

Please save a copy to your own computer or drive before getting started, and save your work as you go.

When you are ready to send it to your dean or supervisor, you can attach the saved copy to an email.

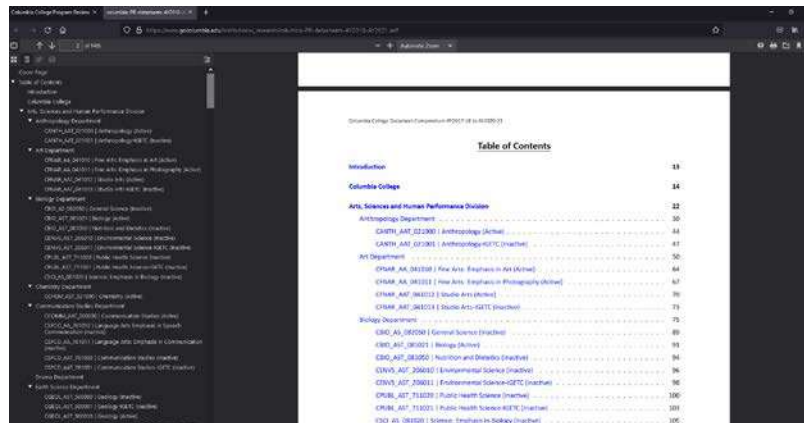
Instructional Program Review

Program Review is part of an integrated planning process that ties departmental activities and resource allocations to mission fulfillment. Program Review is an important component of the college's self-governance, and is required to maintain accreditation as a public community college. The Program Review tasks instructional departments to review trends in enrollment and completion, and to set or update goals related to managing or expanding instructional programs. It includes a section to submit funding requests related to these goals, which should be updated to the best extent possible each year even if other avenues are used to request funding between review-cycles. The Program Review is a means of self-review, and demonstrates commitment to data-drive decision-making and continuous improvement at Columbia College. Program Review also demonstrates a process of accountability and transparency. Completed Program Reviews are posted online, and contribute to decision-making about program management and funding through college administration and participatory governance.

Complete or update this form each year based on the Synchronized Program Review and Assessment Cycle. Departments starting a fresh review-cycle will start with a blank form-template, while departments in mid-cycle will be asked to update some or all sections of their previous form. Work through the form as directed below. When you reach Section 6, stop and review your work. When you are satisfied, please save it and email it to your dean for review. Once you and your dean agree that the review is finalized, your dean will send the completed version to the College Research and Planning Office for archiving and posting online.

Supporting Materials: This form will ask you to consider two datasheets. One describes instructional outcomes, like enrollment and completion of courses and programs. The other describes Student Learning Outcomes (SLOs) tracked for courses.

Instructional Outcomes Datasheet. The datasheet compendium can be accessed here, and can be opened in any PDF reader, including most web-browsers. The document contains datasheets for all Columbia College departments with instructional coursework, but you will only need to use a small section of it. Use the Table of Contents starting to navigate inside of the document. You can click on the departments in the Table of Contents to jump to that section of the document, or you can use the bookmark-browser in your PDF reader. Be sure to read the one-page Introduction following the Table of Contents, which explains the kinds of information found within datasheet. From there, you can start with the datasheet for Columbia College overall, a division-wide summary, or you can jump directly to the information for your own department.



Student Learning Outcomes Datasheet. The datasheets can be accessed here, and the document can be navigated the same way as the document for instructional outcomes. It summarizes two types of outcomes, faculty participation as completion of planned assessments, and assessment as the extent that course-level SLOs (CSLOs) are successful and support Columbia College institution-level SLOs (ISLOs) and collegewide mission.

**Program Review Basic Information/Cover Sheet**

a) Which department/program is under review?

Business Administration

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b) Who is the person submitting the form?

Randy Barton

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c) On what date was this form submitted?

May 11, 2022

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d) What is the current academic year?

