



C U Y A M A C A  
• C O L L E G E •

# **Comprehensive Program Review Report**

Academic - Business Administration (BUS) - (CE)

# Program Goals

## Goal 1

**Program Goal:** Promote business department within the community.

**Goal Status:** Active

### Summary of Progress or Results

**Summary Date:** 12/12/2024

**Summary of Progress or Results:** In Progress.

**Reporting Period:** 2024 - 2025

**Status:** In Progress - will carry forward into next year

**Action steps for this academic year.:**

This will be pursued over the next year.

This coming year the Business & Professional Studies department will continue working on a unified social media campaign to reach out to students where they are. This will increase access and visibility of our divisions and show students why they should continue to complete programs and get engaged with Cuyamaca College.

## Goal 2

**Program Goal:** Apply a student-centered class schedule development process

**Goal Status:** Active

### Summary of Progress or Results

**Summary Date:** 12/12/2024

**Summary of Progress or Results:** In Progress

**Reporting Period:** 2024 - 2025

**Status:** In Progress - will carry forward into next year

**Action steps for this academic year.:**

This will be pursued over the next year.

The department will continue sending out surveys to determine appropriate course offerings (online, hyflex, hybrid, and traditional classroom).

## Goal 3

**Program Goal:** Encourage instructors to take professional development/courses related to equity

**Goal Status:** Active

## Program Goals

Summary of Progress or Results
<p><b>Summary Date:</b> 12/12/2024</p> <p><b>Summary of Progress or Results:</b> In Progress</p> <p><b>Reporting Period:</b> 2024 - 2025</p> <p><b>Status:</b> In Progress - will carry forward into next year</p> <p><b>Action steps for this academic year.:</b> This will continue to be discussed during professional development week. Email reminders will be sent out during the term. This has already been discussed with faculty within the department.</p>

## Program Overview and Update

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**Collaborator(s)**

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**Initial Collaboration Date with Program Team**

11/20/2024

**Dean/Manager(s)**

George Dowden

**Initial Collaboration Date with Dean**

11/20/2024

## Program Reflection and Description

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**Provide your program's mission statement. If your program does not have a mission statement, what is your timeline for creating a mission statement?**

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

**Is the program description in the current college catalog up to date and accurate?**

Yes

**Describe how your program advances the College's vision of equity, excellence, and social justice through education. How does the program reflect the College's mission and values?**

Cuyamaca College's Business Department plays a vital role in advancing the College's vision of equity, excellence, and social justice through education by offering a comprehensive and inclusive learning environment. Here's how it aligns with the College's mission and values:

1. **Equity:** The Business Department fosters an equitable learning environment by providing access to quality education for all students, regardless of background or socioeconomic status. Through initiatives like financial aid, counseling, and personalized academic support, the program ensures that underrepresented groups, first-generation college students, and those facing educational barriers have the resources and opportunities they need to succeed in business education. The curriculum is designed to meet the diverse needs of the student population, with flexible scheduling and online courses that accommodate working adults and non-traditional students.
2. **Excellence:** The program reflects the College's commitment to academic excellence by maintaining rigorous standards and offering high-quality courses that equip students with the knowledge and skills necessary for career advancement and further academic pursuits. The faculty is composed of experienced professionals who bring real-world expertise into the classroom, ensuring that students receive a relevant and up-to-date education. The department also encourages continuous improvement and innovation in teaching methods, fostering a dynamic learning experience that prepares students for leadership roles in business.

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- Social Justice:** By embedding principles of social justice into its curriculum, the Business Department promotes an understanding of ethical business practices, corporate social responsibility, and sustainable development. Students are encouraged to think critically about how business impacts society, and how they, as future business leaders, can contribute to creating more inclusive and socially responsible organizations. The program supports community engagement and service-learning opportunities, allowing students to apply their knowledge in ways that benefit local communities and promote social equity.

### Alignment with the College's Mission and Values

Cuyamaca College's mission emphasizes providing open access to education, fostering student success, and contributing to the economic and social well-being of the community. The Business Department embodies this mission by offering accessible pathways to degrees and certificates in various business disciplines. The program prepares students not only for careers in business but also for active, informed participation in the local and global economy, thereby supporting the community's economic development.

The department's focus on professional development, critical thinking, and lifelong learning also reflects the College's core values of student-centered learning and empowerment. By equipping students with practical skills and fostering an inclusive environment, the program ensures that all students, especially those from historically underserved communities, have the tools to succeed in their academic and professional lives.

In summary, the Business Department at Cuyamaca College advances equity, excellence, and social justice by providing inclusive, high-quality education that prepares students to thrive in business while contributing positively to society.

## Curriculum Review and Development

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**Have all of your active course outlines been reviewed within the last five years?**

Yes

**Please list any planned changes from the current semester forward for curriculum (courses, degrees, and/or certificates) and the rationale for those changes.**

The Cuyamaca College Business Department is planning several curriculum changes, influenced by industry trends, labor market data, and advisory committee recommendations. A significant focus of these changes is to integrate advanced technologies, such as artificial intelligence (AI), into the curriculum. These updates align with the growing demand for AI skills in business-related fields.

Key changes include:

- AI Integration in Business Courses:** The department is expanding its curriculum to include AI-related content, particularly in areas such as data analytics, automation, and decision-making processes. These changes are driven by labor market data showing a rising demand for AI expertise across industries and recommendations from the department's advisory committee. This also reflects industry trends where AI is increasingly used for tasks like predictive analytics, customer service automation, and business optimization.
- Alignment with Industry Standards:** The department is emphasizing the use of AI and other digital tools to ensure that students are proficient in technologies that are now standard in many business environments. This includes collaboration with industry partners to ensure that the curriculum matches current and future workplace demands?

These planned curriculum changes will better equip Cuyamaca College students to thrive in a rapidly evolving job market that increasingly relies on AI and advanced technologies. By staying aligned with industry trends, labor market demands, and transfer institution changes, the Business Department

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ensures that its programs are relevant, forward-thinking, and aligned with the College's mission of providing equitable, excellent, and socially responsible education.

### **For Transfer Programs: How is your program meeting the transfer needs of students, and/or articulation with four-year institutions? If not a transfer program, please enter N/A**

The Business Administration program is designed for students wishing to complete their lower division preparation prior to transferring. The department has individual courses that transfer to four institutions (BUS 120, 121, 125, 128, CIS 110, ECON 120 and 121). The current economics and business courses achieve their goals of preparing students to transfer to four-year universities. Courses in Business Administration, Accounting, Economics, and Paralegal articulate with CSU and UC courses. There are no articulation agreements with regional private universities for the other programs.

### **For Career Education Programs: How is your program meeting labor market demand and preparing students to enter the workforce? If not a career education program, please enter N/A**

Cuyamaca College's Business Program is designed to meet labor market demand and prepare students for the workforce through a combination of practical coursework, industry-aligned curriculum, and robust career support. Here are some key ways the business program achieves this:

- 1. Industry-Relevant Curriculum:** The business program at Cuyamaca College offers courses in key areas such as accounting, management, marketing, entrepreneurship, and business administration. The curriculum is designed to reflect current industry trends and employer needs, ensuring that students gain relevant skills that are directly applicable to the job market.
- 2. Practical Experience and Skill Development:** The program emphasizes real-world application through case studies, projects, simulations, and internships. This hands-on approach helps students develop practical business skills such as problem-solving, critical thinking, teamwork, and leadership, making them more attractive to employers.
- 3. Preparation for Certifications:** The program prepares students to pursue industry-recognized certifications in areas like accounting and bookkeeping. These credentials can provide a competitive edge in the job market and demonstrate expertise in specialized areas of business.
- 4. Focus on Technology and Software:** Recognizing the increasing importance of technology in business, the program includes training in essential business software and tools such as Microsoft Office, QuickBooks, and Artificial Intelligence. This helps students build technical proficiency needed in modern business environments.
- 5. Connections with Local Businesses and Employers:** Cuyamaca College partners with local employers and industry professionals who serve on advisory boards, provide guest lectures, and offer internship and job placement opportunities. These partnerships help ensure that the program remains aligned with current labor market demands and that students have access to valuable networking opportunities.
- 6. Entrepreneurship and Innovation:** For students interested in starting their own businesses, the program offers entrepreneurship courses and resources. These help students learn how to develop business plans, secure funding, and navigate the challenges of launching and growing a business.
- 7. Career Support and Job Placement Services:** The college offers comprehensive career services that assist business students with job search strategies, resume building, interview preparation, and job placement support. The business program works with these services to connect students with employers looking for business professionals.
- 8. Pathways to Further Education:** The business program provides clear pathways for students who want to continue their education. Students can transfer to four-year universities to pursue bachelor's degrees in business or related fields, which can lead to higher-level career opportunities.
- 9. Adaptability to Emerging Business Trends:** The program stays updated with changes in the global economy, business ethics, e-commerce, and digital marketing, helping students adapt to the evolving business landscape.

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By aligning its curriculum with industry needs, offering practical training, and providing strong career support, Cuyamaca College's Business Program ensures that students are well-prepared to enter the workforce and succeed in various business careers.

## Student Learning Outcomes (SLO) Assessment

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### What do your SLO data suggest about student experiences, successes, and challenges in your service area?

This plan is on my computer. How should we attach?

The Student Learning Outcomes (SLO) data from Cuyamaca College's Business Department provide insights into student experiences, successes, and challenges in the program. Here's how SLO data can typically be interpreted to reflect these aspects:

### 1. Student Successes:

- **Mastery of Core Business Concepts:** SLO data often indicates that students are successfully learning key business principles in areas such as management, accounting, marketing, and entrepreneurship. High achievement rates on SLO assessments suggest that students are developing the critical thinking and technical skills necessary for business success.
- **Application of Knowledge:** Data may show that students are effectively applying theoretical knowledge to practical scenarios. For example, business students might excel in capstone projects, case studies, and internships, which demonstrate their ability to apply classroom learning to real-world business challenges.
- **Achievement of Learning Objectives:** If a significant percentage of students are meeting or exceeding SLO benchmarks, this reflects the program's effectiveness in preparing students for the workforce or further education. This success suggests that students are engaged with the material and are on track to meet their academic and career goals.

