 courses, which are e-Commerce specializations, are also currently undergoing curriculum revisions in hopes of increasing demand and therefore the fill rate for these courses.

General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department: (Multiple values) ▼   **Course:** (All) ▼   **Dual Enrollment:** (All) ▼   **Prison:** (All) ▼

Overall College FTES/FTEF

Academic Year	FTES/FTEF
Academic Year 2015 - 2016	12.92
Academic Year 2016 - 2017	13.46
Academic Year 2017 - 2018	12.88
Academic Year 2018 - 2019	13.16
Academic Year 2019 - 2020	12.92

Accounting, Business, Computer Information Systems and 1 more FTES/FTEF

Academic Year	FTES/FTEF
Academic Year 2015 - 2...	13.60
Academic Year 2016 - 2...	13.92
Academic Year 2017 - 2...	14.08
Academic Year 2018 - 2...	13.92
Academic Year 2019 - 2...	13.49

FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
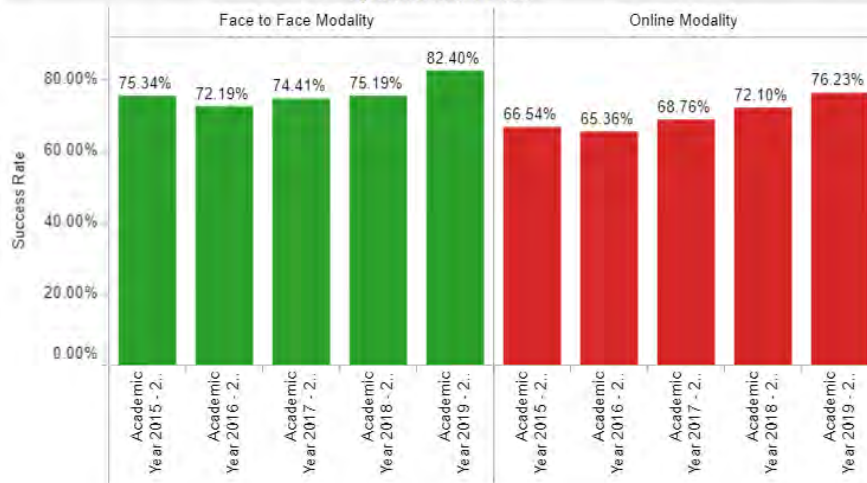(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

Efficiency rates continue to be consistent and greater than the overall college FTES/FTEF.

Student Success—Course Completion by Modality (Insert Data Chart)

SLOCCCD Program Review Data: Successful Course Completion

Select Department: (Multiple values) ▼   Course: (All) ▼

Legend:
- 🟩 Face to Face Modality
- 🟥 Online Modality

**Successful Course Competion by Modality -Accounting, Business, Computer Information Systems and 1 more**

Successful Course Competion by Modality Table - Accounting, Business, Computer Information Systems and 1 more

		Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*
Face to Face Modality	Department Success Rate	75.34%	72.19%	74.41%	75.19%	82.40%
	Total Department Enrollments	3,753	2,611	2,322	2,230	1,911
Online Modality	Department Success Rate	66.54%	65.36%	68.76%	72.10%	76.23%
	Total Department Enrollments	1,641	1,738	1,735	1,796	2,230

Both Face to Face and Online Modalities continue to have increasing course completion rates. This is likely due to a department culture of collaboration and discussion of best teaching practices, online certifications and instruction, and more experienced modality teaching.

Degrees and Certificates Awarded (Insert Data Chart)

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Instructional Annual Program Planning Worksheet
Approved by Academic Senate April 28, 2017 Document to be Used for Submission Spring, March 1, 2021

Program Awards

Top Code Description(s): Accounting, Business Administration, Business and Commerce, General and 4 more

