



## SKYLINE COLLEGE ANNUAL PROGRAM PLANNING SELF-STUDY

*Note: To complete this form, **SAVE** it on your computer, then send to your Division Dean/VPI as an **ATTACHMENT** on an e-mail message.*

**Program Title:** Business

**Date Submitted:** 4/15/2015

**Key Findings:**

- The department continuously works on improvements for classroom and online courses including course delivery, teaching tools, student preparedness, training and support for faculty.
- New Business program PSLOs were created and are being used in assessment. The SLOAC 3-year assessment cycle is not working well for Business, given the number of adjunct faculty, and a new yearly plan is being considered for all courses.
- The Business Department is conducting an analysis of its degrees and certificates with the aim of improving completions and establishing a better fit with current industry trends.
- Students have the flexibility to complete their programs of study through traditional face-to-face, hybrid or fully online formats.

**1. Planning Group Participants** (include PT& FT faculty, staff, students, stakeholders)

List of names and positions:

(2 FT) Guillermo Ortiz, and Hui Pate  
(2 FT split with other depts.) Sita Motipara (BCM. and BUS.), Guillermo Ortiz (ACTG and BUS.)

(16 PT) Sharon Alcalde, Sue Broxholm, Celia Canfield, Alma Cervantes, Andy Dai, Beth Damonte, Laura Fraser, Fatima Guadamuz-Cabral, Michael Habeeb, Jack Kilmartin, Alpha Lewis, Lisa Lilienthal, Soledad McCarthy, Michael Neuendorff, Angel Riley, and Ed Thomas

**2. Contact Person** (include e-mail and telephone):

Guillermo Ortiz, ortiz@smccd.edu x4248

### 3. Program Information

#### A. Program Personnel

Identify the number of personnel (administrators, faculty, classified, volunteers, and student workers) in the program:

1 Administrator, 2 FT faculty; 16 adjunct; 1 classified; 0 volunteers; 3 student workers

**FT Faculty:**

1.60

**PT/OL Faculty (FTE):**

5.167

**FT Classified:**

1

**PT Classified (FTE):**

0

**Volunteers:**

0

**Student Workers:**

3

## **B. Program Mission and Goals**

State the goals/focus of the program and how the program contributes to the mission and priorities of the College and District. Address how the program meets the current year's strategic priorities. (200 word limit)

**Mission Statement:** Prepare our students and the community to be competent citizens for the ever changing global market.

### **Goals:**

- To prepare students for transfer and success in business careers through excellent instruction and quality curriculum
- To promote faculty research, collaboration, faculty-student interaction, and professional development activities that enhance faculty skills and student learning
- To integrate academic knowledge and skills to real-life business practice
- To build a strong partnership with industry and the community
- To strive for continuous program improvement through membership in the international business program accreditation body ACBSP.

## **4. Program/Service Area: Student Learning Outcomes and Program Data**

### **A. Summarize recent course and/or program SLO assessment, identify trends and discuss areas in need of improvement. Please attach summary Tracdat reports with assessment and analysis for SLOs evaluated during the year (prior to submission deadline of April 1st)**

One or more SLOs in seven out of 28 courses in Business, International Trade & Logistics were assessed in 2014. This was the result of a major push to assess at least one SLO prior to accreditation, and reliance on a continuing 3-year assessment cycle. The 3-year cycle is not working as approximately 62% of sections are taught by adjunct faculty, who have other jobs and are removed from the day-to-day operation of the department. Maintaining these faculty members regularly engaged in assessment is very difficult. Business is now considering requiring that all faculty assess all SLOs annually, providing dedicated support from SLOAC coordinators. The program will further require that full time faculty responsible for major programs receive SLOAC training and assume responsibility for assessment of all courses within their area of expertise. The following courses were assessed during 2013-2014 (**See attached TracDat report**).