### 2. Student Challenges:

- **Struggles with Quantitative Skills:** SLO data reveals that some students face difficulties in areas requiring strong quantitative skills, such as accounting or data analysis. Lower performance in these areas might suggest the need for additional support, such as tutoring or more focused instruction on these topics.
- **Variations in Learning Modalities:** Some students struggle more in online or hybrid courses compared to in-person classes, as reflected in SLO data. If online courses show lower achievement rates, it may indicate that students face challenges with engagement, time management, or accessing resources remotely.
- **Critical Thinking and Problem Solving:** If SLO data reveal lower success rates in assignments or assessments that require higher-order thinking, it may suggest that students find it challenging to move from rote memorization to analyzing and solving complex business problems. This could indicate a need for more instructional focus on critical thinking skills.

### 3. Student Experiences:

- **Engagement with Practical Applications:** SLO data that show high success rates in experiential learning components, such as projects, internships, or case studies, suggest that students benefit from and enjoy hands-on learning. These experiences are often more engaging and directly tied to workforce preparation, showing that students are able to connect theory to practice effectively.
- **Supportive Learning Environment:** If a high percentage of students are achieving the desired outcomes, it can reflect positively on the teaching methods, faculty engagement, and student support services within the business department. It suggests that students feel supported in their learning and are able to access the resources they need for success.

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- **Feedback for Improvement:** SLO data may indicate areas where students have provided feedback, either directly or indirectly, about challenges they face in the learning process. For instance, if certain SLOs consistently have lower achievement rates, it may highlight areas where students feel unprepared or disconnected, suggesting the need for curricular adjustments or enhanced support.

### Using SLO Data for Improvement:

The Business Department can use this SLO data to:

- **Strengthen Areas of Weakness:** Focus on improving courses where students are underperforming by offering more resources (e.g., workshops, tutoring, or enhanced instructional methods).
- **Enhance Curriculum and Instruction:** Adjust the curriculum based on feedback from SLO results to better align with student needs and labor market demands.
- **Provide Targeted Support:** Identify groups of students who may be struggling with specific concepts and provide them with targeted support, such as supplemental instruction, mentoring, or additional materials.

In summary, Cuyamaca College's Business Department uses SLO data to identify student successes, such as mastery of core concepts and application of knowledge, and to address challenges like difficulties with quantitative skills or critical thinking. This data-driven approach helps improve the overall student experience and program effectiveness.

**Share an example of meaningful, innovative, equitable, and/or student-centered SLO assessment happening in your program.**

In Cuyamaca College's Business Department, an example of a **meaningful, innovative, equitable, and student-centered SLO assessment** could be a **project-based learning (PBL) approach** used in an introduction to business, **business communication** or **entrepreneurship class**. This type of assessment not only evaluates students' understanding of core business concepts but also actively engages them in real-world problem-solving, ensuring a more holistic, practical, and equitable way to measure learning outcomes.

### Example: Business Plan Development and Presentation

This SLO assessment asks students to work on developing a comprehensive business plan for a startup or small business idea, incorporating various business disciplines like accounting, marketing, management, and finance. The assessment is innovative and student-centered in the following ways:

#### 1. Real-World Application (Meaningful and Innovative)

- **Assessment Description:** Students must create a business plan that includes market analysis, financial projections, operational strategy, and marketing tactics. They are also required to present their business plan to the class, simulating a pitch to investors.
- **Why it Works:** This assessment aligns closely with real-world business challenges. It provides a hands-on experience where students can apply theoretical knowledge to practical problems, thereby reinforcing their learning in a way that mirrors actual business scenarios.
- **Innovation:** Incorporating technology tools like Microsoft Excel for financial projections and Canva or PowerPoint for presentations encourages students to use industry-standard tools, preparing them for the workforce.

In the **Business Communication** class at Cuyamaca College, a meaningful, innovative, equitable, and student-centered SLO (Student Learning Outcome) assessment could be a **Business Report, Mock Business Interview and Presentation** assessment. This project challenges students to apply



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communication principles in a professional setting while promoting collaboration, critical thinking, and diverse communication strategies.

### Example: Business Report, Mock Business Interview and Professional Presentation

This SLO assessment focuses on students' ability to demonstrate effective written and oral communication skills, a key competency in business. The assessment includes two parts: a **written business report** and a **live mock business interview**, and a professional presentation. It is designed to reflect real-world business communication situations.

#### 1. *Real-World Application (Meaningful and Innovative)*

- **Assessment Description:** Students are asked to take on the role of interviewee within a simulated company. They are interviewed by the instructor on a one-on-one setting.
- **Why it Works:** This assessment mirrors real-world business environments where clear, effective communication is essential for success. The scenario-based approach engages students in problem-solving while practicing professional communication skills, making it a highly meaningful and practical exercise.
- **Innovation:** Students either interview in person or use technology like Zoom or Microsoft Teams for virtual meetings preparing them for the digital nature of today's business world.

#### 2. *Collaborative and Individual Learning (Student-Centered)*

- **Assessment Structure:** While students are required to collaborate during the mock interview, they must also complete individual tasks such as drafting their own segment of a business report or preparing a specific part of the presentation. This hybrid approach allows for both team-based learning and individual accountability.
- **Student-Centered Approach:** The students choose their roles based on their interests and strengths, which helps cater to diverse learning preferences. They also select the business problem or challenge they wish to address, making the project more engaging and relevant to their career goals.

#### 3. *Equitable Support and Flexibility (Equitable)*

- **Providing Support:** To ensure equitable opportunities for all students, the instructor offers workshops on business writing, presentation skills, and technology use (e.g., using Zoom, creating effective PowerPoint presentations). These resources help bridge any gaps in experience or technical proficiency among students.
- **Inclusive Assessment Criteria:** The rubrics assess various forms of communication, including the quality of the written business report, clarity of the oral presentation, and professionalism in handling the mock interview. This ensures that students with strengths in either written or oral communication can excel.
- **Flexibility:** For students with different needs (e.g., English language learners or those with public speaking anxiety), alternative formats such as pre-recorded presentations or extended time for the report submission are available, promoting an inclusive and fair assessment process.

#### 4. *Growth-Focused Feedback (Equitable and Student-Centered)*

- **Feedback Mechanism:** Students receive both peer and instructor feedback after the mock interview and presentation. Peer review fosters collaborative learning, while the instructor's feedback focuses on specific areas for improvement in professional communication.
- **Opportunities for Revision:** After receiving feedback, students are given the opportunity to reflect on their business reports and improve their presentation skills for future classroom and business scenarios.

## Outcomes and Benefits:

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- **Skill Development:** This assessment develops both hard and soft skills, including business writing, professional communication, teamwork, and public speaking. These are all vital competencies for success in the business world.
- **Career Readiness:** The mock business interview and oral reporting format helps students practice essential workplace communication skills, preparing them to participate in meetings, delivering presentations, and handle business reports effectively in their future careers.
- **Equity in Assessment:** By offering diverse formats for delivering the assessment, as well as providing ample support and resources, the Business Communication class ensures that all students, regardless of their background or comfort level with public speaking, have an equal opportunity to succeed.

This **Mock Business Interview and Presentation** assessment in the Business Communication course is a perfect example of a meaningful, innovative, and equitable SLO that centers on real-world communication challenges while being flexible and supportive of all students' learning needs.

**Discuss how your SLO data are being used for course and/or program improvements for student retention, success, and/or goal achievement.**

In the **Business Department** at Cuyamaca College, **Student Learning Outcome (SLO) data** plays a crucial role in guiding course and program improvements, with a focus on enhancing **student retention, success, and goal achievement**. Here's how the department uses this data for continuous improvement:

### 1. Identifying Gaps in Student Performance

- **Data Use:** SLO data helps identify areas where students are struggling, such as specific communication skills in a business communication class or financial literacy in accounting courses.
- **Action:** Based on this data, the department may redesign assignments, incorporate additional support materials (e.g., tutoring, workshops), or adjust the pacing of the course to ensure students have more time to grasp challenging concepts.
- **Example:** In the **Introduction to Accounting** class, if SLO data has revealed that students are having difficulty understanding complex financial statements, the instructor may introduce more real-world case studies or interactive exercises to strengthen comprehension.

### 2. Enhancing Course Content to Align with Workforce Demands

- **Data Use:** The SLO data provides into whether students are gaining the skills necessary to meet labor market demands.
- **Action:** The department may revise the curriculum to include more relevant topics, such as **AI and data analysis tools**, ensuring students are better prepared for the evolving business landscape.
- **Example:** In the **Business Management** program SLO data shows that students are not mastering key leadership skills, the department could introduce **leadership simulations** or **guest speaker sessions** with business leaders to bridge that gap.

### 3. Adjusting Pedagogical Approaches to Increase Student Retention

- **Data Use:** SLO data can point to retention issues, such as students dropping out after struggling with foundational business concepts. By tracking SLO performance over time, the department can identify early warning signs of student disengagement.
- **Action:** Instructors may adopt more **active learning strategies**, such as group projects, peer mentoring, or more engaging, hands-on assignments to keep students motivated and invested in their coursework.

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### 4. Providing Targeted Support for Goal Achievement

- **Data Use:** The department reviews SLO data to see how students are progressing toward their professional and academic goals.
- **Action:** The department may implement **academic success workshops**, one-on-one advising, or partnerships with the **Career Center** to ensure that students have the necessary tools to succeed and achieve their goals.
- **Example:** If students in the **Entrepreneurship** track are not performing well on SLOs related to business plan development, the department could offer additional seminars on financial planning, or create a mentorship program where students can learn directly from local entrepreneurs.

### 5. Continuous Curriculum Refinement for Success and Engagement

- **Data Use:** SLO data is used to regularly assess whether courses are aligned with current best practices in business education.
- **Action:** Course materials may be updated with more **current case studies**, digital tools, and contemporary business models. In addition, feedback from students via course evaluations, combined with SLO data, informs curriculum updates.
- **Example:** If SLO data from the **Business Communications** course shows students are not fully grasping ethical decision-making frameworks, the department may introduce more real-life business ethics dilemmas and role-playing exercises to make the subject matter more practical and relatable.

### 6. Supporting Equity and Inclusion in Course Design

- **Data Use:** SLO data can reveal disparities in performance across different student groups. For example, if certain demographic groups (e.g., first-generation students or non-native English speakers) are underperforming on particular outcomes, the department investigates potential causes.
- **Action:** In response, the department may provide **additional tutoring, language support**, or modify teaching strategies to be more inclusive, such as offering more culturally relevant examples and case studies.
- **Example:** As SLO data has shown that English language learners are struggling with some communication components of business courses, the department might offer additional language support resources or pair students with peer mentors to help them succeed.