AY2021-22

AY2022-23

AY2023-24

AY2024-25

e) Please indicate the type of review based on the current [Synchronized Program Review and Assessment Cycle](#)

**Full Review:** Complete all fields

**Update:** Complete f, g, Section 3 (Goals), and [Resource Requests](#) only

f) Please describe the program, its staff and faculty, etc.

The Business Administration Program at Columbia College offers students options by way of 1 Associate of Science-Transfer degree, 2 Associate of Science degrees, and 4 Certificates of Achievement. These can be achieved in the areas of Accounting, Business administration, Business Management, and organizational roles such as payroll, customer service, and bookkeeping. The program employs two full time faculty divided into multiple disciplines, and two or more adjunct faculty that teach courses face-to-face on campus, online, and at detention facilities. Courses include the more traditional transfer level courses such as Financial Accounting, Managerial Accounting, Business Law and Economics, and courses for personal skills like Excel, Business Math, QuickBooks and many others that round out the majors. We serve new students on academic pathways, re-entry students finishing degrees, and those upgrading their skills or personal development.

g) Please describe how this program's mission relates to the college's [mission](#) and [strategic goals](#).

The Business Program is fully aligned with the Columbia College Mission Statement and the Educational Master Plan. The Business Program has undergone changes based on regular reviews to keep its awards relevant in providing the students the necessary education and skills to be engaged in an evolving world. Just as our College celebrates diversity, our business courses foster not only professionalism, but also as stated in our Student Learning Outcomes, the importance and role of ethics in the professions they strive for. The California Community Colleges Chancellor's Office has listed as the first of its Vision Goals, "Over five years, increase by at least 20 percent the number of California Community College students annually who acquire associate degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job." According to the California Career Zone ( [cacareerzone.org](http://cacareerzone.org)), those entering the field of bookkeeping, accounting and auditing clerks, are in a field with an average salary of \$50,160 and annual openings of approximately 22,450 jobs. We report regionally a median salary of \$47,400, and 56 openings. Completing the Business Program and transferring to earn a higher degree in a profession such as Accountants, have an average salary of \$88,130 in California with annual openings upwards of 16,640 jobs. Students on the path of earning the Accounting AS award fit into the vision of Chancellor's office and Columbia Colleges Mission and Strategic Goals.

**Section 1. Review of Student Enrollment Outcomes and Trends**

*Please refer to the [Instructional Outcomes Datasheet](#). Remember that the primary goals of the Program Review are continuous improvement via self-review. You don't have to deeply analyze the trends, but should use them to describe areas of success, needs for improvement, and critical areas of program management that need support or funding. The datasheet for each department includes three basic types of information. Course outcomes, in terms of enrollment, completion, and load are reported earlier in each datasheet (sections I through VI). Program outcomes, in terms of enrollment and completion, are reported later in each datasheet (sections VII through XI). In the datasheets, you can find additional breakdowns for each program in your department, which may be helpful if you want to make comparisons between them. Take your time to look over the information. Don't hesitate to contact the College Research and Planning department if you need help with the document or its contents. They will know how to describe the trends in the datasheets, but you will know best what those trends mean in terms of on-the-ground circumstances, and how they speak to your department's needs.*

**a) Sections I through VII of each department's datasheet describe course-enrollment, completion, and productivity outcomes, while Sections VIII through XI describe award-pathway outcomes. What are major trends that you observe regarding course and award outcomes? For example, has enrollment been increasing or decreasing, and what factors might contribute to these outcomes? Has the department, or its programs, maintained strong completion or been challenged in that regard?**

(Section I) The enrollment over the time shown is relatively steady with 420 students registering and about a 12.5% drop off at census date. Academic year 2020-2021 will be an exception in most data elements for the college, indeed, the program reflects college wide data changes related to Covid policies. (Section II) The instructional outcomes table shows the slow down trending data for success of students in numbers, but that again follows the enrollment trend for the college. The interesting part was the success rate in percentage terms was the best ever in AY2020-21. Normally around an average of 79 to 82%, it jumped to over 90%. This is unexpected with the increase in online sections. Why, is only speculative for now? Sustaining it as a trend would require seeking this out. (Section VII, VIII) These sections are a little troubling considering they do not show growth in the program and could even be interpreted as declining when including the shutdowns and movement to online. (Section IV) Reflects the "small college" environment the Business Administration Program lives in. Most sections being offered once per year and always trying to make enrollments work to meet the requirements of its various awards in a 2 year planning schedule, or 1 year if a certificate or less. This leaves little room for flexibility and continuous prep work for faculty. Along with other obligations outside of the class room. Improvement within the department is near impossible without substantial growth in the college itself that supports growth in sections and faculty.

