

Peralta Community College District



**Annual Program Update Template**

Final Version: May 20, 2016

Amended by COA College Council: May 27, 2017

## Introduction and Directions

The Peralta Community College District has an institutional effective process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years. While there are individualized Program Review Handbooks for Instructional units, Counseling, CTE, Library Services, Student Services, Administrative units, and District Service Centers, there is one Annual Program Update template for use by everyone at the colleges which is completed in the Fall semester of non-program review years.

The Annual Program Update is intended to primarily focus upon planning and institutional effectiveness by requesting that everyone report upon the progress they are making in attaining the goals (outcomes) and program improvement objectives described in the most recent program review document. The Annual Program Update is therefore a document which reflects continuous quality improvement. Additionally, the Annual Program Update provides a vehicle in which to identify and request additional resources that support reaching the stated goals (outcomes) and program improvement objectives in the unit's program review.

*Throughout this document, the term "program" is used to refer to all of these terms: discipline, department, program, administrative unit, or unit.*

The following items are required in order to complete the Annual Program Update document at the colleges:

- The most recently completed comprehensive Program Review document.
- Any comments or feedback provided during the program review validation process.
- College Goals
- Institution Set Standards (Institutional Standards that are reported annually to ACCJC)
- College Institutional Effectiveness Indicators (reported to the State Chancellor's Office annually)
- College SSSP plan
- College Equity Plan
- College Basic Skills Plan
- PCCD Strategic Goals and Annual Institutional Objectives
- Data profiles which include but are not limited to disaggregated demographics (age, gender, ethnicity, special populations), enrollment, productivity, student success metrics (retention, completion, etc.), and comparisons of Distance Education versus face-to-face classes.

## I. Program Information

**Program Name:** Business

**Date:** October 19, 2017

**Program Type:** **Instructional**      Student Services      Administrative Unit


(Circle the answer)

### College and District Mission Statement:

The Mission of **College of Alameda** is to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

**Peralta Community College District Mission Statement:** We are a collaborative community of colleges. Together, we provide educational leadership for the East Bay, delivering programs and services that sustainably enhance the region's human, economic, environmental, and social development. We empower our students to achieve their highest aspirations. We develop leaders who create opportunities and transform lives. Together with our partners, we provide our diverse students and communities with equitable access to the educational resources, experiences, and life-long opportunities to meet and exceed their goals. In part, the Peralta Community College District provides accessible, high quality, educational programs and services to meet the following needs of our multi-cultural communities:

- Articulation agreements with a broad array of highly respected Universities;
- Achievement of Associate Degrees of Arts and Science, and certificates of achievement;
- Acquisition of career-technical skills that are compatible with industry demand;
- Promotion of economic development and job growth;
- Foundational basic skills and continuing education;
- Lifelong learning, life skills, civic engagement, and cultural enrichment;
- Early college programs for community high school students;

- 
- Supportive, satisfying, safe and functional work environment for faculty and staff; and
  - Preparation for an environmentally sustainable future

**Program Mission:**

The Business Discipline's mission is closely aligned to COA's Mission: To serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals. The Business Discipline strives to accomplish this mission by offering courses to students:

- Seeking to transfer to a four year institution, or
- Enhance their existing job skills, or
- Aspiring to become Entrepreneurs/Small business managers.

**Date of Last Comprehensive Program Review:**

November 14, 2015

**Date of Comprehensive Program Review Validation:**

November 19, 2015



			department, based on results of the pilot.
Student Success and Student Equity	<ol style="list-style-type: none"> <li>1. <a href="#">PCCD Strategic Goals A</a></li> <li>2. <a href="#">College Goals</a>: 1,2,3,5,&amp; 6</li> </ol>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: 10/19/2017</p>	<p>Business Student Learning Community and/or Student Organization</p> <p>Have not established a Learning Community or Student Organization.</p> <p>Inclusion of Learning Communities and a Student Organization is included in the plan for the proposed Entrepreneurship and Business Management Programs currently in the design phase.</p>
Professional Development, Institutional and Professional Engagement, and Partnerships	<ol style="list-style-type: none"> <li>1. <a href="#">PCCD Strategic Goals C</a></li> <li>2. <a href="#">College Goals</a>: 2,3,5,&amp; 9</li> </ol>	<p>Completed: _____ (date)</p> <p>Revised: _____ (date)</p> <p>Ongoing: 10/19/2017</p>	<p>Faculty Learning Community; Advisory Boards and Technical Assistance Providers</p> <p>Piloted a FLC from 2013 until 2016. Have worked with the Alameda County SBDC in course programs.</p> <p>Will establish a discipline based FLC in Business Department.</p>