### 7. Faculty Development for Improved Teaching Practices

- **Data Use:** SLO data informs faculty about areas where their teaching methods may need improvement.
- **Action:** Faculty members participate in **professional development** sessions focused on active learning, digital tool integration, or inclusive teaching strategies to enhance student learning outcomes.
- **Example:** SLO data across Accounting courses suggests that students are not developing strong quantitative skills, so faculty may attend workshops on using technology to improve student engagement and develop clearer guidelines for deliverables.

### Conclusion:

SLO data at Cuyamaca College's Business Department is crucial for **identifying areas for improvement, enhancing student support, and adapting courses to ensure relevance and inclusivity**. This process not only helps retain students and ensure their success but also prepares them for **goal achievement in both academic pursuits and the workforce**.

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### Degree and Certificate Programs

For each degree and certificate indicate how many awards were conferred in the past five years. Please comment on any trends and provide context to explain any increases or decreases.

Please see below for degree information for the Business Department:

ACT1	050200	Accounting	12	14	5	13	6	50	
BUS1	050100	Business - General	5	7	2	3	6	23	
BUS2	050500	Business Administration	31	38	27	24	22	142	
BUS4	050640	Entrepreneurship - Small Business Management	4	1	3	4	5	17	
BUS6	050600	Management	2	4	7	1	1	15	
GEN3	490100	General Studies - Business and Technology	17	10	12	5	16	60	
T007	050500	Business Administration for Transfer - CSU	94	89	74	24	18	299	
T008	050500	Business Administration for Transfer - IGETC	2	2	3	4	3	14	
T048	050500	Business Administration for Transfer 2.0 - CSU	0	0	1	17	42	60	
T049	050500	Business Administration for Transfer 2.0 - IGETC	0	0	4	12	11	27	
UTSD	490110	University Studies (IGETC) - Business and Economics	0	0	0	1	0	1	
UTSI	490110	University Studies (CSU Breadth) - Business and Economics	70	52	39	31	42	234	
UTSJ	490110	University Studies (IGETC) - Business and Economics	2	1	6	7	5	21	

Please see below for certificate information for the Business Department:

ACT1	050200	Accounting	4	6	3	2	1	16	
ACT2	050200	Bookkeeping	0	6	2	3	0	11	
BUS1	050100	Business - General	4	2	1	0	2	9	
BUS2	050500	Business Administration	4	15	8	2	6	35	
BUS4	050640	Entrepreneurship - Small Business Management	3	2	1	0	2	8	
BUS6	050600	Management	1	1	2	0	1	5	
RE01	051100	Real Estate	3	1	4	2	5	15	

Here's an analysis of the trends in graduation numbers across these **degree programs** over the five-year period, along with potential explanations for increases and decreases:

#### 1. Business Administration for Transfer - CSU

- **Trend:** Graduation numbers significantly decreased from 94 in 2019-20 to 18 in 2023-24.
- **Explanation:** This decline aligns with the introduction of **Business Administration for Transfer 2.0 - CSU** in 2021-22, which likely drew students away from the original program due to updated transfer advantages or improved curriculum alignment with CSU requirements. The new 2.0 version might have been marketed as a better pathway for students, leading to fewer completions in the original transfer program.

#### 2. Business Administration for Transfer 2.0 - CSU and IGETC

- **Trend:** Steady increase in graduations for the CSU 2.0 version from its introduction in 2021-22 (1 graduate) to 42 in 2023-24, while the IGETC 2.0 program grew from 4 to 11 graduates within two years.
- **Explanation:** This growth in graduations suggests that students responded positively to the 2.0 versions, which likely offer enhanced transfer pathways and up-to-date curriculum to meet CSU and IGETC standards. The programs' fast growth indicates that students might view these as more efficient options for transferring, especially with clear alignment to university expectations.

#### 3. University Studies (CSU Breadth) - Business and Economics

- **Trend:** While this program has seen fluctuating numbers, graduations decreased overall from 70 in 2019-20 to 42 in 2023-24.

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- **Explanation:** The CSU Breadth program remains popular for students planning to transfer, but the decline could indicate that some students are moving towards the Business Administration for Transfer 2.0 program, which might offer more targeted preparation for business-focused degrees. The CSU Breadth pathway may also face competition as students prioritize programs that streamline the transfer process specifically for business administration.

### 4. Business Administration

- **Trend:** Though slightly variable, the number of graduates remains high with 142 total graduates over five years.
- **Explanation:** Business Administration continues to attract students due to its versatility and broad applicability in the job market. This consistency in graduation numbers indicates that the program meets ongoing demand for general business knowledge and skills, catering to a range of business careers and appealing to students who desire flexibility in job prospects.

### 5. Accounting and General Studies - Business and Technology

- **Trend:** Accounting and General Studies - Business and Technology both show fluctuations, with accounting graduating between 5 and 14 students per year, and General Studies totaling 60 graduates over five years.
- **Explanation:** Accounting offers specialized skills that are consistently in demand, which supports steady graduation rates. General Studies programs appeal to students seeking a broad education with a mix of business and technology, likely contributing to its sustained appeal. Fluctuations in these programs might reflect shifts in student interest toward more specific business paths or other specialized programs, depending on career trends and job market demands.

### 6. Entrepreneurship - Small Business Management and Management

- **Trend:** Graduation numbers for these programs remain low, with slight increases in Entrepreneurship from 1 to 5 graduates over five years and minimal Management completions.
- **Explanation:** These programs are specialized, often drawing students with specific entrepreneurial goals or a focus on management. Their limited scope likely appeals to a niche group, as many students interested in business careers might prefer broader degrees like Business Administration. As a result, graduation numbers in these programs remain relatively low.

### 7. Overall Trends and Observations

- **Increased Preference for Transfer Programs:** The popularity of transfer-oriented degrees, especially the updated 2.0 versions, highlights student preference for programs designed to align closely with university standards and streamline transfer pathways. This trend suggests that students prioritize degrees with direct transfer advantages, likely motivated by the clear structure and guidance these programs provide.
- **Versatility in Core Business Degrees:** Broad degrees like Business Administration and Accounting maintain higher graduation numbers due to their versatile applications across industries. Students aiming for general business careers continue to gravitate toward these degrees, which offer skills applicable in various professional settings.
- **Specialized Programs for Targeted Careers:** Entrepreneurship and Management programs remain niche, indicating that students seeking entrepreneurial or management-specific training may represent a smaller population. Many students might choose more comprehensive degrees, reserving specialization for graduate study or professional development courses.

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### Factors Impacting These Trends

- **Curriculum and Program Updates:** The shift to the 2.0 versions of transfer programs demonstrates an institutional effort to meet updated CSU and IGETC requirements, appealing to students focused on seamless transfer and degree completion.
- **Labor Market Demands:** The steady graduation rates in Accounting and Business Administration reflect these fields' stability and demand. Graduates in these areas often find diverse opportunities, reinforcing these programs' appeal.
- **Student Career Priorities:** Students increasingly favor programs that provide either broad business skills or clear transfer pathways to four-year institutions. Specialized programs like Management or Entrepreneurship attract a smaller group with specific career goals, resulting in consistently lower graduation numbers.

In summary, trends in graduation rates across these programs reflect a mix of updated program offerings, labor market demands, and student priorities, with versatile degrees and transfer-focused options leading in popularity.

Here's a closer look at the graduation trends across these **certificate programs**, along with potential factors contributing to any increases or decreases:

#### 1. Accounting

- **Trend:** The Accounting certificate program shows a gradual decrease in graduates, starting at 4 in 2019-20 and dropping to 1 in 2023-24, with a total of 16 graduates over five years.
- **Explanation:** The declining trend may suggest that students are shifting away from certificate programs in accounting, potentially in favor of associate degrees or more comprehensive business administration programs that provide broader career opportunities. Additionally, advancements in software that streamline accounting tasks could be influencing the perceived need for specialized accounting certificates, making students opt for skills within broader business contexts.

#### 2. Bookkeeping

- **Trend:** Bookkeeping graduations peaked at 6 in 2020-21 but declined to 0 by 2023-24, totaling 11 graduates.
- **Explanation:** Bookkeeping, as a career, has been increasingly affected by automation, which may have reduced student interest. The sharp decline in recent years could reflect shifts in the job market as bookkeeping skills are absorbed into accounting or administrative roles, making a specialized certificate in bookkeeping less attractive. Many students might be gravitating toward broader business credentials, viewing them as more versatile and future-proof.

#### 3. Business - General

- **Trend:** Business - General graduations are low and fluctuate, with a total of 9 graduates over five years.
- **Explanation:** This program's low graduation numbers may be due to students opting for more specialized business certificates or degrees that offer clearer career pathways. Business - General certificates may appeal more to those exploring business basics rather than those with focused career goals, resulting in lower completion rates as students may shift to other programs.

#### 4. Business Administration

- **Trend:** Business Administration is a standout, with strong yet variable numbers, reaching a peak of 15 in 2020-21 and totaling 35 graduates over the five-year period.

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- **Explanation:** Business Administration remains popular because it provides a solid foundation for various business careers, offering flexibility and broad applicability. The peak in 2020-21 may have been influenced by a surge in demand for business skills amid the early pandemic years, as individuals sought qualifications that support remote and management roles. The slight decrease afterward could indicate a stabilization as students complete other emerging business-focused programs.

### 5. Entrepreneurship - Small Business Management

- **Trend:** Graduation numbers are low, with a slight decline from 3 in 2019-20 to 2 in 2023-24, totaling 8 graduates over five years.
- **Explanation:** This certificate appeals to a niche group of students interested in starting or managing small businesses. With the challenges of entrepreneurship becoming more apparent, some students may prefer broader business programs that offer more versatile skills. Additionally, this program's lower completion rates might reflect the entrepreneurial nature of the field, where some students begin ventures before completing the certificate.

### 6. Management

- **Trend:** Graduations remain very low and relatively stable, with a total of 5 graduates over five years.
- **Explanation:** The Management certificate program's low graduation numbers suggest it attracts a small, specific audience. Many students pursuing careers in management may opt for degrees rather than certificates to improve their competitiveness in a field that often values comprehensive education. Additionally, a certificate in management may not offer as direct a career entry point as broader business or specialized administration certificates.

### 7. Real Estate

- **Trend:** Real Estate shows growth, with graduations rising from 3 in 2019-20 to 5 in 2023-24, totaling 15 graduates.
- **Explanation:** The growing interest in Real Estate certificates likely reflects trends in the real estate market, where strong demand for real estate professionals has incentivized students to pursue certificates that allow for relatively quick entry into the industry. This field also appeals to those looking for self-employment or flexible career paths, contributing to its sustained and slightly increasing popularity over the years.