Award(s): All
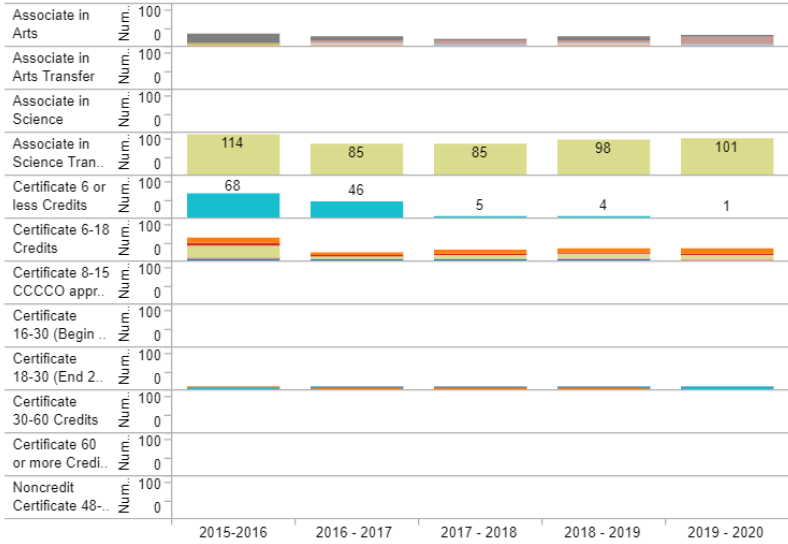
Award T..	Award	2015-2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020
Associate in Arts	Management (AA)	4	4	3	2	2
	Marketing (AA)	3	3	1	4	
	Total	7	7	4	6	2
Certificate 6 or less ..	Customer Service (CS)	68	46	5	4	1
	Total	68	46	5	4	1

Program Awards: The number of degress and certificates awarded by program type

Program Awards Table

Award T..	Award	2015-2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020
Certificate 6 or less ..	Customer Service (CS)	68	46	5	4	1
	Total	68	46	5	4	1
Certificate 0-10 Credits	Accounting Specialization (CS)	17	7	9	13	13
	E-Commerce Spec (CS)	6	2	4	4	4
	General Bus Special (CS)	33	9	11	10	14

Program Awards: The number of degress and certificates awarded by program type

Program Awards Table

Award T..	Award	2015-2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020
	Marketing Specialization (CS)	1			2	1
	Mgmt Specialization (CS)	6	3	3	3	
	Small Business (CS)	1	2	2	2	1
	Total	64	23	29	34	33
Certificate	Accounting Clerk (CA)		1	1	3	5

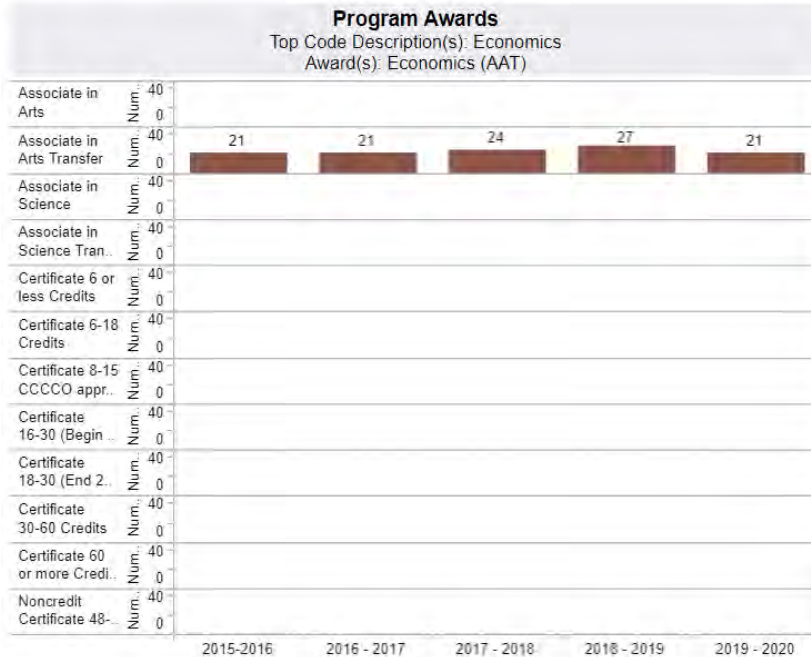Program Awards: The number of degress and certificates awarded by program type

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Program Awards Table

Award T..	Award	2015-2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020
	Total	64	23	29	34	33
Certificate 18-30 (End 2019)	Accounting Clerk (CA)		1	1	3	5
	Accounting Clerk/Bookkeep (..	2	1	1	1	
	Total	2	2	2	4	5
Grand Total		141	78	40	48	41