### III. Data Trend Analysis

Please review and reflect upon the data for your program. Data is available via the hyperlinks below, on the COA Program Review page, as well as on your program's individual Program Review/APU webpage (accessible [here](#)) under Program Information. Then describe any significant changes in the following items and discuss what the changes mean to your program. Focus upon the most recent year and/or the years since your last comprehensive program review.

A. **Student Demographics** (age, gender, ethnicity, special populations). **Comments about changes:**

Fall 2014 to spring 2017: Enrollment is up from 499 to 510; Day class enrollment is down from 396 to 398 and Evening class enrollment is up from 103 to 142. There is a very small pool of foster youth and veterans in our program and that has declined. The enrollment of African American students is down most dramatically (with the exception of a slight increase in evening class enrollment). Enrollment with all other ethnic groups increased (exception is Pacific Islanders and American Indians -- however, there #'s in the Business Discipline are very low).

Comment: Addressing the issue of declining enrollment, overall and with African American students will be a particular focus of our new program development. Market research efforts and targeted marketing will be considered in course and program development and outreach efforts, respectively.

The student demographics for both BUS10 and BUS208 dual enrollment courses are as follows:

- 98% Hispanic/ 1% Black/ 1% Other- no change
- The population are high school students, primarily seniors and some juniors; one school is a college prep charter school, the other a continuation school- no change
- There has been no change to the distinctions between male and female students. The ratio of female students is approximately 75%

**B. Enrollment** (sections, course enrollment, [productivity](#), # of student contacts, etc.). **Comments about changes:**

BUS 5 increased; BUS 10 increased (except for evening); BUS 70 increased. All other BUS courses declined. BUS 5 and BUS 70 are new courses and BUS 10 is a required course.

Coleman: Enrollment increased in BUS208 with a high level of productivity by 80%; enrollment has maintained consistently in the BUS10 dual enrollment course as mandated by the schools objective to require college courses.

**Gary: BUS 208 Enrollment – Over the last 5 semester’s enrollment has remained the constant. The total enrollment in ATECH has declined, but the 208 class has attracted non-ATECH students (2-3 per class).**

Olive: BUS 1A and 1B overall enrollment has declined. These two core courses are challenging to students. A solid foundation in math skills, logic, and English is an essential skill set for students to be successful. Need to collaborate with faculty teaching in these areas on effective methods to assist in student success. One on one tutorial services is another best practice to explore.

*Using the [Productivity Data Dashboard](#), review and comment on any changes in the productivity of your program and courses.*

Overall productivity declined from 11.4 to 10.6. Evening productivity increased from 9 to 12.9 while day productivity decreased from 12.3 to 9.8. BUS 2 productivity declined from 10.8 to 6.3 (the evening productivity was 3.7 in Spring 2017); BUS 5 productivity is 8.5 (there were no evening classes); BUS 10 productivity was 17.3 (a decline from 17.8)



and evening productivity increased (from 9.5 to 17) and day productivity decreased (from 17.8 to 17.5); BUS 54 productivity declined from 10 to 7.5 (no evening courses).

Comment: To increase productivity of day courses, we should reduce the number of sections offered and offer an evening course for most of the BUS offerings (when possible). For the last year more Business online/hybrid courses have been added to the schedule. Overall productivity has improved. Due to the complexity of the Accounting courses, for this time period, no Accounting courses have been offered.

**C. Student Success** ([retention](#) and [completion](#) rates, # of student contacts, etc.). **Comments about changes:**

Course Completion: Overall, course completion has declined from 59% to 55%. For BUS 2, course completion increased from 55% to 58%; for BUS 5, course completion declined from 54% to 42%; for BUS 10 course completion declined from 52% to 46%; for BUS 54, course completion increased from 26% to 32%; and for BUS 70 course completion declined from 38% to 24%.