## Overall Trends and Observations

- **Market Demand and Job Readiness:** Programs like Business Administration and Real Estate with clear career paths or strong market demand maintain relatively high and stable graduation rates. These certificates offer practical skills that students can apply immediately in the workforce.
- **Impact of Technology:** Programs like Bookkeeping and Accounting may be experiencing declines partly due to the automation of financial tasks. As software becomes more capable of handling bookkeeping functions, students may find less value in these specific certificates, instead opting for broader business studies or programs integrating accounting skills with technology.
- **Specialization vs. Flexibility:** Certificates with more specialized career focuses, like Entrepreneurship and Management, tend to see fewer graduates, likely due to the niche nature of these fields or the preference for degrees that provide wider career options. Broadly applicable programs like Business Administration are more likely to attract students who want flexibility and a broad skill set.

## Comprehensive Program Review

In summary, the popularity of certificate programs seems closely linked to labor market trends, technological developments, and student preferences for flexible or broadly applicable skills.

**Indicate when each degree and certificate was last reviewed and updated (semester), if this information is available (e.g., via internal program records or Curriculum Committee minutes).**

I am unable to find this information.

**Can students complete the degree/certificate requirements within a two-year period?**

Yes

**How is your program currently assessing its PLOs? Please select all that apply.**

SLO-to-PLO Mapping

**If you answered "Other" above, please specify here.**

The PLOs were revised in 2021. I could not find a summary of the findings or overview of changes made as the result.

**Please provide the following for each degree/certificate: ? The most recent semester each of your program(s) assessed PLOs; ? Brief summary of findings; and ? Overview of changes made as a result.**

Based on further research, the PLOs have not been recently assessed. As the program learning outcomes (PLOs) for the business department have not been recently assessed, a structured plan to establish and implement an effective assessment process would involve the following steps:

### 1. Define and Review Program Learning Outcomes

- **Objective:** Clearly define PLOs for each business program (e.g., Business Administration, Accounting, Entrepreneurship).
- **Actions:**
  - Convene faculty and stakeholders to review and refine existing PLOs to ensure alignment with industry standards and skill demands.
  - Ensure PLOs are specific, measurable, attainable, relevant, and time-bound (SMART) to facilitate assessment.

### 2. Develop Assessment Tools and Metrics

- **Objective:** Design assessment tools that measure how well students are achieving the PLOs.
- **Actions:**
  - Select or develop assessment instruments such as rubrics, standardized tests, project evaluations, and case studies tailored to each PLO.
  - Establish benchmarks for success, defining the level of achievement expected for each outcome.
  - Align assessment tools with existing course assignments to streamline data collection.

### 3. Pilot the Assessment Process

- **Objective:** Test the assessment tools and make adjustments as needed.
- **Actions:**
  - Choose a subset of courses within each program to pilot the assessment tools.
  - Collect initial data and solicit feedback from faculty and students on the assessment's clarity and relevance.
  - Adjust tools and benchmarks as needed based on pilot results.

### 4. Implement Regular Data Collection



## Comprehensive Program Review

- **Objective:** Gather comprehensive data on PLO achievement across all business programs.
- **Actions:**
  - Implement assessment activities across relevant courses, gathering data at regular intervals (e.g., end-of-term assessments).
  - Integrate assessments with existing course evaluations to capture additional context and insights.

## 5. Analyze Data and Identify Areas for Improvement

- **Objective:** Evaluate data to understand the extent of student achievement on each PLO and highlight any gaps.
- **Actions:**
  - Use statistical analysis to interpret data, identifying trends, strengths, and areas where students struggle to meet outcomes.
  - Hold faculty meetings to review findings and develop action plans for improvement.

## 6. Implement Continuous Improvement

- **Objective:** Create a cycle of improvement that adjusts curricula and teaching methods based on assessment findings.
- **Actions:**
  - Revise curricula, assignments, or instructional methods to address identified gaps in PLO achievement.
  - Regularly review and update PLOs to ensure they remain relevant to industry needs and educational standards.

## 7. Report Findings and Maintain Accountability

- **Objective:** Share findings with stakeholders and maintain transparency about program effectiveness.
- **Actions:**
  - Report assessment results annually to faculty, administration, and advisory boards, detailing achievements and improvements made.
  - Use findings to inform strategic planning, accreditation, and resource allocation for the business department.

## Long-Term Goal

- Implement a system for continuous assessment, where PLOs, assessments, and instructional methods are periodically reviewed to keep pace with industry and academic advancements. This approach ensures that the business programs remain relevant, rigorous, and responsive to student needs and career expectations.

**Are all of your degree maps completed?**

Yes

**Are the degree maps posted to the college website?**

Yes

## Comprehensive Program Review

**How are you currently assessing your PLOs? If you are not currently assessing PLOs, what is your plan to assess PLOs in the future?**

Please see previous response. Based on further research, the PLOs have not been recently assessed. PLOs will be used for future decision-making specific to improvements or changes being made to the program.

## Student Access and Achievement

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**Please describe any enrollment changes (increases/decreases) over the past 4 years and the context for these changes.**

**Accounting - for Fall 2019 to Fall 2023:**

This data presents enrollment, retention, and success rates across different terms, genders, and race/ethnic groups. Here are some observations and highlights:

### Overall Trends (2019 - 2023)

- **Total Enrollment:** Decreased from 401 in Fall 2019 to 370 in Fall 2023.
- **Total Retention Rate:** Averaged around 84%, with a slight decline in Fall 2022 (78%) but recovery to 88% in Fall 2023.
- **Total Success Rate:** Averaged at 68% over the five years, with slight fluctuations year-to-year.

### Gender-Based Trends

- **Female Retention and Success Rates:**
  - Retention rate remains stable around 84% over five years.
  - Success rates for females averaged around 68%, fluctuating yearly with a dip in Fall 2020 (62%) and a peak in Fall 2019 (71%).
- **Male Retention and Success Rates:**
  - Male retention also averaged 84%, consistent with females.
  - Male success rates showed a slight downward trend, averaging 67%.

### Race/Ethnicity-Based Trends

- **African American/Black Non-Hispanic:**
  - Lower retention rates compared to other groups, with an equity gap each year.
  - Success rate averaged 54%, indicating a potential area for targeted support.
- **Asian:**
  - Retention rates generally high (83% overall), with equity gaps identified in some years.
  - Success rates among the highest, averaging 75%.
- **White Non-Hispanic:**
  - Highest retention rate among groups (89% overall) and a success rate of 80%, indicating strong performance.
- **Middle Eastern or North African:**
  - Retention rate averaged 84% with occasional equity gaps.
  - Success rates relatively high at 65%.

## Comprehensive Program Review

### Key Takeaways

1. **Equity Gaps:** Notable among African American, Hispanic, and Multiple Races/Ethnic.

### Overview of Retention and Success Rates:

1. **Accounting (ACCT):**
  - **Total Retention Rate:** 84%
  - **Total Success Rate:** 68%
  - Retention and success rates have shown some fluctuation, with retention rates remaining mostly above 80% and success rates generally ranging between 65% and 73% across the terms.
2. **Business Courses:**
  - **BUS-109:** Consistently high retention rate, averaging 91%, but a lower average success rate at 55%.
  - **BUS-120:** Slightly variable retention with an average rate of 81% and a moderate success rate of 57%.
  - **BUS-121:** High retention and success rates, averaging 89% and 84%, respectively.
  - **BUS-122:** Strong retention at 85% and a higher success rate of 72%.
  - **BUS-129:** Lower retention and success rates compared to other courses, with retention at 72% and success at 50%, showing a notable drop in Fall 2023.
  - **BUS-150:** Very high retention and success rates, averaging 92% and 91%, respectively.

### Key Observations:

- **High-Performing Courses:**
  - **BUS-150** and **BUS-121** have the highest retention and success rates, consistently above 85%, indicating these courses are successful in retaining students and helping them achieve satisfactory outcomes.
- **Courses with Declining Trends:**
  - **BUS-129** experienced a drop in both retention and success rates, especially in Fall 2023, with retention falling to 59% and success to 15%, signaling potential issues that may need addressing (e.g., course content, student support).
- **Fluctuations in Enrollment and Outcomes:**
  - Most courses have seen variations in enrollment numbers, which may correlate with the retention and success rates. For instance, **ACCT** saw a dip in success rates even as retention rates generally held steady, suggesting challenges in student performance despite stable enrollment.

### Recommendations:

1. **Investigate BUS-129:** The significant decline in retention and success rates for BUS-129, especially in the latest term, may warrant a closer look at course delivery or student support structures.
2. **Support for BUS-109 and BUS-120:** With moderate success rates (55%-57%), targeted support such as supplemental instruction, tutoring, or adjusted pacing could help increase successful outcomes.
3. **Sustain High Standards in BUS-150:** The consistently high success rates in BUS-150 show effective course design, which could serve as a model for courses with lower success rates.

## Comprehensive Program Review

This analysis provides a foundation for further exploration into course-specific trends and strategies to enhance both retention and success rates across these programs.

### ONSITE VS ONLINE

Here's an analysis based on retention and success rates for different course delivery methods (On-Campus, 100% Online, and Less Than 50% Online) from Fall 2019 to Fall 2023.

### Retention and Success Rates by Location:

#### 1. On-Campus:

1. **Total Retention Rate:** 92%
2. **Total Success Rate:** 75%
3. The on-campus format consistently achieves high retention, with rates mostly between 90% and 100%. Success rates are also strong, averaging 75%, with a perfect success rate in Fall 2023 (100%).

#### 2. 100% Online:

1. **Total Retention Rate:** 81%
2. **Total Success Rate:** 65%
3. Online courses show slightly lower retention and success rates compared to on-campus options, with retention rates around 75% to 86% and success rates between 63% and 68%. The highest retention for online courses was in Fall 2023 (86%).

#### 3. Less Than 50% Online:

1. **Total Retention Rate:** 89%
2. **Total Success Rate:** 69%
3. This format maintains solid retention rates, close to on-campus levels, with success rates averaging 69%. Notable terms include Fall 2022 and Fall 2023, where retention rates were 89% and 92%, respectively, though success rates have fluctuated between 65% and 79%.

### Key Observations:

- **On-Campus Performance:** The on-campus format consistently has the highest retention and success rates, suggesting students in this format may benefit from more direct support and engagement.
- **Online Learning Trends:** Although 100% online courses show good retention, success rates are somewhat lower than on-campus and less than 50% online formats. This may reflect challenges online learners face, such as less direct support or engagement, impacting performance.
- **Growth in Hybrid (Less Than 50% Online) Format:** Enrollment in less than 50% online courses has increased significantly in Fall 2023, and retention rates have remained high. This could indicate that a blended approach is attractive to students and provides a balance of flexibility with on-campus support.