**b) The tables in Sections III and IX of each department's datasheet describe enrollment and completion outcomes in terms of student cohorts. In what ways do these outcomes speak to equitable outcomes for students, or suggest areas that could be improved?**

Table III shows the business department doing very well in the success rates of students relative to the college wide rates. The cohorts, AB540, DSPS, EOPS, TRIO, Female, and Male all exceed the college rates. This would not be an area to concentrate improvements, but rather maintain while considering changes to the program.

Table IX is similar in that it shows program completion rates as good or equal to the college wide program completion rates. There is no outstanding weakness in the cohorts given the small populations we are dealing with. It would be improvement in the overall completion rate above the college wide rate that would benefit the Business department. Limited growth opportunities as mentioned elsewhere, would point this out as one of the few areas to be capitalized on.

**c) Given your observations in a) and b) above, what steps does your department intend to pursue to maintain or improve instructional delivery, and what types of support, resources, or funding will be requested to achieve these outcomes.**

The department would do good to maintain low wait list which grew along with the online registration process. Given that up to 20% of students do not reach census, it is not foreseeable that even enrollments above capacity to start would continue to be an issue by census date. Students that continued with the program past census showed high success rates as good as and sometimes higher than the college wide rates. This should also be maintained. What could improve and would be difficult without higher enrollments across the college, is the course offerings. The Business Department is only able to fill two courses consistently for the fall and spring semesters. Business Law and Principles of business run both semesters, all others, generally, would only be offered only once a year for the campus population. That limits student's flexibility in scheduling and meeting degree requirements in expected completion times. Given the demographics of the service area, growth in online options may be the only way to achieve this. Beyond the hardware requirements to teach online, the department would need to improve online instructional methods, update existing awards to maintain relevancy, and better coordinate with adjuncts to fill sections in off-campus courses. This effort would mean little however, if the completion rates in Section VIII do not also improve, even when stronger than the college wide rates.

**Section 2. Student Learning Outcomes**

*Please refer to the Student Learning Outcomes datasheet for your department. The upper-section of each datasheet summarizes faculty-level participation in completing and entering CSLOs, while the lower-section of each datasheet summarizes student-level CSLO assessments in the context of the college's six ISLOs.*

**a) The *section assessment rate* describes the extent that course-sections in your department have completed CSLO assessments as scheduled for one or more students, while the *enrollment assessment rate* describes the extent that all individual students in those sections are assessed.<sup>1</sup> How do the assessment rates for your department compare to the rates shown in the collegewide datasheet? In what ways do the assessment rates suggest strong participation, and in what ways do they suggest needs for improvement?**

The Business Program exceeds the collegewide rates in all three measures. For the CSLO-ISLO Mapped Rate, it is 100% vs. 61.4%. The Enrollment Assessment Rate is 80.2% vs. 73%, and the Section Assessment Rate is 88.5% vs 78.4%. I'd interpret this as good overall, and perhaps little room for improvement. The reason for this is that for improvement to the Enrollment Assessment Rate and Section Assessment Rate to be higher, more assessments of courses running each semester would need to be done. Although this might be possible, not all sections are required to be assessed each term they run, so a 100% assessment is not expected.

**b) Overall, how *successful* are students at meeting or exceeding the expectations for CSLOs in your department, and compared to collegewide outcomes? What steps might the department pursue to maintain or improve outcomes for students demonstrated by the CSLOs?**

In the area of students meeting or exceeding the expectations for CSLOs, room for improvement does exist and should be sought. Two in particular, the CSLOs for Calculation, and Knowledge. These could be looked at for mapping, and assessment results for improvement.