Program Awards: The number of degress and certificates awarded by program type
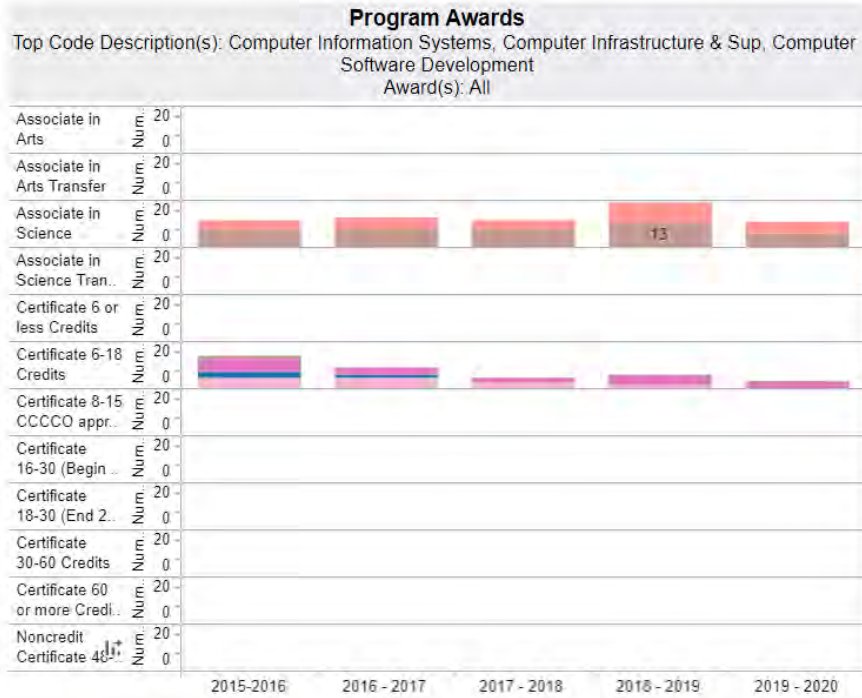
Program Awards

Top Code Description(s): Computer Information Systems, Computer Infrastructure & Sup, Computer Software Development
Award(s): All

Program Awards Table

Award T..	Award	2015-2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020
Associate in Science	Computer & Network Tech (AS)	6	6	5	11	7
	Computer Science (AS)	9	10	10	13	7
	Total	15	16	15	24	14
Certificate 6-18 Credits	Android Developer (CS)	2				1
	Comp Supp Spec (CS)	7	4	3	5	3

Program Awards: The number of degress and certificates awarded by program type

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Instructional Annual Program Planning Worksheet
    Approved by Academic Senate April 28, 2017 Document to be Used for Submission Spring, March 1, 2021

Program Awards

Top Code Description(s): Economics

Award(s): Economics (AAT)

	2015-2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020
Associate in Arts					
Associate in Arts Transfer	21	21	24	27	21
Associate in Science					
Associate in Science Tran..					
Certificate 6 or less Credits					
Certificate 6-18 Credits					
Certificate 8-15 CCCCO appr..					
Certificate 16-30 (Begin ..					
Certificate 18-30 (End 2..					
Certificate 30-60 Credits					
Certificate 60 or more Credi..					
Noncredit Certificate 48-..					

Program Awards Table

Award Type	Award	2015-2016	2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020
Associate in Arts Tr.	Economics (AAT)	21	21	24	27	21
	Total	21	21	24	27	21
Grand Total		21	21	24	27	21

Program Awards: The number of degress and certificates awarded by program type

Business and Accounting have seen modest growth in program awards over the past four years. The A.A.-T for Business continues to be the most popular, which generated 101 awards during the 2019-20 academic year. Thus, the importance of supporting the offerings of the five core courses: BUS/ACCT 201A, BUS/ACCT 201B, BUS 218, and ECON 201A, ECON 201B. CIS awarded 14 ADTs, in line with the five year average, after an increase in awards in the 2018-19 year when 24 were awarded. Economics continues to see consistent numbers of ADTs, awarding over 20 per year. Consideration for applying for an ADT is correlated to higher incomes for those earning an Associates Degree or higher vs. having "taken some college courses." See: https://www.bls.gov/emp/chart-unemployment-earnings-education.htm.

Therefore, department instructors are encouraged to show students where to get degree information on the Cuesta website and to consider the unique situation community college students enjoy, as associates degrees are not typically offered at four-year universities. Greater instructor promotion of the rationale for associates degrees may increase program awards. Also, the ADT is the preferred path for students seeking entry into a Cal State University, as the ADT guarantees junior level status and acceptance into at least one Cal State University.