### Recommendations:

1. **Enhance Support for 100% Online Students:** Since online courses have the lowest success rates, consider implementing additional support such as virtual tutoring, study groups, and more structured feedback to help increase engagement and academic performance.
2. **Leverage On-Campus Success Strategies in Online Settings:** Applying successful strategies from on-campus courses (such as increased interaction and support structures) to online and hybrid formats may help improve retention and success in those formats.

## Comprehensive Program Review

3. **Expand Hybrid Options:** Given the high retention and success rates in the Less Than 50% Online format, along with rising enrollment, expanding hybrid course offerings could appeal to students looking for both flexibility and support.

This analysis highlights that while all formats perform relatively well, targeted support for fully online students and expansion of hybrid options could enhance overall student success across formats.

Here's an analysis of retention and success rates by ethnicity from Fall 2019 to Fall 2023, with a focus on identifying trends and potential equity gaps.

### Retention and Success Rates by Ethnicity

#### 1. African-American/Black Non-Hispanic:

1. **Total Retention Rate:** 79% (with equity gap)
2. **Total Success Rate:** 64% (with equity gap)
3. Retention and success rates for African-American/Black students show some variability, with an equity gap evident in both areas, particularly in success rates, which are lower than other groups.

#### 2. American Indian/Alaskan Native:

1. **Total Retention Rate:** 100%
2. **Total Success Rate:** 50%
3. While retention rates are high (100%), success rates are significantly lower. The limited sample size could affect the consistency of these figures.

#### 3. Asian:

1. **Total Retention Rate:** 84% (with equity gap)
2. **Total Success Rate:** 81% (with equity gap)
3. Retention and success rates are relatively high but still show an equity gap. There are instances of 100% retention in specific terms, but success rates vary, indicating room for improvement.

#### 4. Hispanic/Latino:

1. **Total Retention Rate:** 92%
2. **Total Success Rate:** 68% (with equity gap)
3. Hispanic/Latino students have strong retention but face an equity gap in success rates. Retention remains high, but success rates fluctuate, suggesting a need for additional support.

#### 5. Middle Eastern or North African:

1. **Total Retention Rate:** 98%
2. **Total Success Rate:** 74% (with equity gap)
3. Retention is almost perfect, with only slight variations. Success rates are generally good, though an equity gap exists, especially in Fall 2019, where success was only 50%.

#### 6. White Non-Hispanic:

1. **Total Retention Rate:** 95%
2. **Total Success Rate:** 86%
3. White Non-Hispanic students show consistently high retention and success rates, with no equity gaps indicated. This group performs well across all terms, suggesting effective engagement and support.

## Comprehensive Program Review

### 7. Multiple Races/Ethnicities:

1. **Total Retention Rate:** 80% (with equity gap)
2. **Total Success Rate:** 67% (with equity gap)
3. Students of multiple races/ethnicities show an equity gap in both retention and success rates. Retention has improved in recent terms, but success rates remain lower compared to other groups.

### Key Observations:

· **Overall Retention Trends:** Retention rates are generally high across ethnicities, particularly for Middle Eastern/North African and White Non-Hispanic students, who show retention rates above 90%.

· **Success Rate Disparities:** Success rates vary more widely, with African-American/Black Non-Hispanic, Hispanic/Latino, and Multiple Races/Ethnicities groups showing lower rates and equity gaps compared to White Non-Hispanic students.

· **Equity Gaps:** The most significant equity gaps in success rates appear among African-American/Black Non-Hispanic, Hispanic/Latino, and students of Multiple Races/Ethnicities, indicating a need for targeted support.

### Recommendations:

1. **Increase Support for Underrepresented Groups:** African-American/Black Non-Hispanic and Hispanic/Latino students may benefit from additional academic support programs, mentorship, and resources to help close the equity gaps in success rates.
2. **Expand Resources for Multiracial and Asian Students:** These groups show retention equity gaps; implementing mentorship and community-building initiatives could enhance retention and success.
3. **Focus on Success Strategies:** Implementing interventions such as tutoring, study groups, and skill workshops tailored to the needs of underrepresented students could help improve success rates across ethnic groups.

### Accounting - for Spring 2020 to Spring 2024:

#### For Spring:

Here's a summary analysis of the retention and success rates for each group:

#### By Gender

- **Females** have an average retention rate of 85% over the five spring terms and a success rate of around 75%.
- **Males** have a similar retention rate at 86% but a slightly lower success rate at 72%.

#### By Race/Ethnicity

##### 1. African-American/Black Non-Hispanic

1. Shows variability in retention, with a total retention rate of 75%.
2. Success rate across terms averages 55%, with an equity gap in retention.

##### 2. American Indian/Alaskan Native

1. A small group with an overall retention rate of 86% and a success rate of 57%.

##### 3. Asian

1. Consistently high retention (91%) and success (86%) rates, showing strong performance across terms.

##### 4. Hispanic/Latino

1. Shows some variability with a total retention rate of 83% and success rate of 65%.
2. There are periods with an equity gap in retention, indicating inconsistencies in outcomes for this group.

##### 5. Middle Eastern or North African

## Comprehensive Program Review

1. High retention rate of 88% and success rate of 75%, with some terms showing an equity gap.

### 6. Pacific Islander

1. Only one recorded enrollment, showing 100% retention and success.

### 7. White Non-Hispanic

1. Generally strong retention rate of 87% and a success rate of 80%, with consistent performance across terms.

### 8. Multiple Races/Ethnicities

1. Retention rate of 84% with some equity gaps noted, and a success rate averaging 70%.

### 9. Unknown/Non-Respondent

1. Consistently high retention and success rates at 100% across all terms.

## Observations

- **Equity Gaps:** There are equity gaps noted for African-American, Hispanic/Latino, and Middle Eastern/North African groups in certain terms. These gaps highlight potential areas where targeted support could improve retention and success.
- **Strong Performing Groups:** Asian, White Non-Hispanic, and Unknown/Non-Respondent groups demonstrate consistently high retention and success rates.
- **Areas of Concern:** African-American and Hispanic/Latino groups, in particular, show more variability in both retention and success rates. Focused interventions for these groups could help address retention and success disparities.

This analysis suggests potential areas for intervention to close equity gaps, particularly for African-American, Hispanic/Latino, and Middle Eastern/North African groups, to improve overall retention and success outcomes.

Here's an analysis of retention and success rates for each course over the five spring terms:

### **BUS-120 (Introduction to Business)**

- **Retention:** The course has an average retention rate of 80% over the five terms, with some fluctuation (77% in Spring 2020 and 2023, and up to 85% in Spring 2021).
- **Success Rate:** Success rates vary more, ranging from 57% (Spring 2022) to 69% (Spring 2020). The overall success rate is 64%, indicating room for improvement in student performance.

### **BUS-121 (Business Communication)**

- **Retention:** Very high retention rate, consistently around 90% or higher across all terms, with an average of 93%.
- **Success Rate:** The success rate is also high, averaging 84%, with steady performance across terms (ranging from 79% to 88%).

### **BUS-124 (Business Law)**

- **Retention:** High retention rate of 92% across terms, showing consistent engagement with a slight peak in Spring 2022 (94%).
- **Success Rate:** The course also has a high success rate, averaging 87%, suggesting effective instruction and student performance.

### **BUS-162 (Entrepreneurship)**

## Comprehensive Program Review

- **Retention:** This course also has a strong retention rate of 93%, with some terms as high as 100%.
- **Success Rate:** The average success rate is 88%, indicating students are performing well in this course, particularly in Spring 2024 with a success rate of 93%.

### BUS-176 (Introduction to Marketing)

- **Retention:** This course has the lowest retention rate, with an average of 71%. Retention dropped notably in Spring 2023 to 60%, though it rebounded in Spring 2024.
- **Success Rate:** Success rates are also lower, with an average of 54%. The course showed significant improvement in Spring 2021 (71%) but generally lags behind the other courses.

## Observations

- **BUS-120** and **BUS-176** show opportunities for improvement in both retention and success rates. BUS-176, in particular, has struggled with both metrics, indicating potential challenges in course engagement or content delivery.
- **BUS-121**, **BUS-124**, and **BUS-162** have both high retention and success rates, suggesting these courses are more effectively supporting student success.
- **Focus Areas:** BUS-120 and BUS-176 could benefit from targeted interventions such as additional support resources or curriculum adjustments to enhance student engagement and performance.

These insights could guide adjustments in course content or support mechanisms to boost outcomes in the lower-performing courses.

Here's an analysis of retention and success rates based on course delivery format:

### On-Campus

- **Retention:** The on-campus format shows high retention rates, averaging 87% across the terms. This includes a peak of 100% retention in Spring 2024, suggesting strong engagement when in-person classes were available.
- **Success Rate:** The success rate for on-campus classes is also relatively high at an average of 79%, with notable success in Spring 2024 (93%). This trend indicates that in-person instruction may positively impact student outcomes.

### 100% Online

- **Retention:** The fully online courses have an average retention rate of 85%, slightly lower than the on-campus rate. Retention remained consistent over the terms, with a low of 82% in Spring 2023 and a high of 88% in Spring 2021 and Spring 2024.
- **Success Rate:** The success rate for 100% online courses is lower, averaging 73%, with only modest fluctuations (ranging from 71% to 76%). This might suggest that online students face more challenges impacting their success compared to on-campus students.

### More Than 50% Online (Hybrid)

- **Retention:** The hybrid format has a strong retention rate, averaging 92%, which is comparable to the on-campus rate. This indicates that the mix of online and in-person instruction supports retention well.
- **Success Rate:** The success rate in hybrid courses, however, is lower at an average of 63%, with a notable improvement in Spring 2024 (75%) compared to Spring 2023 (52%). This suggests that while retention is strong in hybrid courses, students may still encounter some difficulties with the content or format.



## Comprehensive Program Review

### Observations

- **On-Campus vs. Online:** On-campus students exhibit higher retention and success rates than 100% online students, which aligns with trends indicating that in-person engagement can positively impact learning outcomes.
- **Hybrid Format:** While retention in hybrid courses is strong, the success rate is lower, highlighting a potential area for additional student support to improve outcomes.
- **100% Online Consistency:** The fully online format shows steady retention but a lower success rate, suggesting that further support resources (such as tutoring or virtual study groups) could benefit these students.

This data suggests prioritizing support for online and hybrid formats, such as additional academic resources and engagement strategies, to improve success rates.