**c) In your opinion, to what extent are the college's six ISLOs supported by the department's CSLOs, for example, are some assessed more or less often, or do some show stronger or weaker success. In what ways do these outcomes make sense given the focus of your department, and given the college's overall mission?**

Similar to the CSLOs above in their measure for success, the two weak areas are Calculation at 79.3% vs 84.6% for the college, and Knowledge at 83.2% vs 88.5% for the college. Neither are alarming, but point out a difference between the Business Program and the college wide results. The Business program does not include calculations of any difficulty in many of its courses, however, it is an unusual case for courses not to have any. Though I don't know the criteria for what rate the College would consider success, I suspect a 79.3% still supports the college's overall mission.

<sup>1</sup> The course assessment schedule each term is posted at <https://www.gocolumbia.edu/SLO/>.

**Section 3. Goal Setting and Review**

*On the following pages, please establish goals for your department, or programs within. Keep in mind the purpose of the Program Review to drive continuous improvement, as well as to help establish a need for funding or other support to achieve improved outcomes. What sorts of things will the department be doing, or would like to be doing, to maintain, expand, or improve excellent instructional delivery?*

*Update goals for your department each full-cycle and report on their status in the years between each full-cycle. Pursuing goals and achieving outcomes should take some time, but it is certainly acceptable to change them or add new ones mid-cycle if circumstances call for it.*

*This template has space to establish up to three outcomes and associated goals. If you run out of space, download [additional goal-worksheets](#) as needed.*

**Goal Setting Worksheet – GOAL I \***

**a) Describe the overarching goal that your department will be striving toward over the next year or more.**

The department has undergone many changes in the past few years regarding awards. This is continuing and goal would be for the purpose of increased success and completion rates in the awards identified as essential to the program. The removal of awards, certificates and courses has been both data driven and upon suggestions from the Advisory Committee meetings. Modifications and additions will come from the same.

**b) Give this goal a two- or three-word title that you can easily refer to in your resource requests, such as "increase certificate completions." These will be the words typed into the Resource Request form.**

Completions in Business Awards

**c) In what ways will achieving this goal support the college's [mission and core values](#)?**

Students completing/earning the Business Administration Program' award support a sustainable institution vital to the community and builds in the collegiality and professionalism the business community welcome to its ranks.

**d) What collegewide strategic goals will be addressed by this outcome (check all that apply)?**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> 1) Increase award completion | <input checked="" type="checkbox"/> 2) Increase transfer readiness  |
| <input type="checkbox"/> 3) Reduce barriers to completion        | <input checked="" type="checkbox"/> 4) Increase workforce readiness |
| <input checked="" type="checkbox"/> 5) Reduce equity gaps        | <input type="checkbox"/> 6) Maintain institutional stability        |

**e) Please briefly describe the types of resources that will be used to achieve the goal (you will have a chance to [itemize requests](#) in more detail later).**

The Business Department goal(s) require time and effort most of all to make changes that improve the outcomes of students. The classroom or learning environment is a vital part of this effort. The Buckeye Building has traditionally been used by Business and economics and needs upgrades in aesthetics, tables, chairs, and technology.

**f) Specify how the goal will be measured and assessed, including sources of evidence. If setting specific milestones or benchmarks, be sure to indicate why they were selected and their current values.**

This goal could be measured by data already collected in the system. Data in Section VIII, table Program Starts and Subsequent Completions shows the highest completion rate over the past 4 years to be A'y2019-20 at 12.4%. The college shows a high of 14.7% in AY2020-21. This could be the benchmark for the Business Administration Department. A goal of 15% completion rate in simpler terms.