Course	SLOs Assessed	Outcome	Action
BUS 100	2	2 criterial met	Ongoing improvement
BUS 120	4	2 criteria met 2 criteria not met	Ongoing improvement
BUS 123	6	4 criteria met 2 criteria not met	Ongoing improvement
BUS 150	4	4 criteria met	None
BUS 230	1	1 criterion met	None
BUS 401	1	1 criterion met	None
MGMT 100	4	4 criteria met	None

**B. Analyze evidence of Program performance. Review and analyze productivity, student characteristics and outcomes.**

The Business Department for the year 2013-2014 carried a load of 453, a decrease of 11% from last year and the College-wide load decreased for the same period by approximately 6%. This reduction can be partially explained by an increase of the sections taught from the previous year (97 to 120). The gender balance of our students in the Department for 2013-2014 is evenly distributed at 50% male and 48% female in comparison to the College-wide gender balance at 51% female and 47% male with 2% as unreported. The Business programs are consistently more balanced than the college-wide percentages, but do continue to serve more males than females. The department's unique headcount by ethnicity reflected small changes from 2012-2013 to 2013-2014: African Americans had +3% change, Hispanics +13%, Whites 0% , Filipinos decreased by 1% and Asians by 2%. We will continue to track these changes next academic year to determine if there are any trends.

An interesting change from 2012-2013 to 2013-2014 is in the unique headcount by age. There were small increases from 2012-2013 to 2013-2014 in the category of 40-49 with a 9% increase. In comparison, the College-wide unique headcount for the 29-39 age group decreased by -10%. Implications suggest that students in this age bracket are taking business courses to upgrade job skills, for job advancement as well as responding to current business employment environment.

Skyline College for the 2013-2014 year had a 70% success rate and an 85% retention rate with no changes from the previous year. In comparison, the Business Department experienced a 66% success rate with an 81% retention rate of our students. These results were practically unchanged from the previous year. The Business Department is below the college rates and is working on strategies to try and increase success and retention.

The Business programs online success rates have increased from 55% to 61% in 2013-14. Our retention rates increased by 1%.

**C. Explain how other information may impact the Program (examples are business and employment needs, new technology, new transfer requirements etc.)**

The department looked at the projected employment occupations in the San Francisco, San Mateo, and Redwood City Metro area and there were four areas related to business in the top eight. Looking at the same data sorted by growth rates, the marketing field has a projected growth rate of 4.5%, among the highest in the county. The combined projected employment in 2010-2020 in the business sector is 391,760. This supports the viability of our programs for continuous improvement. The analysis of employment trends clearly indicates a need for the department to revitalize the Marketing Degree and certificates and continuous improvement for the Business programs.

2010-2020 the area of occupation largest projected employment growth rate in San Francisco, San Mateo, and Redwood City Metro area:

**Area of Occupation Projected Employment Growth Rate**

Office & Administrative Support	169,150	1.0%
Sales & Related Occupations	121,260	1.6%
Food Preparation and Serving	113,510	2.1%
Business & Financial Operations	105,200	2.1%
Management	100,670	1.4%
Computer and Mathematical	71,940	3.4%
Computer Specialist	69,650	3.4%
Business Operations Specialist	64,630	2.5%

**2010-2020 Fastest Growth Rate Occupations in San Francisco, San Mateo, and Redwood City Metro area**

Biomedical Engineers	1,320	8.4%
Microbiologists	1,710	5.8%
Computer/Information Research Scientist	1,340	4.7%
Software Developers, Systems Software	11,920	4.6%
Market Research Analyst & Marketing Specialist	11,850	1.4%

## 5. Curricular Offerings

Tools: CurricUNET <http://www.curricunet.com/smcccd>; <https://sanmateo.tracdat.com/tracdat/>

### A. Program Curriculum and Courses. If your program does not offer curriculum please state "N/A".

Respond to the following:

1. What new courses (excluding individual Selected Topics [665] topics and Experimental [680/880] courses) have you added to your program curriculum in the past academic year? List by Department, Course Number and Course Title.
2. If you have not done so already, please email the TracDat Coordinator to request that these courses to be added to TracDat.
3. Have you uploaded SLO's for your new courses in TracDat?
4. Have you mapped course-level SLOs to PSLOs and ISLOs?
5. Have you uploaded an assessment method (need not be specific) for each course?