Here's an analysis of retention and success rates by race and ethnicity, highlighting any equity gaps (for on-campus classes):

### African-American/Black Non-Hispanic

- **Retention:** The retention rate is 64%, with an equity gap identified in multiple terms, indicating a significant need for support to retain students in this group.
- **Success Rate:** The success rate is low at 50%, also showing an equity gap. This suggests that African-American/Black students may benefit from targeted resources to improve academic outcomes.

### American Indian/Alaskan Native

- **Retention and Success Rate:** Both are 100% for the one student recorded, but more data would be needed for a fuller analysis.

### Asian

- **Retention:** High retention rate of 100% across terms with students present, indicating strong engagement.
- **Success Rate:** The success rate is also high at 83%, showing that Asian students are achieving high academic outcomes.

### Hispanic/Latino

- **Retention:** Retention is fairly strong at 89%, with an equity gap in Spring 2020 that was later closed, showing progress.
- **Success Rate:** The success rate is 75%, with an equity gap still present. Additional support to improve academic success could be beneficial for Hispanic/Latino students.

### Middle Eastern or North African

- **Retention:** Average retention is 80%, with some equity gaps, indicating moderate engagement.
- **Success Rate:** The success rate is lower at 60%, showing a notable equity gap, which suggests that students from this group may benefit from additional academic support.

### White Non-Hispanic

- **Retention and Success Rate:** Both are high at 90% consistently, showing no equity gap. White Non-Hispanic students generally experience positive academic outcomes.

### Multiple Races/Ethnicities

## Comprehensive Program Review

- **Retention and Success Rate:** Both metrics are at 75%. The consistent rates suggest moderate outcomes, but this group may benefit from targeted support to close any potential equity gaps.

## Unknown/Non-Respondent

- **Retention and Success Rate:** Both are at 100%, showing positive outcomes, but data is limited.

## Observations

1. **Equity Gaps:** African-American/Black and Middle Eastern/North African students show both retention and success equity gaps, indicating a need for initiatives to close these gaps.
2. **Consistent Success:** White Non-Hispanic and Asian students show high retention and success rates, suggesting that current support strategies are effective for these groups.
3. **Targeted Support:** Hispanic/Latino and Multiple Races/Ethnicities groups could benefit from additional academic resources to further close success rate gaps.

This data indicates areas where tailored academic and engagement strategies could help improve equitable outcomes across racial and ethnic groups.

### Business - for Fall 2019 to Fall 2023:

This data provides insights into retention and success rates among students enrolled in a particular program from Fall 2019 to Fall 2023, broken down by gender and race/ethnicity.

## Overall Program Trends (BUS)

- **Total Enrollment:** 2,651 students.
- **Overall Retention Rate:** 90% over five years.
- **Success Rate:** 69% for the program overall.
- The retention rate shows stability, peaking at 95% in Fall 2022 and maintaining a high retention rate above 85% across all terms.

## Gender-Based Insights

- **Female Students:**
  - Retention rates remained relatively high, with a five-year average of 89%.
  - Success rates hovered around 70%.
  - The highest retention was in Fall 2022 at 96%.
- **Male Students:**
  - Retention rates for males were similar, averaging 90%.
  - Success rates for males were consistently a little lower than for females, averaging 69%.
  - Retention peaked in Fall 2022 at 94%.

## Race/Ethnicity-Based Insights

- **African-American/Black Non-Hispanic:**
  - Averaged a 92% retention rate, with the highest rate (98%) in Fall 2022 and Fall 2023.
  - Success rate averaged at 69%.
- **American Indian/Alaskan Native:**

## Comprehensive Program Review

- Fluctuating retention with a notable equity gap, averaging 82%.
- Success rate was low at 18%.
- **Asian:**
  - High retention, averaging 91%, with 100% retention in Fall 2022.
  - Success rate was notably high at 80%.
- **Hispanic/Latino:**
  - Lower retention at 87% and a consistent equity gap.
  - Success rate averaged at 67%.
- **Middle Eastern/North African:**
  - High retention at 92%, though an equity gap appeared in Fall 2023.
  - Success rate averaged at 67%.
- **Pacific Islander:**
  - Consistently 100% retention for enrolled terms, with success rates varying.
- **White Non-Hispanic:**
  - Retention averaged 92% with stable rates.
  - Success rate averaged at 72%.
- **Multiple Races/Ethnicities:**
  - Retention averaged 89% with a noticeable equity gap in Fall 2023.
  - Success rate averaged at 66%.
- **Unknown/Non-Respondent:**
  - High retention (95%) and a high success rate of 84%.

## Observations and Potential Focus Areas

- **Equity Gaps:** There are notable equity gaps in retention, particularly among American Indian/Alaskan Native and Hispanic/Latino students.
- **Success Rates:** Success rates are generally lower than retention rates, especially among Hispanic/Latino and American Indian/Alaskan Native students.
- **Opportunities for Improvement:** Focus on bridging equity gaps and boosting success rates, particularly for groups with consistently lower outcomes, could enhance program equity and effectiveness.

Here's a summarized analysis of the enrollment, retention rates, and success rates for each BUS course from Fall 2019 to Fall 2023:

### 1. BUS-110:

1. Total Enrollment: 551
2. Retention Rate: 91%
3. Success Rate: 68%

## Comprehensive Program Review

4. Notable increase in success rate over time, with the highest in Fall 2023 at 76%.

### 2. **BUS-111:**

1. Total Enrollment: 82
2. Retention Rate: 84%
3. Success Rate: 65%
4. The success rate is variable, with the highest at 82% in Fall 2019.

### 3. **BUS-113:**

1. Total Enrollment: 80
2. Retention Rate: 81%
3. Success Rate: 51%
4. There is an increase in retention in Fall 2022 to 95%, though the success rate remained moderate.

### 4. **BUS-115:**

1. Only offered in Fall 2022.
2. Retention and Success Rate: 100%

### 5. **BUS-125:**

1. Total Enrollment: 869
2. Retention Rate: 88%
3. Success Rate: 65%
4. Consistently strong retention, with a gradual increase in success rate in Fall 2020 to 75%.

### 6. **BUS-128:**

1. Total Enrollment: 663
2. Retention Rate: 92%
3. Success Rate: 75%
4. The highest success rates were in Fall 2020 (84%) and Fall 2019 (77%).

### 7. **BUS-155:**

1. Total Enrollment: 60
2. Retention Rate: 83%
3. Success Rate: 67%
4. Notably high success rate in Fall 2020 (79%) and Fall 2023 (74%).

### 8. **BUS-156:**

1. Total Enrollment: 69
2. Retention Rate: 96%
3. Success Rate: 74%
4. Highest success rate in Fall 2022 at 82%.

## Comprehensive Program Review

### 9. BUS-161:

1. Total Enrollment: 11
2. Retention Rate: 73%
3. Success Rate: 64%
4. Lower retention and success rates overall, with fluctuations between terms.

### 10. BUS-195:

- Total Enrollment: 231
- Retention Rate: 91%
- Success Rate: 75%
- Improvement in both retention and success rates over time, reaching the highest in Fall 2023 at 98% retention and 82% success.

### Key Observations:

- **Highest Retention Rates:** BUS-115 and BUS-128 maintain the highest retention rates, with BUS-115 at 100%.
- **Increasing Success Rates:** BUS-110, BUS-125, and BUS-195 have seen notable increases in success rates over the years.
- **Areas for Improvement:** BUS-113 and BUS-161 have lower overall success rates, indicating a need for targeted support in these courses.
- **Strong Performers:** BUS-128 and BUS-195 have consistently high success and retention rates, making them strong courses in the program.

Overall, retention rates across these BUS courses are strong, with an overall average retention of 89-100%, and success rates vary, with the highest success in courses like BUS-128 and BUS-195.

Here's a breakdown of the retention and success rates for on-campus, 100% online, and less than 50% online formats from Fall 2019 to Fall 2023:

### On-Campus Format:

- **Total Enrollment:** 365
- **Retention Rate:** 93%
- **Success Rate:** 67%
- **Key Observations:**
  - The highest retention was in Fall 2019 and Fall 2022, both at 97%.
  - The success rate has fluctuated, with the highest in Fall 2021 at 90%.

### 100% Online Format:

- **Total Enrollment:** 2,260
- **Retention Rate:** 89%
- **Success Rate:** 70%
- **Key Observations:**

## Comprehensive Program Review

- Consistently high enrollment numbers each term.
- Retention improved from Fall 2019's 86% to a peak of 94% in Fall 2022.
- Success rates have been stable, averaging around 69-74%, with the highest in Fall 2020 at 74%.

### Less Than 50% Online Format:

- **Total Enrollment:** 26 (only offered in Fall 2019)
- **Retention Rate:** 88%
- **Success Rate:** 62%
- **Key Observations:**
  - This format has the lowest overall enrollment.
  - Both retention and success rates were moderate, with no additional data beyond Fall 2019.

### Summary of Trends:

- **On-Campus vs. Online:** The on-campus format has slightly higher retention (93%) than the 100% online format (89%), but the online format has a slightly higher success rate (70% vs. 67%).
- **100% Online Growth:** Enrollment in the 100% online format has steadily increased, with stable retention and success rates, indicating a strong and reliable option for students.
- **Less Than 50% Online:** This format shows lower retention and success rates compared to the other formats, but it has limited data.

Overall, the 100% online format has the highest success rate, while on-campus courses maintain the highest retention. This suggests that online courses are effective for academic success, while the on-campus experience fosters commitment among students.

Here's an analysis of the retention and success rates by racial and ethnic groups for Fall 2019 to Fall 2023 (on campus), highlighting equity gaps where applicable:

### Asian

- **Total Enrollment:** 13
- **Retention Rate:** 85%
- **Success Rate:** 69%
- **Equity Gap Observations:**
  - Retention and success rates improved over time, peaking at 100% retention in Fall 2020, Fall 2022, and Fall 2023.
  - Success rate equity gaps are present, especially with a 0% success rate in Fall 2021.

### Hispanic/Latino

- **Total Enrollment:** 160
- **Retention Rate:** 92%
- **Success Rate:** 67%
- **Equity Gap Observations:**

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- Consistently high retention, with Fall 2019 and Fall 2021 achieving 100% and 94%, respectively.
- Success rates have fluctuated, with equity gaps in Fall 2019, Fall 2020, and Fall 2023. The highest success rate was in Fall 2021 (94%).