Retention: Overall, retention remained the same at 74%. For BUS 2, retention increased from 68% to 76%; for BUS 5, retention remained the same at 70%; for BUS 10 retention declined from 75% to 72%; for BUS 54, retention declined from 79% to 73%; and for BUS 70 retention declined from 63% to 62%.

Comments: BUS 2 is a course that transfer students are most likely to take. BUS 54 is a course that those interested in entrepreneurship are most likely to take. BUS 5 and BUS 70 are not required courses for any existing program. BUS 10 is a required course in many BUS programs. The decline in course completion and retention should be explored. It is possible that because of its introductory nature more students are simply exploring and may not continue if this discipline is not of interest. It is also possible that students prefer to take this course at other campuses -- it is a popular offering -- because of scheduling issues; faculty preferences or dislikes; or other issues which impact choice.

Course Completion: Face-to-Face course completion rate decreased from 81% to 62% while 100% online's course completion rate declined from 37% to 33%; 51% or more online course completion rate increased from 42% to 47%; and the 50% or less course completion rate declined from 81% to 62%.

Coleman: A change identified in the BUS208 from previous semesters is the identified decline in the success and retention rate. The minimal number of students that remain in the course is a consequence of the registration process, and the environment. Students are often challenged with maintaining a collegiate level of pedagogy. The previous semester identified a higher rate of retention and success meeting the identified outcomes. The objective is to work with administration on preparing students for rigor and supporting the need to increase understanding regarding success and retention.

Previous year (Spring 2016) outcomes- success rate and retention- 80%

Current year (Spring 2017) outcomes- 56% success rate with retention rate of 67%

**Gary: BUS 208 Student Success - With the exception of spring 2015 (Up 62%) and fall 2016 (Down 42%) the success rate is 48%. With a success rate below 50%, attribute this to students not studying for the tests, therefore I have started giving reviews prior to the test. BUS 208 Course Retention – Over the last 5 semesters the retention rate has varied. A high of 82% in the spring of 2015 and a low of 64% in fall 2015. The past two semesters Spring 2016 and spring 2017 the retention rate is 60 and 61% respectively. There is no specific or obvious reasoning for this level.**

**Olive: The retention rate for Accounting 1A has been constant and within the range of the overall Business average. The Accounting 1B has declined. The Fundamentals of Income Tax declined substantially. This decline can be contributed to the delivery method from face-to-face to online-hybrid. Many students do not fully understand the differences of Hybrid and Online, as a result they drop the course.**

**D. Student Success in Distance Education/Hybrid classes versus face-to-face classes (if applicable). Comments about changes:**

Retention: Face-to-Face retention rate increased from 74% to 75% while 100% online's retention rate declined from 73% to 69%; 51% or more retention rate remained the same at 74%; and the 50% or less retention rate declined from 81% to 77%.

Comment: Face-to Face and 50% or less online saw dramatic downward swings in the course completion rate. 100% online and 50% or less classes also saw dramatic downward swings in retention rates.

**E. Other program specific data or unplanned events that reflect significant change in the program.**

There were Adult Education students desiring to enroll in the course and were deterred because of out of state fees. The district made changes to allow waivers for Adult Ed out of state fees. Student enrollment for Adult Ed dropped from the previous academic year because of scheduling conflicts.

## IV. Equity

- Please review the [student success data](#) for your program and comment upon it. Do performance gaps exist in the student success or achievement rates for disproportionately impacted students, including African-American, Hispanic/Latino, Filipinos/Pacific Islanders, foster youth, veterans, students with disabilities or other groups not listed here? If differences exist, please detail the differences and describe the activities your program is making to address the differences? How will your program evaluate the effectiveness of these activities?

### Performance Gaps:

**Overall completion for BUS programs at the College of Alameda, as of 2017, is 55%**

#### *Age Group: 55 - 64*

- **Overall completion for BUS programs at the College of Alameda, as of 2017, is 30%.**
- **We have and will continue our participation in the early alert program for all of our courses. Working collaborative with the early alert program, we would like to survey students in this group to develop a better understanding of their educational and career goals; how they are connected to our program courses they are taking; and what are the variables which may contribute to this performance gap. This age group may be considering a second career or want to open up a business as they exit their existing career. With a large baby boomer population in the Bay Area, we expect to see individuals in this age range more prevalently in our student population. Understanding their needs and wants vis-à-vis our offerings will be an important first step to reducing the performance gap. Finally, we will assess the effectiveness of our efforts with a review of outcome data and direct interviews with students in this group.**