1. The Business Program has not added any new courses to its program curriculum in the past academic year, but faculty are working on proposals for revamping the Business programs certificates and degrees.
2. All of the Business Program's courses are in the TracDat system (except those that are banked.)
3. All of the Business Program's course SLOs have been uploaded into the TracDat system.
4. Business Program course SLOs have been "mapped up" to Program PSLOs and ISLOs.
5. Assessment methods for all Business Program course SLOs and the Program's PSLOs have been uploaded into the TracDat system. The department rewrote the Business Program PSLOs as mentioned in our Comprehensive Program Review. We will be mapping courses to PSLOs and ISLOs to reflect the new PSLOs.

### B. Identify Patterns of Curriculum Offerings

Respond to the following:

1. What is the planning group's 2-year curriculum cycle of course offerings by certificates and degrees?
2. What is the ideal curriculum cycle?
3. Discuss any issues.

The department has designed the course offerings and sequencing of courses for certificates, degrees, and transfer degrees to ensure timely completion within the 2-year curriculum cycle. Multiple sections of most courses are offered every semester to meet the needs of Business majors and for those pursuing certificates. The Business courses meet the standards and criteria for courses as prescribed in Title 5 regulations as applied to community colleges and which mandates requirements for curriculum-related issues, including transferability, appropriate number of units, and expected outcomes to include, but not limited to, critical thinking and cultural diversity.

The Business department offers broad course offerings, certificates and degrees in Business, Asian Studies, International Trade and International Logistics. Employment opportunities are very good for skilled, capable, and dependable business professionals. Employers are looking for business professionals with excellent communication skills, organizational skills, human relations skills and enthusiasm for the job and organization. Graduates can explore opportunities that match their interests and education in a variety of industries.

The Business Department completed an Associate in Science Degree for Transfer (AS-T) Degree Business Administration which was offered for Business students in 2012. Upon completion of the transfer associate degree, students are eligible for transfer with a junior standing into the CSU system, and given priority consideration when applying to a similar program in the student's area of study.

**Figure 1 in Appendix A Attachment** shows completions in the AS-T degree since its inception in 2012. The transfer degree has been very successful, showing an increase in completions of almost 180% from 2012-2013 to 2013-2014 academic years.

Transferability and credit towards the four-year degree in business have been the central criteria for inclusion of courses in the business AS degree programs. At the present time all the core courses transfer and all are counted toward the four-year degree at San Francisco State University, which is the number one transfer school for Skyline business students.

The Business programs including Business Administration, Business Management, International Trade and International Logistics are accredited by the Association of Collegiate Business Schools and Programs (ACBSP). By going through the accreditation process we identified our strengths and weakness of the programs, updated our AS degrees with common core courses and reviewed and restructured our curriculum. This created a process for continuous departmental improvement promoting outcomes assessment linking goals, activities, and outcomes. Through this process we validated the quality of work in the business department.

The Business courses are offered in traditional, hybrid and online formats allowing flexibility in our instructional delivery increasing access to students.

An ideal curriculum cycle is currently in place. We have annual Advisory Committee Meetings where the department gets advice on: review of our program's sequence and scheduling of courses and delivery options; review and suggestions of content for courses of study and standards of proficiency in areas which are essential to becoming successfully employed in a career pathway.

## 6. Response to Previous Annual Program Plan & Review

**List any recommendations for the program and your responses to these recommendations based on previous Annual Program Plan and/or CTE Professional Accreditation report.**

The Business Program is currently evaluating all of its courses with the aim of modernizing its degree and certificate offerings to better match student's career goals and industry trends. **Figures 1 through 4 in Appendix A Attachment** show current completion rates in degrees and certificates, and course enrollments in the Business program. These figures reveal a need for significant improvement in some areas and incisive review of current degrees, certificates and courses.

The following steps are being taken to analyze and improve program results.

1. Analyze current degree/certificate completion rates (done).
2. Examine loads over the last few semesters to identify low enrollment courses (done).
3. Survey business students to better understand their career goals and aspirations (in progress).
4. Meet with faculty to formulate change strategies (pending).
5. Create new and modified curriculum offerings for submittal to curriculum committee (pending).

