



2024-25 Program Review – Instructional – Business

Lead Author

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Program Overview

Please verify the mission statement for your program. If there is no mission statement listed, please add it here.

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.*

List your Faculty and/or Staff, and indicate whether they are full-time or part-time.

Full time:

Olga Fish
Rochelle Olive
Carolyn Johnson

Part Time:

Long Nguyen
Alta Erdenebaatar
P.J. Shelton

The Program Goals below are from your most recent Program Review or APU. If none are listed, please add your most recent program goals. Then, indicate the status of this goal, and which College and District goal your program goal aligns to. If your goal has been completed, please answer the follow up question regarding how you measured the achievement of this goal.

Program Goal	<i>Continue to complete assessment per each semester and make quality improvement to the scheduling, courses and services provided to students in reference to their successful completion of Accounting/Business.</i>
Status: In-Progress or Complete? If complete, give a brief description of how you measured the goal completion.	In-Progress
Which college or district goal is aligned with your program goal?	Aligned College Goal: Increase retention and persistence rates.

Program Goal	Implement targeted strategies to empower students in achieving their academic and career goals.
Status: In-Progress or Complete? If complete, give a brief description of how you measured the goal completion.	In-Progress
Which college or district goal is aligned with your program goal?	Aligned College Goal: Empower students to achieve their goals.
Program Goal	Strengthen collaborative initiatives between faculty, staff, and community partners to enhance the relevance and impact of business and accounting programs.
Status: In-Progress or Complete? If complete, give a brief description of how you measured the goal completion.	In-Progress
Which college or district goal is aligned with your program goal?	Aligned College Goal: Strengthen community partnerships and foster student support networks.

Describe your current utilization of facilities, including labs and other space

Our current utilization of facilities includes regular access to classrooms and dedicated lab spaces, allowing for effective teaching and hands-on learning in Accounting and Business courses. The labs are utilized for interactive sessions where students can apply theoretical knowledge, particularly in areas requiring specialized software or practical skill development.

In addition to classroom and lab usage, shared departmental spaces are used for student support activities, including tutoring, study groups, and workshops. This setup supports collaborative learning, enhances student engagement, and ensures accessibility to resources that contribute to students' successful course completion.

Career Education

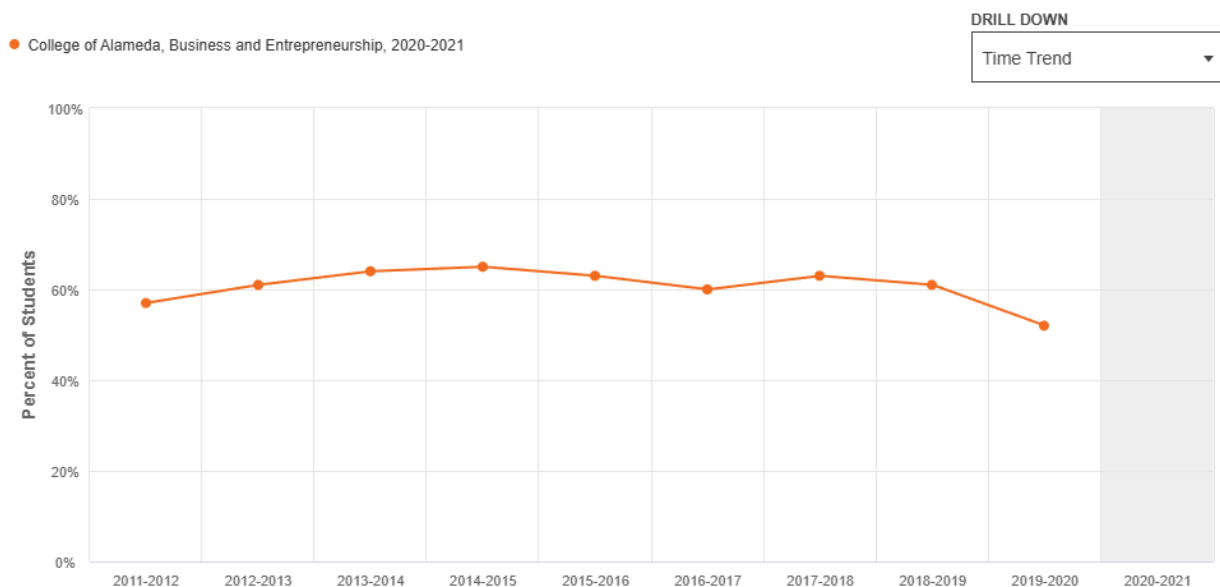
The table below shows the Launch Board data for the employment rates for students who have exited your program. Additional details can be explored on Cal-PASS Plus website:

<https://www.calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx>

Please share your reflection on the data. Please note that there is a lag in the most recently available data due to the need to verify that a student is no longer enrolled in any postsecondary institution.

Employed in the Second Fiscal Quarter After Exit

Among students who exited the community college system and did not transfer to any postsecondary institution, the proportion of students who were employed in the second fiscal quarter after exit



Source: Chancellor's Office Management Information System, Employment Development Department Unemployment Insurance Wage File

[Technical Definition](#)

The data shows some variability in employment rates across different years. Between 2011-2012 and 2014-2015, there was an upward trend, indicating improving employment outcomes for students after leaving the program. This was followed by a relatively stable period until 2017-2018, after which there was a gradual decline in employment rates through to 2020-2021.

Possible reasons for this decline could include:

- **Changes in the job market:** There may have been shifts in demand for skills associated with business and entrepreneurship, which could impact hiring trends.
- **Economic fluctuations:** Economic downturns or the COVID-19 pandemic might have contributed to lower employment rates in recent years, particularly in 2019-2021.
- **Program adjustments:** Changes in program structure or support services may affect employment readiness or networking opportunities for students.

This data highlights the importance of adapting program offerings to align with evolving market needs and ensuring adequate career support for students to maximize their employment

opportunities upon program exit. Further investigation into specific causes could help improve program outcomes.

The tables below from Cal-PASS Plus website show projected regional employment data for the TOP codes in your program. Please share your reflections on the data and projections.

Total Projected Regional Employment

The total number of jobs for 2021 and 2026 and percentage growth or decline in the top 5 occupations for 2021 associated with the selected industry sector or TOP code in the locale selected

● College of Alameda, Business and Commerce, General (0501), 2020-2021

	2021 Jobs	2026 Jobs	2021-26 Change	2021-26% Change
Regional Jobs Total	95,925	98,069	2,144	2%
Higher Skill: Bachelor's Degree Or Higher				
General and Operations Managers (11-1021)	22,584	22,875	292	1%
Managers, All Other (11-9199)	22,017	22,361	344	2%
Management Analysts (13-1111)	15,716	16,299	583	4%
Market Research Analysts and Marketing Specialists (13-1161)	9,966	10,479	513	5%
Sales Managers (11-2022)	7,551	7,262	-288	-4%

Source: Lightcast (formerly Emsi) Labor Market data 2022.3, TOP-SOC Crosswalk

[Technical Definition](#)

Total Projected Regional Employment

The total number of jobs for 2021 and 2026 and percentage growth or decline in the top 5 occupations for 2021 associated with the selected industry sector or TOP code in the locale selected

● College of Alameda, Accounting (0502), 2020-2021

	2021 Jobs	2026 Jobs	2021-26 Change	2021-26% Change
Regional Jobs Total	34,007	33,339	-668	-2%
Higher Skill: Bachelor's Degree Or Higher				
Accountants and Auditors (13-2011)	13,742	13,602	-140	-1%
Middle Skill: Some College, No Degree				
Bookkeeping, Accounting, and Auditing Clerks (43-3031)	12,628	12,244	-384	-3%
Middle Skill: HS Diploma Or Equivalent				
Billing and Posting Clerks (43-3021)	3,450	3,476	25	1%
Tax Preparers (13-2082)	1,364	1,353	-11	-1%
Payroll and Timekeeping Clerks (43-3051)	1,341	1,242	-99	-7%