#### *100% Online*

- **Overall completion for BUS programs at the College of Alameda, as of 2017, is 33%.**

- **We have and would like to continue participation in the early alert program for all of our courses and instructors. We would like to survey students in this group to develop a better understanding of their educational and career goals; how they are connected to our program courses they are taking; why they are taking the course via an online format; and what are the variables which may contribute to this performance gap. This age group may be considering a second career or want to open up a business as they exit their existing career. With the likelihood that more students will move to an online platform, we need to identify curricular or pedagogical changes which may need to be implemented in order to serve online students more effectively. Understanding the online learning environment and accessing proven methods to improve student completion online will be an essential first step to reducing the performance gap. Finally, we will assess the effectiveness of our efforts with a review of outcome data and direct interviews with students in this group.**

#### *African-American Students*

- **Overall completion for BUS programs at the College of Alameda, as of 2017, is 38%.**
- **We have and would like to continue participation in the early alert program for all of our courses and instructors. Our proposed Entrepreneurship and Business Management program will focus on programs that are connected to industries where they may be a larger group of these students. For example, our Commercial Real Estate Program will target individuals in the construction and construction trades as well as individuals who have a desire to move into commercial real estate from the residential real estate market. We need to consider additional methods to target these students with mentorship, support, cohorts and student groups, and career opportunities. Finally, we would like to survey students in this group to develop a better understanding of their educational and career goals; how they are connected to our program courses they are taking; and what are the variables which may contribute to this performance gap. We will assess the effectiveness of our efforts with a review of outcome data and direct interviews with students in this group.**

#### *Students with disabilities*

- **Overall completion for BUS programs at the College of Alameda, as of 2017, is 46%.**

- **We have and would like to continue participation in the early alert program for all of our courses and instructors. We would like to survey students in this group to develop a better understanding of the accessibility challenges they may face in our classes (F2F, Hybrid or Online) and other variables which may contribute to this performance gap. We also need to speak with DSPS professionals on campus, in the district and within the community college system who can advise us on improving the accessibility for all students to our business classes. We will assess the effectiveness of our efforts with a review of outcome data and direct interviews with students in this group.**

*Age Group: 30 - 34*

- **Overall completion for BUS programs at the College of Alameda, as of 2017, is 46%.**
- **We have and would like to continue participation in the early alert program for all of our courses and instructors. We would like to survey students in this group to develop a better understanding of their educational and career goals; how they are connected to our program courses they are taking; and what are the variables which may contribute to this performance gap. This age group may be seeking a new direction for their career, including a possible entrepreneurial option, as they have gained some experience and knowledge (post-high school) and are more aware of options for their future. Understanding their needs and wants vis-à-vis our offerings will be an important first step to reducing the performance gap. Finally, we will assess the effectiveness of our efforts with a review of outcome data and direct interviews with students in this group.**

*51%+ Online*

- **Overall completion for BUS programs at the College of Alameda, as of 2017, is 47%.**
- **We have and would like to continue participation in the early alert program for all of our courses and instructors. We would like to survey students in this group to develop a better understanding of their educational and career goals; how they are connected to our program courses they are taking; why they are taking the course via an**

online format; and what are the variables which may contribute to this performance gap. This age group may be considering a second career or want to open up a business as they exit their existing career. With the likelihood that more students will move to an online platform, we need to identify curricular or pedagogical changes which may need to be implemented in order to serve online students more effectively. Understanding the online learning environment and accessing proven methods to improve student completion online will be an essential first step to reducing the performance gap. Finally, we will assess the effectiveness of our efforts with a review of outcome data and direct interviews with students in this group.

#### *Foster Youth Students*

- Overall completion for BUS programs at the College of Alameda, as of 2017, is 50%.
- We have and would like to continue participation in the early alert program for all of our courses and instructors. We would like to survey students in this group to develop a better understanding of the challenges they may face in our classes (F2F, Hybrid or Online) and other variables which may contribute to this performance gap. We also need to speak with campus resources, i.e. counselors, program staff, etc., who may work directly with this group of students and who can advise us on the completion challenges these students face in our business classes. We will assess the effectiveness of our efforts with a review of outcome data and direct interviews with students in this group.