The simple enumeration of the above list does not convey the complexity and challenging nature of this self-assessment and the barriers to change that must be overcome in order to be successful. This effort will require participation, full engagement, and flexibility from all business faculty, if it is to be successful.

## 7. Action Plan

**Provide your action plan based on the analysis and reflections provided in the previous sections. Note – resource requests should be connected to action plans.**

Respond to the following:

- Describe data and assessment results for Program Student Learning Outcomes. Analyze and reflect on assessment results for Program Student Learning Outcomes and other measures of Program performance.
- Analyze and reflect on other evidence described in previous sections. Identify the next steps, including any planned changes to curriculum or pedagogy.
- Identify questions that will serve as a focus of inquiry for next year.

**Next steps for the department include:**

- Hold an exhaustive Self-Assessment Business Department Planning Meeting (2015-2016)
- Develop Curriculum based on conclusions from the Self-Assessment Business Department Meeting (2015-2016)
- Consider changing the 3-year SLOAC cycle and assessment methodologies with the aim of increasing faculty participation (2015-2016)
- Continue improvement of online courses related to course delivery, technologies, student preparedness and support, and faculty training (2015-2016)



- Reconfigure lecture classrooms to facilitate different types of instructional methods (2015-2016)
- Explore linkages with business industries to set up internship programs (2015-2016)

**Questions that will serve as a focus for inquiry for our next Business Program Review.**

1. Do certificates and degrees in the program continue to be viable according to industry and economic trends in the San Francisco Bay Area?
2. Does the ratio of full-time to adjunct faculty support the growth and vision of the business programs?
3. Since the last program review, the department has engaged in new activities such as Kappa Beta Delta, Enactus, and ACBSP accreditation. What other activities can we pursue to enrich the student and faculty experience?
4. Can we set up agreements with business industries to provide students with internships and value-added learning opportunities?
5. How do we expand the Study Abroad program for Asian Studies?
6. Can we provide effective classroom facilities for different types of instructional methods?

## **8. Resource Identification**

### **A. Professional Development needs**

Professional development activities that Business faculty may participate in include:

- Dr. Hui Pate will take another group of students for Study Abroad in China trip while attending workshops and seminars on Doing Business in China as well as participate in a series of webinar on enhancing online course effectiveness via connect and blackboard.
- Professor Guillermo Ortiz will attend STOT II training, CTTL workshops and explore strategies for Accessibility in online courses through @ONE Webinars.
- Professor Sita Motipara has attended Educating for Careers Conference and will continue attending conferences in the area of CTE pathways. Also, she will attend workshops to enhance face-to-face and online instructional delivery modalities.

### **B. Office of Planning, Research & Institutional Effectiveness requests**

Actions:

- List data requests for the Office of Planning, Research & Institutional Effectiveness.
- Explain how the requests will serve the Student/Program/Division/College needs.

1. English and Math placement data for Business students would be helpful. (2015-2016)
2. Basic Skill information about students would help faculty identify the support and resources they need to be successful in the classes. (2015-2016)

- 3. Transfer data about where are students are going to after leaving Skyline College. We use data from the PRIE site about certificate and degree completion rates which help us assess how effective our program is in preparing students for career pathways. (2015-2016)
- 4. Job placement data would be helpful in developing curriculum and programs of study.

**C. Faculty and Staff hiring, Instructional Equipment and Facilities Requests**  
**Complete the following table:**

**Annual Program Planning Resource Needs**  
**Program: Business    Date: April 10, 2014**

	What are the needs?	How does this request align with your assessment of student outcomes?	How does this request align with your action plan?	What is the estimated cost for facilities and equipment?
<b>Personnel</b>	1. 1 full-time Business Instructor	Help with program growth and expansion.	Aligns with revitalization of the Business programs.	\$85,000
<b>Equipment</b>	1. 1 lecture capturing technology hardware with live audio and video input and output	This will improve the effectiveness of online instructional delivery.	Aligns with the improvement of online courses related to course delivery and success.	\$25,000
<b>Facilities</b>	1. 3 Classrooms reconfigured with the flexibility to facilitate different types of instructional methods.  2. Furniture for three (3) lecture classrooms.  3. White Board wall to wall for student collaboration.	This will improve the effectiveness of student participation, learner centered environment, inquiry learning and problem solving and social skills.	Reconfigure lecture classrooms to facilitate different types of learning environments.	\$30,000