*Track your outcomes and goals annually. Gather evidence and provide a brief demonstration each year of how well you are attaining your intended outcome based on the goals you have set (e.g., a 1 to 3 page written narrative; a small set of PowerPoint slides with charts, etc.). Every few years, when starting a fresh Program Review cycle, complete a more comprehensive assessment of your intended outcomes, thoroughly review your outcomes and goals and determine if they should be retained or refreshed to chart a new path forward. Be prepared to present your findings at the next Fall In-Service Day.*

**Goal Setting Worksheet – GOAL II \***

**a) Describe the overarching goal that your department will be striving toward over the next year or more.**

The classroom or learning environment is a vital part of Business Department effort in improving outcomes. The Buckeye Building has traditionally been used by Business and Economics and needs upgrades in aesthetics, tables, chairs, and technology.

**b) Give this goal a two- or three-word title that you can easily refer to in your resource requests, such as "increase certificate completions." These will be the words typed into the Resource Request form.**

Buckeye Classroom Upgrades

**c) In what ways will achieving this goal support the college's [mission and core values](#)?**

The Buckeye Classroom Upgrade will contribute to a positive campus environment and add more versatility to the class room enhancing the teaching methods that can be employed.

**d) What collegewide strategic goals will be addressed by this outcome (check all that apply)?**

- |  |   |
|--|---|
| <input type="checkbox"/> 1) Increase award completion                | <input type="checkbox"/> 2) Increase transfer readiness                 |
| <input checked="" type="checkbox"/> 3) Reduce barriers to completion | <input type="checkbox"/> 4) Increase workforce readiness                |
| <input type="checkbox"/> 5) Reduce equity gaps                       | <input checked="" type="checkbox"/> 6) Maintain institutional stability |

**e) Please briefly describe the types of resources that will be used to achieve the goal (you will have a chance to [itemize requests](#) in more detail later).**

Sources of funds will need to be identified.

**f) Specify how the goal will be measured and assessed, including sources of evidence. If setting specific milestones or benchmarks, be sure to indicate why they were selected and their current values.**

This goal will essentially be achieved by the replacement of deteriorated existing furniture, and the installation of technology conducive to a large classroom so that students can equally participate regardless of the seating arrangement. Displaying electronic resources that are interactive and real time would be one of the requirements, secondly is an audio system that would serve all. The current system is not interactive without a lot of different intervening software and complications with opaque presentation hardware when source are already digital. Overcoming this can include a write on and or a touch screen. The Gaomon PD2200 for example is excellent for real time problem solving and illustration of principles.

*Track your outcomes and goals annually. Gather evidence and provide a brief demonstration each year of how well you are attaining your intended outcome based on the goals you have set (e.g., a 1 to 3 page written narrative; a small set of PowerPoint slides with charts, etc.). Every few years, when starting a fresh Program Review cycle, complete a more comprehensive assessment of your intended outcomes, thoroughly review your outcomes and goals and determine if they should be retained or refreshed to chart a new path forward. Be prepared to present your findings at the next Fall In-Service Day.*



**Goal Setting Worksheet – GOAL III \***

**a) Describe the overarching goal that your department will be striving toward over the next year or more.**

Along with the goal of increasing completions in existing awards and the continuing review of all awards, is the consideration for newaward. Namely, a certificate that could serve the institutionalized population served by the college that can facilitate in rejoining the workforce.

**b) Give this goal a two- or three-word title that you can easily refer to in your resource requests, such as "increase certificate completions." These will be the words typed into the Resource Request form.**

Workforce Certificate Achievement

**c) In what ways will achieving this goal support the college's [mission and core values](#)?**

This goal would meet the mision and core values of Transformational Learning and Growth in the student perspective. It would also meet the Core Value of Vital Community and Access on the college level.

**d) What collegewide strategic goals will be addressed by this outcome (check all that apply)?**

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> 1) Increase award completion | <input type="checkbox"/> 2) Increase transfer readiness             |
| <input type="checkbox"/> 3) Reduce barriers to completion        | <input checked="" type="checkbox"/> 4) Increase workforce readiness |
| <input checked="" type="checkbox"/> 5) Reduce equity gaps        | <input type="checkbox"/> 6) Maintain institutional stability        |

**e) Please briefly describe the types of resources that will be used to achieve the goal (you will have a chance to [itemize requests](#) in more detail later).**

Support of committee meetings in determining the makeup and purpose of the certificate. Technology requirements of students if needed, such as laptops for participation. Teaching materials like books, working papers, digital media, copied material for a correspondence environment, possibly additional adjunct if justified by growth.