#### *Female Students*

- Overall completion for BUS programs at the College of Alameda, as of 2017, is 52%.
- We have and would like to continue participation in the early alert program for all of our courses and instructors. We would like to survey students in this group to develop a better understanding of the challenges they may face in our classes (F2F, Hybrid or Online) and other variables which may contribute to this performance gap. We will assess the effectiveness of our efforts with a review of outcome data and direct interviews with students in this group.

### *Age Group 25 - 29*

- Overall completion for BUS programs at the College of Alameda, as of 2017, is 53%.
- We have and would like to continue participation in the early alert program for all of our courses and instructors. We would like to survey students in this group to develop a better understanding of their educational and career goals; how they are connected to our program courses they are taking; and what are the variables which may contribute to this performance gap. This age group may be seeking a new direction for their career, including a possible entrepreneurial option, as they have gained some experience and knowledge (post-high school) and are more aware of options for their future. Understanding their needs and wants vis-à-vis our offerings will be an important first step to reducing the performance gap. Finally, we will assess the effectiveness of our efforts with a review of outcome data and direct interviews with students in this group.
- Please review the SSSP plan, Equity plan, and Basic Skills plans at your college – these plans are available online [here](#) under Program Planning & Assessment. How does your program address or participate in the information and activities presented in these plans? Are there resources available in these plans that can be utilized by your program or the students accessing your program?

While the Business Department can access numerous resources which are identified in these plans, the need to collaborate with these plans are essential to student success. We will schedule to meet with the coordinator(s) for these programs to discuss the business program and the groups who have a significant performance gap, i.e. age group: 55 – 64; 100% online students; and African American students.





## V. Curriculum and Assessment Status

- What curricular, pedagogical or other changes has your department made since the most recent program review?

*Curricular:* Integration of real world cases with the concepts covered in all of our business courses. Students are required to purchase a Wall Street Journal subscription for the duration of their classes. Students are given specific assignments that require them to select up to two articles from the WSJ for review and analysis. Here is an example of the assignment prompt:

### Wall Street Journal Article: Module 1

Aug 21 at 2:34pm

30 unread replies. **30**30 replies.

Please select two "current" (within one week of the due date for this assignment) articles from the Wall Street Journal which you believe reflects a key concept or theory which has been covered in this Module. In your post you must:

1. Summarize the article (s) (make sure you include a complete citation for the article -- date and author). Note: Please review these tips on how to summarize a newspaper article - <http://classroom.synonym.com/summary-news-article-4585.html> (Links to an external site.)[Links to an external site.](#)
2. Summarize the key concept or theory from the module (in detail and with references to specific course material, i.e. chapters, exercises, etc.) which you believe the article(s) reflect. Note: Please review these tips on how to summarize - <http://www.buowl.boun.edu.tr/students/summarizing/summarizing.htm> (Links to an external site.)[Links to an external site.](#)
3. Clearly describe how the subject of the article(s) are related to that key concept or theory.
4. Provide your opinion on the value of your posting for student learning in this course and make suggestions as to what you and others can learn from this article about the real world of business.

After posting, please make sure to actively engage in replying to other student's posts.

**Pedagogical: Peer-to-peer learning has become a key strategy within all of the peer courses. This P2P Learning process includes Peer Reviews, a Group Project (for all classes F2F; Hybrid and Online), and an emphasis on group participation in the final grade. Here is an example of the group project assignment:**

Module G - The Group Project: Overview

In this class you will work with your fellow group members to come up with a unique "presentation" which:

1. demonstrates your understanding and achievement of the Course Learning Outcomes (outlined on your Syllabus); AND
  2. Summarizes how what your group has learned (in this course AND through this process) will support your collective future goals and plans, i.e. as an entrepreneur and business owner; careerist; or transfer student.
- 
- The Group Project will include one or more team building assignments and several Group Check-In Assignments throughout the rest of the semester and a Final Group Presentation.
  - You will have an Online Discussion Forum for you to initially organize you group and for you to individually post mini-reflections throughout the semester on your changing perceptions about working in groups (or other topics about the group project). By posting in this discussion forum, I can see who is actively participating in the group -- so **please make sure to post regularly in this discussion forum**. You can use other external tools for communication... however, you still need to post in this forum to receive a maximum group participation grade.
  - Please feel free to use Canvas "Collaborations" and Canvas "Conference" to collaborate and jointly create written documents related to your final presentation.