Source: Lightcast (formerly Emsi) Labor Market data 2022.3, TOP-SOC Crosswalk

[Technical Definition](#)

Total Projected Regional Employment

The total number of jobs for 2021 and 2026 and percentage growth or decline in the top 5 occupations for 2021 associated with the selected industry sector or TOP code in the locale selected

● College of Alameda, Business Administration (0505), 2020-2021

	2021 Jobs	2026 Jobs	2021-26 Change	2021-26% Change
Regional Jobs Total	102,604	104,622	2,018	2%
Higher Skill: Bachelor's Degree Or Higher				
General and Operations Managers (11-1021)	22,584	22,875	292	1%
Managers, All Other (11-9199)	22,017	22,361	344	2%
Management Analysts (13-1111)	15,716	16,299	583	4%
Market Research Analysts and Marketing Specialists (13-1161)	9,966	10,479	513	5%
Sales Managers (11-2022)	7,551	7,262	-288	-4%

Source: Lightcast (formerly Emsi) Labor Market data 2022.3, TOP-SOC Crosswalk

[Technical Definition](#)

Total Projected Regional Employment

The total number of jobs for 2021 and 2026 and percentage growth or decline in the top 5 occupations for 2021 associated with the selected industry sector or TOP code in the locale selected

● College of Alameda, Business Management (0506), 2020-2021

	2021 Jobs	2026 Jobs	2021-26 Change	2021-26% Change
Regional Jobs Total	165,457	166,057	600	0%
Higher Skill: Bachelor's Degree Or Higher				
General and Operations Managers (11-1021)	22,584	22,875	292	1%
Managers, All Other (11-9199)	22,017	22,361	344	2%
Management Analysts (13-1111)	15,716	16,299	583	4%
Business Operations Specialists, All Other (13-1199)	14,362	14,530	169	1%
Middle Skill: HS Diploma Or Equivalent ⓘ				
First-Line Supervisors of Retail Sales Workers (41-1011)	12,872	11,910	-962	-7%

Source: Lightcast (formerly Emsi) Labor Market data 2022.3, TOP-SOC Crosswalk

[Technical Definition](#)

Total Projected Regional Employment

The total number of jobs for 2021 and 2026 and percentage growth or decline in the top 5 occupations for 2021 associated with the selected industry sector or TOP code in the locale selected

● College of Alameda, Marketing and Distribution (0509), 2020-2021

	2021 Jobs	2026 Jobs	2021-26 Change	2021-26% Change
Regional Jobs Total	220,615	212,953	-7,662	-4%
Higher Skill: Bachelor's Degree Or Higher				
Business Operations Specialists, All Other (13-1199)	14,362	14,530	169	1%
Middle Skill: HS Diploma Or Equivalent ⓘ				
Real Estate Sales Agents (41-9022)	28,666	27,743	-923	-3%
First-Line Supervisors of Retail Sales Workers (41-1011)	12,872	11,910	-962	-7%
Customer Service Representatives (43-4051)	12,675	12,437	-238	-2%
Middle Skill: On-The-Job Training ⓘ				
Retail Salespersons (41-2031)	26,269	24,365	-1,904	-7%

Source: Lightcast (formerly Emsi) Labor Market data 2022.3, TOP-SOC Crosswalk

[Technical Definition](#)

Total Projected Regional Employment

The total number of jobs for 2021 and 2026 and percentage growth or decline in the top 5 occupations for 2021 associated with the selected industry sector or TOP code in the locale selected

● College of Alameda, Office Technology/Office Computer Applications (0514), 2020-2021