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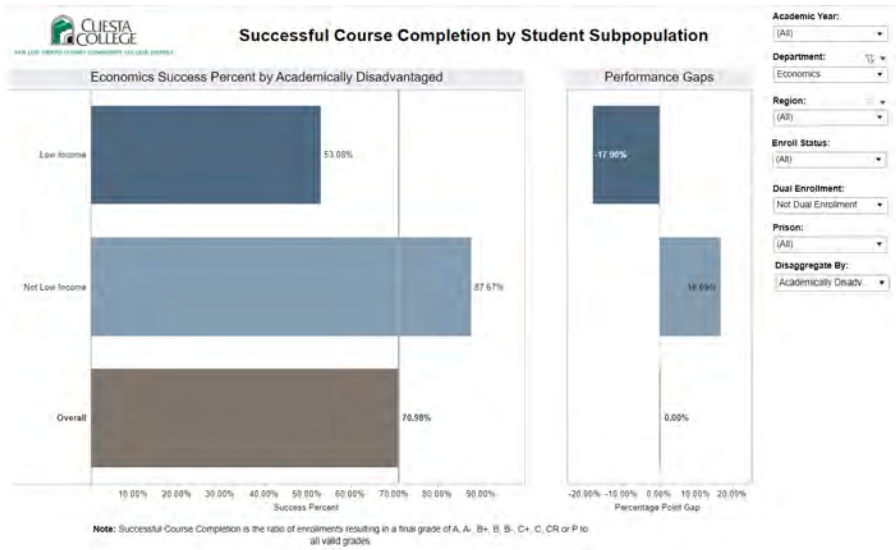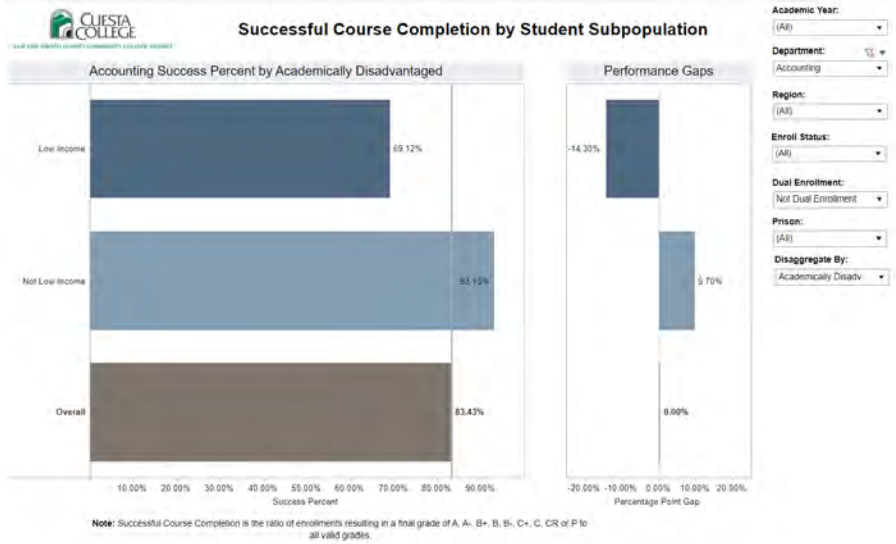The Business Department will work on a template for instructors to insert into their syllabi which includes:.

-What programs and certificates the course is part of
-List the courses required for the above degrees / certificates
-A link to where students apply for the degree / certificate

General Student Success – Course Completion (Insert Aggregated Data Chart)
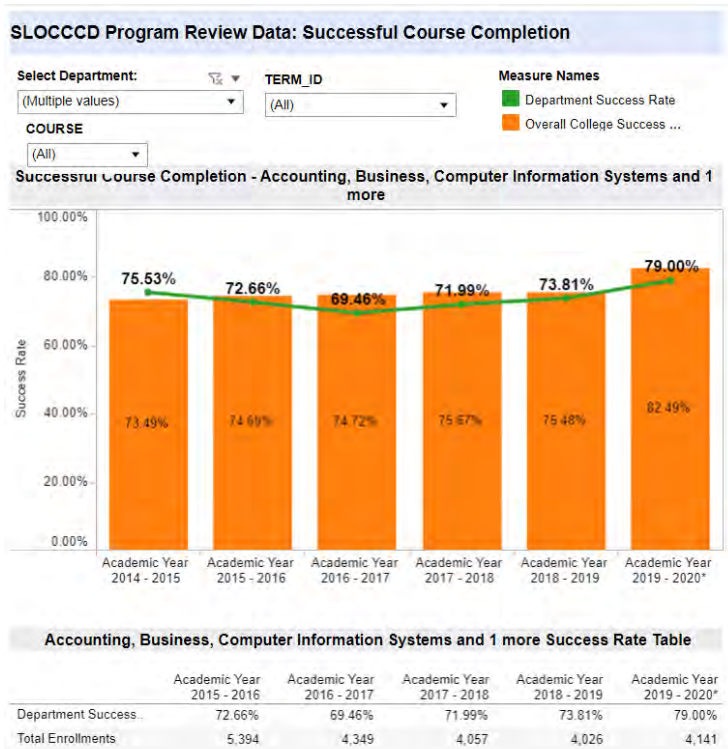
Aggregated department course completion rates increased from 73.8% to 79% (reported separately as Face to Face and Online modalities above.)