For more information about Collaborations, visit this link: <http://guides.instructure.com/m/4212/l/75101-how-do-i-start-a-collaboration-with-my-group>

For more information about Conferences, visit this link: <https://guides.instructure.com/m/4212/l/119517-how-do-i-create-a-conference-in-my-student-group>

By using Collaborations and Conferences, I can see who is **actively participating** in the group -- so please use these. Feel free to use other methods to connect with your group members and to create work -- as you see fit.

The **real challenge** with this assignment is to efficiently organize your group -- which is a real world business challenge -- AND to think out-of-the-box to demonstrate mastery of the Student Course Learning Outcomes AND present a collective group summary regarding future goals and plans.

1. This process can be frustrating -- you will have to organize people with different schedules, goals, work ethics, etc. into a well-functioning group of individuals;
2. There are time constraints, communication challenges; and...
3. No matter what... the end result needs to be "memorable" and "impressive". (You may want to videotape a scripted mock activity, for example).

**I give no further instructions than these here but will be available for consultations with your designated group representatives (please read group check-in instructions first before contacting me about the group assignment).**

Finally, you can check out Presentations from previous classes. However, please note that I have changed the assignment so these **are not** "exact" guides on the details of your presentation but rather are examples of **unique** presentations:

An emphasis on participation rather than testing is another key pedagogical and curricular change. Here is a portion of the Syllabus which refers to this emphasis: Individual and Group Participation are very important aspect of this class. I will grade your participation based on my assessment of your engagement in the class, including completion of Peer Reviews, replies to other students' posts and overall engagement in this class.

**In addition, most business classes are offered with a Canvas Website for all classes (F2F; Hybrid and Online). Assignments are due online rather than in class, with the exception that presentations are live in the F2F classes (although the write up is still turned in online).**

#### **Other Changes:**

**BUS208- Additional learning assessments for students to measure successful outcomes (presentations, writing exercises)**

**BUS10- Assessments identifying student success through writing exams, presentations, group assignments**

- Were these changes based on assessment of student learning outcomes at the course or program level? Please identify the assessment. If s. If assessment was not used, describe the basis for the change. For example, Title 5 requirements, certifications requirements, etc.

**The changes were based on reviews of assessments of student learning outcomes; reviews of instructor evaluations completed by students; and peer discussions between business instructors. An example of an assessment would be**

**Business 10 SLO: Define Business Vocabulary. Professor Perkins states,** “The majority of students received passing grades on their exams which included assessment of basic business vocabulary. However, a significant portion of students (30%) did not take any exams. This was an online class and I believe, though this is not proven, that the online format and the nature of distance education contributed to a significant number of students not participating actively in class.” How this assessment led to one or more curricular or pedagogical changes is the need to better engage students in the class – whether it be online or F2F. Connecting theory to the real world is one tool to keep students interest. Involving students in small groups is another strategy to connect the students to each other and to the class. These connections, we believe, will lead to more active participation, persistence and success for students.

- Attach a summary depicting the program’s progress on assessment of course and program level outcomes (SLOs and PLOs). Please evaluate your program’s progress on assessment. What are the plans for further assessments in the upcoming academic year? Please include a timeline and/or assessment plan for the future.

**For BUS 10, we select one SLO to review annually across all instructors and sections. Our last assessment was for the 2016/17 academic year. We will determine which SLO to assess for the 2017/2018 academic year for BUS 10. This will occur in spring 2018.**

- What does your program do to ensure that meaningful dialogue takes place in both shaping and assessing course and program level outcomes? Where can one find the evidence of the dialogue?

**Dialogue occurs during formal quarterly Department meetings; active participation in college flex day and informally between colleagues. We have a schedule of Department meetings for the year. Minutes are not taken at that meeting. We all communicate and share information via email and other online means. Collectively, we seek to identify gaps and work to strengthen them through collaboration and student engagement. These are all strategies uses to insure meaningful dialogue in shaping and assessing course and program level outcomes.**

- Describe your plans for improvement projects based upon the assessment results. Attach evidence (the assessment report from Task Stream, departmental meeting notes, or the assessment spreadsheet showing these results).