# Appendix A Attachment

## A.S. Degree Completions in BEPP Programs

### A.S. Business Degrees

A.S. Degrees

	09/10	10/11	11/12	12/13	13/14	Total
Business Administration	31	30	45	20	29	155
Bus. Admin. - Transfer			0	14	39	53
						0
International Trade	1	1	2	1	3	8
International Logistics	0	0	1	1	2	4
	31	30	45	34	68	208



A.S. - Business Administration

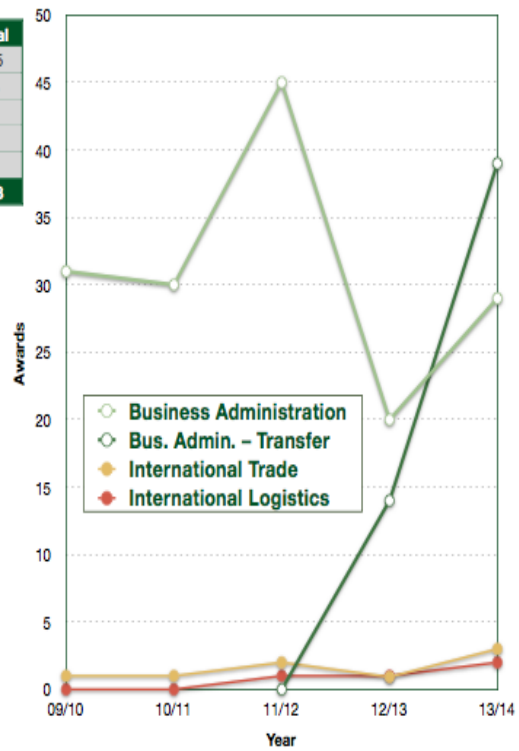


Figure 1 – AS Degree Completions in BEPP Programs

# Appendix A Attachment

## Certificate Completions in BEPP Programs

### Business Certificates

Certificates

	09/10	10/11	11/12	12/13	13/14	Total
Customs Broker	5	2	1	6	3	17
International Business	3	1	0	1	2	7
International Trade	1	1	0	2	3	7
Int'l Logistics – Ocean Freight	1	1	1	3	1	7
Business Administration	1	7	4	5	5	22
Asian Business Practices	1	2	0	0	1	4
Import/Export	1	1	0	0	0	2
Legal Aspects of Int'l Bus.	1	0	0	0	0	1
Int'l Logistics – Air Freight	1	1	1	1	1	5
	8	3	1	7	5	49