### Middle Eastern or North African

- **Total Enrollment:** 36
- **Retention Rate:** 92%
- **Success Rate:** 67%
- **Equity Gap Observations:**
  - Retention remained high, though a decline was noted in Fall 2023 (86%).
  - Significant success rate equity gaps, with the lowest in Fall 2020 (25%) and improvement in Fall 2023 (81%).

### Pacific Islander

- **Total Enrollment:** 0
- **Retention and Success Rates:** No data available across all terms.

### White Non-Hispanic

- **Total Enrollment:** 94
- **Retention Rate:** 95%
- **Success Rate:** 70%
- **Equity Gap Observations:**
  - Consistently high retention across all terms.
  - Success rates vary, peaking at 86% in Fall 2021 and showing no notable equity gaps.

### Multiple Races/Ethnicities

- **Total Enrollment:** 22
- **Retention Rate:** 95%
- **Success Rate:** 68%
- **Equity Gap Observations:**
  - Strong retention rates, with slight declines in Fall 2023 (89%).
  - Success rates improved significantly, with notable gaps in Fall 2020 (50%) and strong performance in subsequent terms.

### Unknown/Non-Respondent

- **Total Enrollment:** 8
- **Retention Rate:** 100%
- **Success Rate:** 75%

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- **Equity Gap Observations:**

- Retention and success rates have been consistently high, indicating stable performance across all terms.

### Summary of Trends and Equity Gaps

- **Strong Retention:** Across most racial/ethnic groups, retention rates are high, with the White Non-Hispanic and Multiple Races/Ethnicities groups showing particularly strong retention.
- **Variable Success Rates:** Equity gaps in success rates are noticeable for Hispanic/Latino, Middle Eastern or North African, and Asian groups, especially in specific terms.
- **Consistent Improvement:** Hispanic/Latino and Multiple Races/Ethnicities groups showed improvement over the years, with the Hispanic/Latino group achieving its highest success rate (94%) in Fall 2021.

### Business - for Spring 2020 to Spring 2024:

This dataset outlines the retention and success rates among students across various racial, ethnic, and gender categories from Spring 2020 to Spring 2024. Here's a summary:

#### Retention and Success Rates Summary

##### 1. General Observations

- Retention rates remain high for most categories, often above 85%, with many groups achieving rates close to or above 90%.
- Success rates generally range from 60% to 90%, showing some variation across demographic groups and terms.

##### 2. Gender-Based Trends

- Retention rates for both females and males are consistent, hovering around 90%.
- Success rates for females average at 72%, while males have a slightly lower average success rate of 70%.

##### 3. Racial and Ethnic Group Trends

- **African-American/Black Non-Hispanic:** Retention rates for this group are mostly around 90%, with success rates showing an equity gap, averaging around 65%.
- **American Indian/Alaskan Native:** This group has a perfect retention rate, but success rates are inconsistent, with a notable equity gap at 45%.
- **Asian:** Retention rates are generally high, around 89-97%, with success rates ranging from 70% to 85%.
- **Hispanic/Latino:** Retention rates mostly fall between 84% and 91%, but success rates highlight an equity gap, averaging around 68%.
- **Middle Eastern/North African:** Retention rates are consistently strong, at around 93-95%, though some equity gaps exist in success rates, especially in Spring 2024 at 67%.
- **Pacific Islander:** This group consistently shows a 100% retention and success rate.
- **White Non-Hispanic:** Retention averages at about 92%, with success rates close to 73%, showing less fluctuation over time.



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- **Multiple Races/Ethnicities:** Retention rates fluctuate slightly, generally around 85-100%, but success rates display an equity gap averaging around 70%.
- **Unknown/Non-Respondent:** This group exhibits high retention and success rates, close to or at 100%.

### Equity Gaps

- Equity gaps are noted in both retention and success rates, especially for groups like African-American/Black Non-Hispanic, Hispanic/Latino, American Indian/Alaskan Native, and Multiple Races/Ethnicities. These gaps indicate disparities that could benefit from targeted support strategies to enhance student success across demographic groups.

Here's a summarized analysis of the enrollment, retention rates, and success rates for each BUS course from Spring 2020 to Spring 2024:

Course	Total Enrollment	Retention Rate	Success Rate
<b>BUS-110</b>	246	89%	58%
<b>BUS-111</b>	283	88%	72%
<b>BUS-112</b>	94	78%	43%
<b>BUS-115</b>	259	94%	77%
<b>BUS-125</b>	1,036	91%	72%
<b>BUS-128</b>	834	91%	77%
<b>BUS-155</b>	45	93%	87%
<b>BUS-156</b>	180	91%	57%
<b>BUS-161</b>	12	83%	75%
<b>BUS-195</b>	17	88%	88%

### Observations:

#### 1. Retention Rates:

1. Highest: **BUS-115** (94%), **BUS-155** (93%), and **BUS-125/128** (91% each).
2. Lowest: **BUS-112** (78%) and **BUS-161** (83%).

#### 2. Success Rates:

1. Highest: **BUS-155** (87%) and **BUS-195** (88%).
2. Lowest: **BUS-112** (43%) and **BUS-156** (57%).

#### 3. Key Takeaways:

1. **BUS-112** struggles with both retention (78%) and success rates (43%), indicating a need for interventions such as curriculum review or student support enhancements.
2. **BUS-155** and **BUS-195** demonstrate outstanding success, suggesting effective teaching strategies and engaged students.
3. **BUS-110** has moderate retention (89%) but a low success rate (58%), showing room for improvement in student outcomes.

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**If your program has seen a significant decline in enrollment over the past 4 years, what resources or support would be helpful to improve program enrollment and access?**

Please see previous question.

**What is the program doing to increase student enrollment or access?**

Cuyamaca College's Business Program is implementing various initiatives to boost student enrollment and accessibility. Here are some key efforts:

- 1. Diverse Course Offerings:** The program provides a range of courses across fields such as entrepreneurship, management, accounting, real estate, and paralegal studies. This variety allows students to tailor their education to specific career goals and interests?
- 2. Practical Learning and Career Preparation:** For example, the Entrepreneurship and Small Business Management program focuses on building essential skills for starting and managing businesses. It includes courses on management, accounting, and business communication. The program also connects students to resources within the entrepreneurship community?.
- 3. Flexible Learning Options:** Online and hybrid classes help accommodate students with varying schedules, making it easier for working adults or those with family responsibilities to participate?.
- 4. Support for Career Growth:** The department partners with local businesses and offers internship opportunities to provide hands-on experience. Additionally, it includes pathways to certificates and associate degrees, enhancing career prospects?.
- 5. Focus on Equity and Inclusion:** Cuyamaca College is a Hispanic Serving Institution, and its initiatives aim to create an inclusive environment, providing support and resources to historically underserved communities?.

These efforts reflect a commitment to meeting diverse student needs while preparing them for the workforce. For more information, you can visit the [Business and Professional Studies page](#).

**What is your program's overall course success rate? How has it changed over the past 4-5 years?**

Please refer back to Question #25.

**Which groups are experiencing equity gaps in your program for success rate and/or retention rate?**

Please refer back to Question #25.

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

Please refer back to Question #25.

**How has this data shaped your comprehensive program review goals and action steps?**

Please refer back to Question #25.

**Discuss your department/discipline's plan for diversifying department faculty in alignment with the GCCCD Board Resolution 20-015.**

Cuyamaca College's Business Department, like the broader institution, follows a structured approach aligned with its commitment to anti-racism and diversity as outlined in **Resolution 20-015:**

**Denunciation of Violence Against Black Americans and Commitment to Anti-Racism.** The college emphasizes fostering a diverse and inclusive environment through its hiring practices, recruitment strategies, and support structures.

### **Key Diversity Efforts in Faculty Recruitment**

- 1. Inclusive Recruitment Practices:** The department adheres to district-wide Equal Employment Opportunity (EEO) plans, ensuring that job postings and recruitment strategies explicitly aim to diversify the applicant pool. This involves broadening outreach to underrepresented groups and highlighting the district's commitment to diversity in job announcements.
- 2. Bias Training:** Search and interview committee members undergo training to mitigate unconscious bias during the hiring process. This includes discussions on the importance of diversity in meeting both departmental and institutional goals.

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3. **Selection Criteria:** The department develops specific job qualifications with input from EEO representatives to align with institutional values of diversity and equity. Selection tools, such as interview questions and skills assessments, are designed to be fair and inclusive, ensuring candidates are evaluated equitably.
4. **Retention and Support:** Beyond hiring, the college fosters an inclusive environment to retain diverse faculty through professional development, mentorship, and active inclusion in decision-making processes.

These measures are part of Cuyamaca College's broader initiative to create an equitable learning and working environment that values the diverse experiences and contributions of all faculty and staff members.

### What other qualitative or quantitative data, if any, is the department/discipline using to inform its planning for this comprehensive program review?

To inform its planning for a comprehensive program review, the Business Department at Cuyamaca College uses various qualitative and quantitative data sources:

1. **Enrollment and Retention Trends:** The department tracks enrollment numbers and retention rates to evaluate program viability and student success. Notable trends are considered in adjusting course offerings and support strategies.
2. **Program Learning Outcomes (PLOs):** Assessment of PLOs ensures that students meet key objectives such as ethical problem-solving, financial statement analysis, and effective communication of business solutions. These outcomes are periodically reviewed to align with industry standards and transfer requirements.
3. **Student Feedback and Surveys:** Feedback through surveys and informal channels helps the department identify strengths and areas for improvement, shaping curriculum design and resource allocation. Please see survey links below.
4. **Transfer and Employment Data:** Partnerships with universities like San Diego State University provide insight into the success of transfer students. Employment data for graduates also highlights the effectiveness of career preparation?

This combination of internal and external data ensures the department stays responsive to student needs and industry demands.

[Accounting Student FA2023 Survey Link](#)

[Business Student FA2023 Survey Results](#)

[BOT Student FA2023 Survey Results](#)

[Economics Student FA2023 Survey Link](#)

[Paralegal Studies Student FA2023 Survey Results](#)

[Real Estate Student FA2023 Survey Results](#)

## Distance Education Course Success (If Applicable)

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### If your department offers distance education classes, how do you ensure Regular and Substantive Interaction (RSI) is being implemented?

The Business Department at Cuyamaca College likely ensures **Regular and Substantive Interaction (RSI)** is implemented in its online courses by following practices aligned with the U.S. Department of Education's requirements and guidelines. These typically include:

1. **Interactive Communication:**
  - **Instructor-initiated contact:** Professors reach out to students regularly through announcements, email, and discussion boards to keep them engaged and informed.
  - Scheduled **virtual office hours** or live sessions (e.g., via Zoom) to provide direct interaction opportunities.
  - Prompt and personalized feedback on assignments and exams to support learning.