**Scheduling: 50% Late Start Classes; Shared Lab for all classes with a Hybrid Evening or Saturday Class; Include Alameda Adult School TA; Use Entrepreneurship Center for Drop-In Questions and Support; Partner with Writing Center; Math Lab and Computer Lab Classes; Use Modules between all instructors so that we are teaching within the same focus area at the same time so entrepreneurship center, lab and discussions groups by class can work better together. Embed more resources – actually and/or virtually in the class including counseling, library, instructional aides; homework assistance; social services/recourses; mentors, etc.**

**Consider offering Food/Snacks at all classes because hunger is an issue with many students. Providing food and snacks will help student to focus on their performance and active participation in class.**

**Coleman: Work with administration and students for course of action on improving enrollment and learning outcomes through current assessments and student objectives**

## VI. Additional Questions

### A. For CTE:

- Please describe any recommendations resulting from advisory committee meetings that have occurred since your last program review.

#### **Establish and Upgrade Entrepreneurship Business Management Program, respectively**

- Is your discipline/department/program working with a Deputy Sector Navigator? If so, in which sector? Briefly describe your discipline/department/program's work with the Deputy Sector Navigator.

**Charles Eason is our current DSN; other than attending a couple workshops he coordinated, no other contact activities...**

- Is your discipline/department/program currently participating in any grants? Please discuss your progress in meeting the stated goals in the grant.

At this time we are actively involved in the Perkins and Workforce development initiative. Our stated goals in the Perkins grant are being met and Workforce initiative our goal is to work with faculty to develop a business career pathway and other short term certificates to assist our students in meeting their academic goals.

### B. For Counseling:

- What has the counseling department done to improve course completion and retention rates? What is planned for the future?

There has been no direct communication with the Counseling department. The Business department is in the process of developing marketing and informational materials for counselors to use when communicating with students about our Business program.

- What has the counseling department done to improve SSSP counseling services? Please discuss your progress in improving SSSP counseling services.

No direct communication has occurred with the counseling department. There is a need to establish a communication forum for the sole purpose of cross referencing program goals, needs, and success strategies.

### C. For Library Services:

- Please describe any changes in the library services, collections or instructional programs since the last program review or annual program update and fill in the information below. *NA*

	This Academic Year:	Previous Academic Year(s)	Explanation of Changes
Library Open Hours Per Week			
Library Visits (gate count)			
Other Library Usage			
Total Library Materials Expenditures			
Total Print Book Collection (titles)			
Total E-book Collection (titles)			
Total Database Subscriptions			
Total Media Collection (titles)			
Total Print Periodical Subscriptions			
General Circulation Transactions			
Reserve Circulation Transactions			
In-house circulation Transactions (optional)			
Media Circulation Transactions (optional)			
E-book Circulation Transactions- Describe – (optional)			
Other Circulations Transactions – Describe – (optional)			
Total Circulation Transactions			

**D. For Student Services and/or Administrative Units: NA**

- Briefly describe the results of any student satisfaction surveys or college surveys that included evaluation and/or input about the effectiveness of the services provided by your unit. How has this information informed unit planning and goal setting?



- Briefly describe any changes that have impacted the work of your unit.

## VII. Prior-Year Resource Utilization Self-Evaluation

Please review your total resource allocations and expenditures from the last academic year and evaluate your use of those funds. A link to the actual revenues and expenses for your program can be found on [your program's page](#) – see the Prior Year Resource Utilization Self Evaluation **Template**.

Funding Source	2016-17 Funding Allocated	2016-17 Funding Expended	Net Expended	Please describe the impact of these expenditures on your <u>Program Goals</u>	If you have quantitative evidence of the impact of these expenditures, please provide it here	Please describe the impact of these funds on your <u>students' outcomes</u>	If you were not able to utilize all of your resources last year, please explain	With which of the College's 10 college goals do these expenditures best align? (See tab below)
General Fund		\$2,066		Utilized towards improving student success.				
Instructional Equipment	\$3,000	\$2,618	\$382	Utilized towards improving student success.				
Instructional Supplies	\$600	\$1,335	-	Utilized towards improving student success.				
Fund 10								
Measure A								
Strong Workforce								

Perkins								
Equity								
Basic Skills								
Work-Study								
Other (CTE)		\$25,448		Utilized towards research and development of Entrepreneurship Center/programs and to support the advancement of collaborative teaching.				
TOTAL								

**VIII. New Resource Needs Not Covered by Current Budget**

**Human Resources:** If you are requesting new or additional positions, in any job classification, please explain how new positions will contribute to increased student success.