Certificates

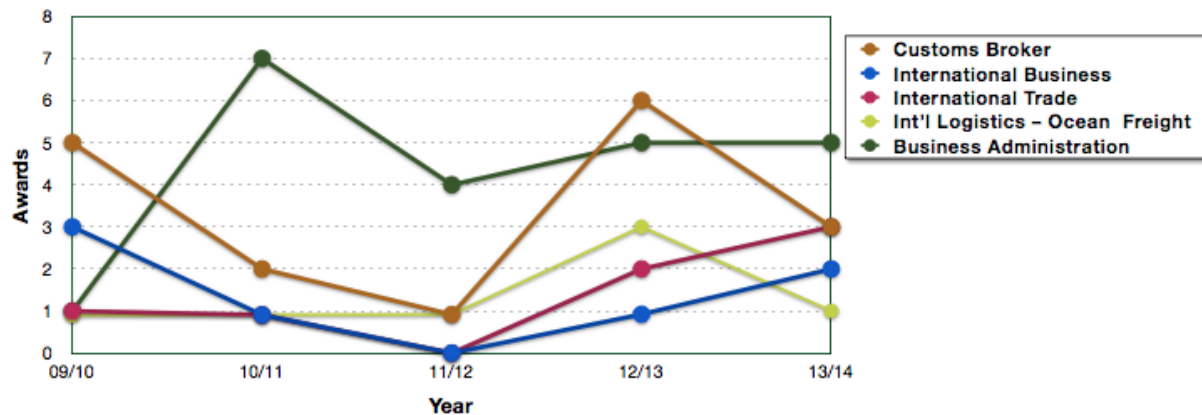


Figure 2 – Certificate Completions in BEPP Programs

## Appendix A Attachment