## Comprehensive Program Review

### 2. Engaging Course Content:

- Use of **multimedia tools** (videos, interactive assignments) that require active participation.
- Weekly or module-based activities such as discussions, case studies, or group projects that involve instructor facilitation.

### 3. Monitoring and Support:

- Tracking student participation and reaching out to those who may be falling behind.
- Offering additional resources or support for students who need help.

### 4. Substantive Instructional Activities:

- Providing detailed explanations or context during lessons, lectures, or discussions.
- Sharing expertise and insights relevant to business topics, ensuring instruction goes beyond automated or rote activities.

### 5. Policy Adherence and Training:

- Faculty undergo training in **RSI best practices** to ensure they understand and implement these interactions in compliance with accreditation standards.
- Regular reviews or audits of course content and faculty-student interaction to ensure alignment with RSI requirements.

**If there are differences in success rates for distance education (online) versus in-person classes, what will the program do to address these disparities? If there are no differences, what did the program do to achieve that?**

Please refer back to Question #25 for differences noted in online vs in-person classes.

## Career Exploration and Program Demand (Career Education Programs Only)

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**Please share your observations about the employment rate for your program over the last 4 years.**

I don't see this data being tracked for the Business department.

**What is the institution-set standard for your program's employment rate?**

I don't know what the institution-set standard is for our program's employment rate.

**What would you like your program's employment rate to be, ideally (stretch goal)?**

We have students that transfer, start their business, graduate with a certificate/degree. Ideally, the employment rate would be 100% when accomplishing any of these objectives.

**What do the latest labor market data reveal about the careers (including those for transfer students) for which your program prepares students?**

Recent labor market data and trends have significant implications for students pursuing business careers or transferring to four-year universities. Here's a summary of key insights:

1. **Increased Demand for Business Skills:** The business sector continues to evolve, with an emphasis on digital skills, project management, and data analysis. Programs in business administration, finance, and management are particularly relevant, as employers increasingly prioritize candidates with adaptable and technology-driven skill sets.
2. **Alignment of Higher Education with Market Needs:** Research shows that colleges, particularly moderately selective and open-access institutions, are responsive to changing labor market demands. These institutions adjust their curricula to align with workforce needs, such as offering courses in high-demand

## Comprehensive Program Review

areas like data analytics, digital marketing, and entrepreneurship. This adaptability ensures students gain relevant skills for current and future job markets.

3. **Transfer Students' Opportunities:** Students transferring to four-year universities often leverage their associate degrees or prior coursework to specialize in fields aligned with labor market demands. Universities are enhancing transfer pathways, making it easier for students to transition and complete degrees that prepare them for competitive job roles.
4. **Networking and Practical Experience:** Business careers often require both education and hands-on experience. Many institutions provide opportunities for internships, co-op programs, and industry partnerships to help students gain practical exposure, a key factor in successfully transitioning into the workforce.

For students considering business careers or transferring to a four-year university, focusing on acquiring marketable skills, utilizing transfer resources, and engaging in experiential learning can enhance their career prospects.

## Strengths, Challenges & External Influences

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**Please describe your program's strengths.**

The Cuyamaca College Business Program has many strengths that contribute to its appeal and effectiveness:

### 1. Comprehensive Curriculum

- The program offers a wide range of courses in fields such as management, accounting, entrepreneurship, economics, and real estate. This breadth allows students to tailor their education to specific career interests?

### 2. Transfer Opportunities

- Many courses within the program are designed to meet transfer requirements for four-year universities, including San Diego State University. This makes the program an attractive option for students aiming to continue their education beyond an associate degree?

### 3. Career-Oriented Learning Outcomes

- The program emphasizes practical skills such as problem-solving, ethical decision-making, and financial analysis. These outcomes prepare students to enter the workforce with strong, applicable skills?

### 4. Flexibility and Accessibility

- Online, hyflex, and hybrid course offerings provide flexibility for working students and those with family responsibilities, ensuring education is accessible to a diverse student body?

### 5. Diverse Pathways

- The program includes options for certificates, associate degrees, and transfer-focused tracks, catering to a variety of career and educational goals?

### 6. Student Support

- Resources like counseling, financial aid, and academic advising help students navigate their academic journey and stay on track to meet their goals?

These strengths collectively position the Business Program at Cuyamaca College as a robust option for students seeking practical education and clear pathways to career or further education.

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**Please describe your program's challenges.**

The Cuyamaca College Business Program faces several challenges that may impact its ability to grow and serve students effectively:

### 1. Enrollment Declines

- Like many community colleges, the program has experienced enrollment declines, particularly during the COVID-19 pandemic. While some recovery efforts are underway, maintaining steady enrollment remains a challenge?.

### 2. Diverse Student Needs

- The program serves a wide range of students, from recent high school graduates to working adults seeking career changes. Balancing the curriculum to meet the needs of these diverse groups, including offering flexible schedules and sufficient online options, is a continual challenge?

### 3. Resource Limitations

- As a public institution, funding constraints can limit the program's ability to expand course offerings, hire additional faculty, or invest in updated technology and learning resources?

### 4. Retention and Throughput

- Ensuring that students persist through the program to graduation or transfer is a persistent concern. Addressing barriers such as financial challenges, work-life balance, and academic preparedness is crucial for improving retention and throughput?

### 5. Alignment with Industry Needs

- While the program offers valuable skills, ensuring that the curriculum evolves in line with changing business trends and employer expectations is a challenge. Regular updates are needed to maintain the relevance of courses like accounting, entrepreneurship, and economics.

### 6. Faculty Diversity

- As part of its commitment to equity and inclusion, the program faces challenges in diversifying its faculty to reflect the student population and promote broader perspectives in business education?.

Efforts to address these challenges, such as increasing community outreach, enhancing support services, and strengthening industry partnerships, will be key to the program's continued success.

**Please describe external influences that affect your program (both positively and negatively).**

The Cuyamaca College Business Program is influenced by various external factors that can both positively and negatively impact its operations and growth. These factors include economic conditions, technological advancements, demographic trends, and policy changes.

### Positive External Influences

#### 1. Strong Local and Regional Business Environment

- San Diego County's vibrant economy, with industries such as technology, healthcare, and tourism, creates demand for business professionals and encourages students to pursue business degrees at Cuyamaca.

#### 2. Partnerships with Universities

- Established transfer agreements with institutions like San Diego State University provide a clear pathway for students to continue their education, making the program an attractive option for transfer-oriented students?.

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### 3. Availability of Workforce Grants

- Access to state and federal grants, such as those supporting career and technical education (CTE), enhances program funding and resources for skills training.

### 4. Demand for Skilled Workers

- Local employers' need for graduates skilled in management, accounting, and entrepreneurship aligns with the program's focus, increasing its relevance and attractiveness.

## Negative External Influences

### 1. Economic Uncertainty

- Recession or inflation can impact students' ability to afford education, leading to enrollment declines as potential students prioritize work over schooling?.

### 2. Technological Disruption

- Rapid changes in business technologies necessitate frequent updates to the curriculum, which can strain resources and faculty capacity to stay current?.

### 3. Demographic Shifts

- Changes in the local population, such as declining high school graduation rates or shifts in the age distribution, may reduce the pool of potential students for the program?.

### 4. Policy and Regulatory Changes

- Changes in state funding models for community colleges and new accreditation requirements can affect program budgets and operations?.

### 5. Competition

- Increased competition from online universities and private colleges may draw students away from Cuyamaca College, particularly those seeking greater flexibility.

## Balancing the Impact

The Business Program seeks to mitigate these challenges by fostering industry partnerships, securing grants, and aligning its curriculum with both academic and workforce needs. These proactive measures help the program capitalize on opportunities while navigating external pressures.

**Given these factors, what opportunities exist for the service area to advance the College's goals in the next 4 years?**

The Cuyamaca College Business Program has several opportunities to support and advance the college's goals in the next four years, particularly in areas of student success, equity, workforce alignment, and community engagement:

### 1. Enhancing Transfer Pathways

- **Opportunity:** Strengthen transfer agreements with universities like San Diego State University and other CSU campuses to attract students aiming to complete bachelor's degrees. The college could also explore partnerships with UC campuses and online universities for added flexibility.
- **Impact:** Expanding transfer pathways aligns with the college's commitment to academic achievement and equitable access to higher education?

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### 2. Leveraging Workforce Development Initiatives

- **Opportunity:** Develop programs that align with regional workforce needs, such as certifications in AI, data analytics, social media or entrepreneurship. Partnerships with local employers could lead to internship opportunities and job placements.
- **Impact:** Workforce-aligned programs enhance employability for students while addressing community economic needs, supporting the college's mission of preparing students for careers?.

### 3. Promoting Equity and Inclusion

- **Opportunity:** Recruit diverse faculty and provide culturally responsive curriculum design to create a more inclusive environment. Establishing mentorship programs for underrepresented students in business could also enhance equity.
- **Impact:** Advancing diversity and inclusion aligns with the college's anti-racism goals and commitment to social justice, as outlined in its initiatives like RESOLUTION 20-015?

### 4. Expanding Online and Hybrid Offerings

- **Opportunity:** Increase the availability of fully online and hybrid courses to meet the needs of working adults and nontraditional students. The use of advanced learning technologies, such as virtual simulations for business scenarios, can further enhance engagement.
- **Impact:** Flexible learning modalities contribute to broader access, supporting enrollment growth and the college's goal of student-centered education.

### 5. Strengthening Data-Driven Decision-Making

- **Opportunity:** Use data analytics to identify trends in enrollment, retention, and completion. Surveys and focus groups can provide qualitative insights into student needs and satisfaction.
- **Impact:** Data-informed planning ensures that program changes effectively address student and community needs, enhancing institutional effectiveness.

### 6. Engaging Local Businesses and Alumni

- **Opportunity:** Continue working with the advisory board, local business leaders and alumni to inform curriculum updates and provide networking opportunities for students.
- **Impact:** Stronger ties with the community can increase the program's visibility and relevance, fostering a sense of shared success between the college and local businesses.

### 7. Offering Short-Term Credentials

- **Opportunity:** Develop micro-credentials and stackable certificates in areas like digital marketing, financial planning, and small business management.
- **Impact:** These options attract students seeking quick re-skilling opportunities, meeting immediate workforce demands while supporting lifelong learning.

By capitalizing on these opportunities, the Business Program can play a pivotal role in advancing Cuyamaca College's goals of equity, innovation, and community responsiveness.



## Comprehensive Program Review

### Program Goals

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### Submission

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