Human Resource Request(s)	Already Requested in Recent Program Review?	Program Goal (cut and paste from program review)	Connected to Assessment Results and Plans?	Contribution to Student Success	Alignment with College Goal (list the goal)	Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)

1. Instructor (F/T) Atlas Program	Yes	The job market for students completing the ATLAS program is great. Data supports the need to hire a full-time faculty to ensure curriculum/program development	Yes	Instructional and Program support is necessary to have an effective program. Effective programs are a necessary component of a student success strategy.	2 – 9	A - E
2. Business Law and Ethics	No	New Entrepreneurship Program; Collaborative Teaching within (Discipline/Program/Division/Campus]				
3. Program Counselor (P/T)	No	With new stackable certificates (completion, achievement), new career pathways, new international opportunities for business, the need for a dedicated program counselor is essential to student success.	Yes	Essential to student success.	2-9`	A-E
4. Instructional Aides	Yes	All business courses, except the Accounting courses, have no pre-requisite requirements. Instructional aides within our existing ATC have contributed to student success. With teaching assistants within the classroom, student success will be enhanced as data supports tutorial services.	Yes	Essential to student success	2-9	A-E
5. Teaching Assistants (1.0 FTE)	No					

**Technology and Equipment:** How will the new technology or equipment contribute to student success?

<b>Technology and Equipment Request(s)</b>	<b>Already Requested in Recent Program Review?</b>	<b>Program Goal (cut and paste from program review)</b>	<b>Connected to Assessment Results and Plans?</b>	<b>Contribution to Student Success</b>	<b>Alignment with College Goal (list the goal)</b>	<b>Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)</b>
SMART Classroom Tools (Entrepreneurship Center Classroom); Conference Phone Equipment; Wireless Printer (2); Wireless All-In-One Copier/Scanner (1); Hot Desks (4);	No	New Business and Entrepreneurship Programs International and collaborative teaching	Yes	The Center will be a hub for a one stop shop for students in the programs to access instructional, career and business development assistant.	2 – 9	A – E

**Facilities:** Has facilities maintenance and repair affected your program in the past year? How will this facilities request contribute to student success?

<b>Facilities Resource Request(s)</b>	<b>Already Requested in Recent Program Review?</b>	<b>Program Goal (from program review)</b>	<b>Connected to Assessment Results and Plans?</b>	<b>Contribution to Student Success</b>	<b>Alignment with College Goal (list the goal)</b>	<b>Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)</b>
Paint and Carpet in Entrepreneurship Center; Door and Directional Signage to Entrepreneurship Center; Shelving and Lighting in Entrepreneurship Center; Dedicated Entrepreneurship Program SMART Classroom (adjacent to Entrepreneurship Center)	No	New Entrepreneurship Program  Collaborative Teaching (Discipline/Program/Division/Campus]	Yes	Student engagement is critical to student success. Collaborative teaching is critical to instructor success. The Entrepreneurship Center and Programs will help to strengthen and support student and instructor success.	1 - 9	A – E

**Professional Development or Other Requests:** How will the professional develop activity contribute to student success? What professional development opportunities and contributions make to the college in the future?

<b>Professional Development or Other Request(s)</b>	<b>Already Requested in Recent Program Review?</b>	<b>Program Goal (from program review)</b>	<b>Connected to Assessment Results and Plans?</b>	<b>Contribution to Student Success</b>	<b>Alignment with College Goal (list the goal)</b>	<b>Alignment with PCCD Goal (A, B, C, D, or E) (list the goal)</b>
Professional and Business Memberships; Professional Conference (including Accommodations and Travel) On campus Professional Seminars and Training dedicated to curriculum development, best teaching practices, collaborative teaching techniques, effective program marketing techniques	Yes	To provide innovative and current teaching practices that will improve student success in our program.	Yes	Supports Instructors make curricular and pedagogical changes in support of Student Success	2 – 9	A – E

Approved by the District Academic Senate, May 20, 2016

Endorsed by the Planning and Budgeting Council, May 27, 2016