### High Enrollment Courses in BEPP Programs

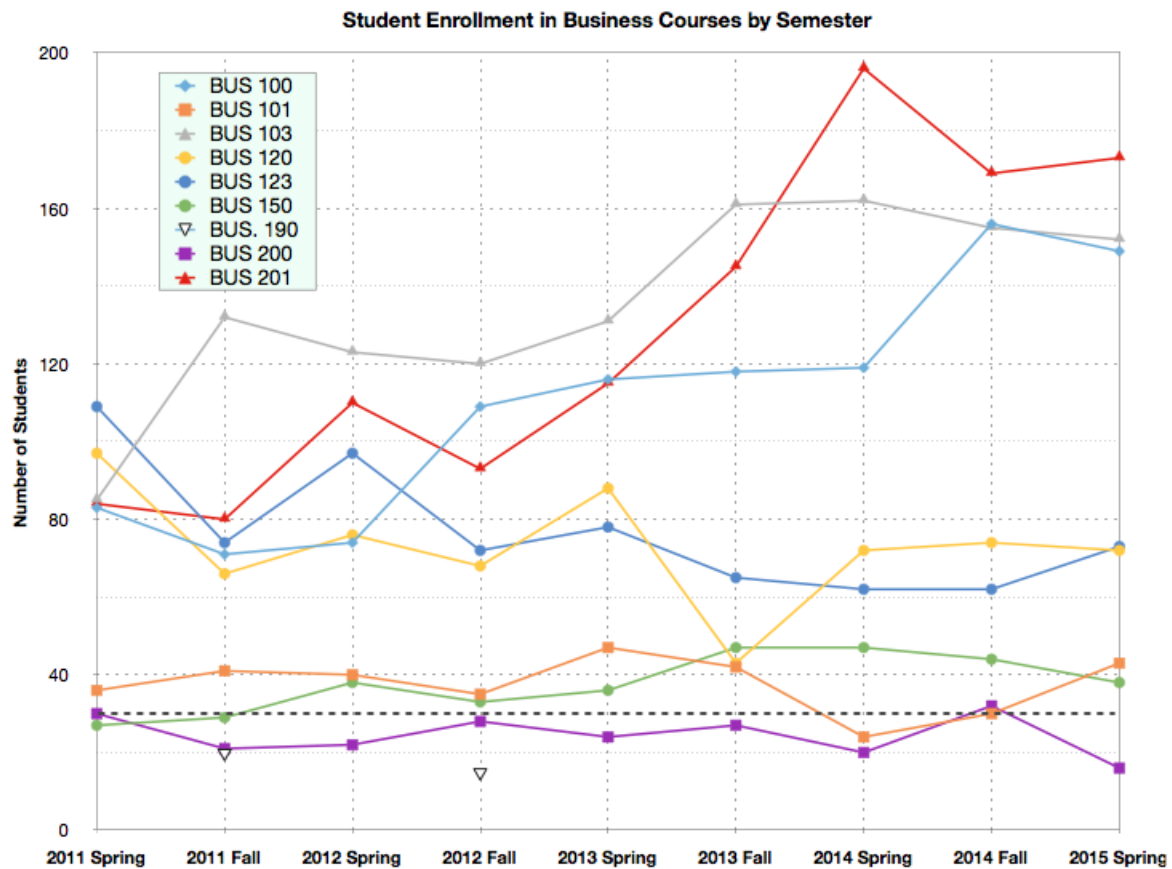
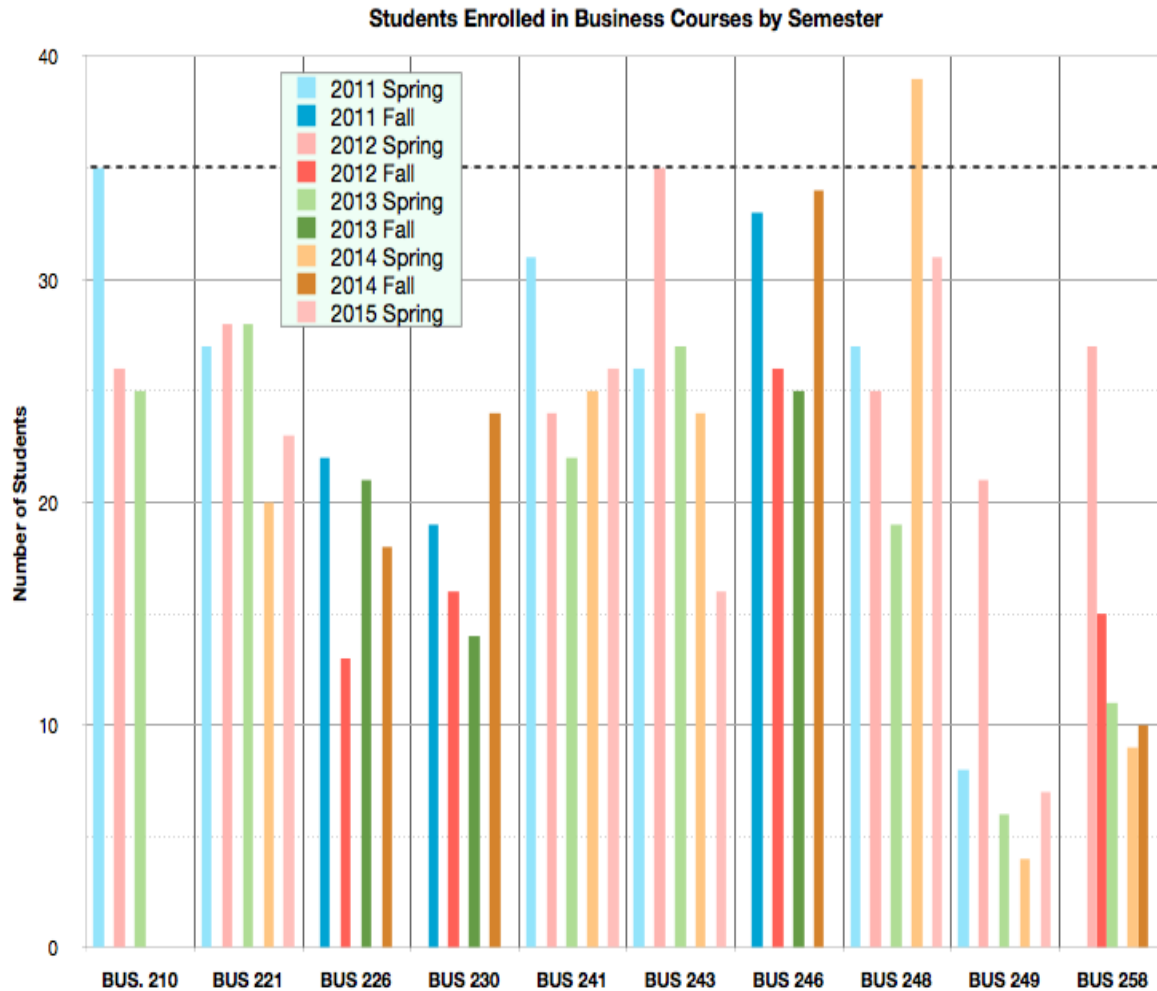