**f) Specify how the goal will be measured and assessed, including sources of evidence. If setting specific milestones or benchmarks, be sure to indicate why they were selected and their current values.**

Having a certificate approved for the catalog by the curriculum committee would be a first step. Enrollment at sustainable levels achieved in the first three offerings would be a sign of demand for the skills aquired. Having a success rate equal to or better than the college rate as well as achieving the SLO assessment levels (generally 70%) would be a goal in each offering of the courses. Overall, successful completions in the certificate would support the department and college level strategic goals would be compared to the college wide rates as indicator of success of the departments goal.

*Track your outcomes and goals annually. Gather evidence and provide a brief demonstration each year of how well you are attaining your intended outcome based on the goals you have set (e.g., a 1 to 3 page written narrative; a small set of PowerPoint slides with charts, etc.). Every few years, when starting a fresh Program Review cycle, complete a more comprehensive assessment of your intended outcomes, thoroughly review your outcomes and goals and determine if they should be retained or refreshed to chart a new path forward. Be prepared to present your findings at the next Fall In-Service Day.*



**Section 4. Annual Resource Allocation**

*[If you have not already done so, click here to enter your resource allocation requests for the upcoming year.](#)*

**Section 5. Full-Circle Review**

*A "full-circle" commentary and analysis should provide recommendations to be carried forward into the next four-year cycle.*

**a) Based on your analysis of Section 1 (*Student Enrollment Outcomes and Trends*), Section 2 (*Student Learning Outcomes*), and Section 3 (*Goal Setting and Review*), what improvements are recommended for this department's courses?**

The department's courses have been cut down over the past few years and still face challenges of enrollment. Cutting them further would most likely mean a program discontinuance or reduction in instruction. Low enrollments can mean there is no choice in the matter, however, and therefore, changes are needed. Improvement need to be made in the areas of computerized accounting, income tax, and management. For computerized accounting, consolidating BUSAD 135 and 155 should be considered, as well as a summertime offering as an alternative to the fall and spring respective scheduling currently. For income tax, its integration in the awards need to be considered. For management, its relationship to other courses in the awards and relationship to the job market need to be considered.

**b) Based on your analysis of Section 1 (*Student Enrollment Outcomes and Trends*), Section 2 (*Student Learning Outcomes*), and Section 3 (*Goal Setting and Performance Review*), what improvements are recommended for this department's certificate and degree programs?**

Besides the completion rate as a goal for improvement, the program is very dependent upon the state of the college. Enrollments overall have declined and growth prospects in the local population are not promising at the time. This circumstance weighs heavily on many programs. This is evidenced by lost instructional positions and program discontinuances in the college. The Business Administration Department will continue to make efforts in offering value to its students in the way of skills improvement, knowledge, local awards for the job market and meeting transfer requirements. The three goals laid out at the end of this report reflect the intended improvements to be undertaken. Beyond that, course online would hope to attract students to register and become involved in the program that are not otherwise being brought to campus by the college.

**Section 6. Dean's Input**

***Instructors: When you reach this point, please review your entries above and make sure the form is complete. Afterwards, please save the form and email it to your dean to complete the section below.***

***Deans: Please review the form above and place any thoughts or feedback that you have in the space below.***

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*The following are thoughts and feedback in regards to the Instructional Program Review for Business Administration.*

*The need for trained personal in business administration is strong. The program should develop and implement a recruitment strategy that increases student enrollment.*

*It is interesting that student success rates increased 10% when the program switched to a online modality during Covid. We should keep an eye on this trend and adjust as needed as we transition back to face to face classes. If we have more enrollment and greater success with online classes then we should use this data when making scheduling decisions.*

*The Business Administration program needs to continue evaluating the effectiveness of the program awards and work to make them stackable. Stackable awards are an effective way to increase award competition and student success.*

*Your program review is very well written and thorough. Thank you*