Review the Disaggregated Student Success charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

Successful Course Completion by Student Subpopulation

Accounting Success Percent by Academically Disadvantaged / Performance Gaps

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Successful Course Completion by Student Subpopulation

Economics Success Percent by Academically Disadvantaged / Performance Gaps

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P to all valid grades.

Accounting and Economics courses show 14.3% and 17.9% performance gaps for low income students. Due to the highly analytical nature of these courses, this may indicate a greater need for support services (tutoring, etc) as well as support for prerequisite (mathematics) courses. The Business Department encourages instructors in Accounting and Economics to identify and recruit students that can become embedded tutors in future semesters.

Additionally, first-time college students appear to have the greatest performance gaps for the department as a whole. Beginning of semester "best study practices" may be supportive of this student group. Business courses show a 12.8% performance gap, which is slightly below that reported for the overall college (13.2%)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

Continuing the challenges from the 2018-19 academic year, employment data is particularly hard to acquire in the arena of business. We continue to serve a large percentage of transfer students who want the ADTs in Business and Economics to transfer, as well as, established or emerging Small Business owners who may want to take a class or two to hone additional business skills. The vast array of business needs makes advisory groups an important step of course offerings evaluation, while balancing this information with transfer student needs. Scheduling decisions are intended to best serve both groups, but often this is at odds. Traditional students on average, sign up for in-person day classes, while returning or professional students tend to prefer online or in-person evening classes. Offering the less frequently offered classes, such as BUS 240, BUS 241, BUS 283, and BUS 286, requires adjustment and monitoring to determine and best support these student groups.

PROGRAM OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

CHECKLIST:
X   SLO assessment cycle calendar is up to date.
X   All courses scheduled for assessment have been assessed in eLumen.
☐   Program Sustainability Plan progress report completed (if applicable).

NARRATIVE:
Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

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A. New or modified plans for achieving program-learning outcomes
B. Anticipated changes in curriculum, scheduling or delivery modality
C. Levels, delivery or types of services
D. Facilities changes
E. Staffing projections
F. Other

A. The department is currently revising and updating curriculum including courses in Quickbooks, Tax Accounting and e-Commerce.

B. The department continues to offer a variety of scheduling options (such as Hybrid courses that meet on Saturdays) including offering 9-week and 16-week courses in place of the traditional 18-weeks. The department is evaluating the impact of these scheduling changes on student demand and success. One challenge to our efficiency and fill rates is the fact that we need to serve students attending the District's North County Campus, which has a lower enrollment in all courses as compared to the San Luis Obispo Campus. For the past four years, we had some of our core courses in the NCC ADT guaranteed for students, regardless of enrollment, which forced the department to run lower enrolled courses. Recently, this practice of guaranteeing courses at the NCC for achievement of an ADT without leaving that NCC has been discontinued.

C. Classroom 2608 has been optimized for online instruction with video feed supporting Zoom. Delivery of instruction moved entirely to Distance Education in Spring 2020, due to the COVID pandemic. As of this semester, the District continues to offer approximately 90% of all courses via Distance Education, including all the Business courses discussed in this APPW. It is anticipated that delivery of on-campus courses will begin to increase from current levels in Fall 2021.

D. We hope to hire a FT TT Accounting instructor for the 2021-2022 school year, after a failed pool for the last academic year.

E. The department would benefit from more professional development options outside of the college to allow for more diverse discussions and learning.

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Demand (Fill Rate)		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Efficiency (FTES/FTEF)		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Success – Course Completion		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Student Success — Course Modality		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one
Degrees and Certificates Awarded		☐ Identified ☐ Resources Allocated ☐ Implemented	Select one

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.

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