Figure 3 – High Enrollment Courses in BEPP Program

## Appendix A Attachment

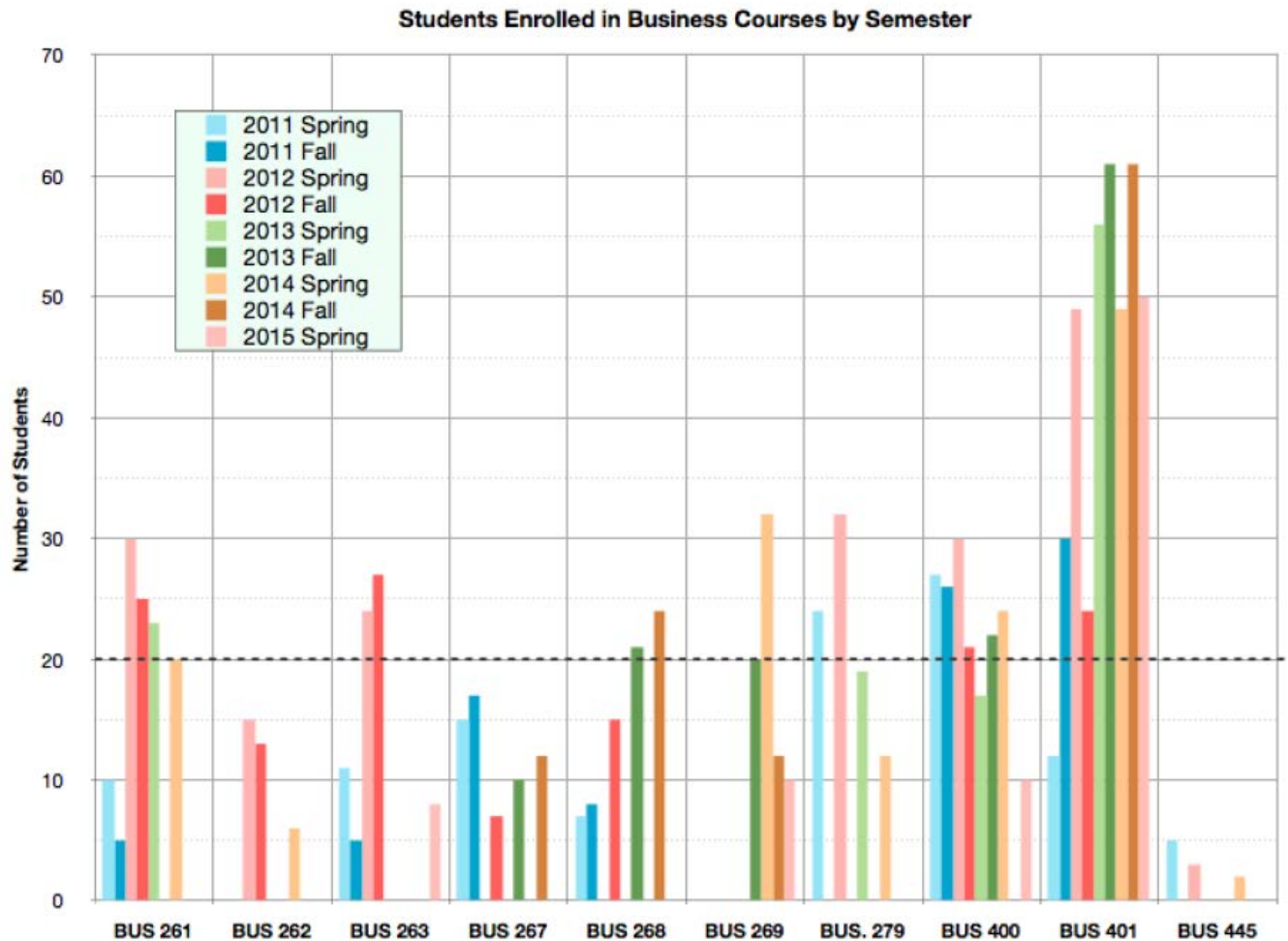
### Low Enrollment Courses in BEPP



**Figure 4 – Low Enrollment Courses in BEPP Program**

## Appendix A Attachment

### Low Enrollment Courses in BEPP



**Figure 4 – Low Enrollment Courses in BEPP Program**