	2021 Jobs	2026 Jobs	2021-26 Change	2021-26% Change
Regional Jobs Total	82,700	82,284	-416	-1%
Middle Skill: Postsecondary Non-Degree Award				
Medical Assistants (31-9092)	8,246	9,141	896	11%
Middle Skill: HS Diploma Or Equivalent ⓘ				
Office Clerks, General (43-9061)	17,628	17,244	-384	-2%
Secretaries and Administrative Assistants, Except Legal, Medical, and Executive (43-6014)	13,951	13,322	-629	-5%
First-Line Supervisors of Office and Administrative Support Workers (43-1011)	10,511	10,219	-292	-3%
Medical Secretaries (43-6013)	7,676	8,056	380	5%

Source: Lightcast (formerly Emsi) Labor Market data 2022.3, TOP-SOC Crosswalk

[Technical Definition](#)

The tables provided show the projected regional employment for two areas associated with the College of Alameda programs: Business and Commerce, and Accounting. The projections

cover the period from 2021 to 2026, detailing the expected number of jobs, growth or decline, and the percentage change for various occupations requiring different skill levels.

Reflections on Employment Data and Projections:

Business and Commerce (Bachelor's Degree or Higher)

- **Growth Trends:** The data shows moderate growth in roles such as General and Operations Managers (+1%) and Managers (All Other) (+1%), which may reflect steady demand for leadership positions within the business sector.
- **Emerging Opportunities:** Management Analysts and Market Research Analysts roles are expected to grow by 4% each, indicating an increasing demand for analytical skills and market insights.
- **Decline in Sales Managers:** Sales Manager roles are projected to decline by 4%, possibly reflecting shifts in the market dynamics or changes in the structure of sales departments due to advancements in e-commerce and automation.

Accounting (Various Skill Levels)

- **Stable High-Skill Jobs:** Accountants and Auditors are projected to see a slight decline (-1%) but will continue to represent a significant number of regional jobs. The minimal change suggests that while technology may be impacting traditional accounting roles, the demand for skilled accountants remains relatively stable.
- **Middle Skill Decline:** Bookkeeping, Accounting, and Auditing Clerks are projected to decrease by 3%, which aligns with a trend towards automation and software solutions that may reduce the need for clerical accounting roles.
- **Minimal Growth for Lower-Skill Roles:** There is some growth projected for entry-level positions like Billing and Posting Clerks (+1%) and Payroll and Timekeeping Clerks (+2%). This slight increase suggests that while automation may impact some roles, there is still demand for personnel in support functions within accounting departments.

Summary

The projections underscore the importance of adapting curriculum to meet regional employment needs. There is a clear trend towards analytical roles in business and higher-level accounting skills, likely due to technology advancements. Emphasizing analytical and managerial skills in program offerings could better prepare students for these projected employment opportunities, especially in growing fields such as management analysis and market research. Additionally, incorporating digital literacy and data analysis into coursework may benefit students entering fields where automation is reducing traditional clerical roles.

Please share how your discipline is responding to changes in labor market demand.

Our discipline is actively responding to changes in labor market demand through several strategic initiatives:

1. **Curriculum Adaptation:** We are regularly updating our curriculum to align with emerging industry trends and skills requirements. This includes incorporating new technologies, methodologies, and case studies relevant to current market needs.
2. **Professional Development:** We are investing in professional development for our faculty, ensuring they stay current with industry trends and best practices. This equips them to teach relevant skills and prepare students for the workforce.
3. **Flexible Learning Options:** In response to the growing demand for remote work, we are expanding our online and hybrid learning options, making education more accessible to a wider range of students.

By adopting these strategies, we are not only preparing our students for successful careers but also ensuring that our discipline remains responsive and relevant in a dynamic labor market.

Do you have an industry advisory board in place? If so, list your board members.

Our board consists of experienced professionals from various backgrounds in our field, providing us with invaluable insights and guidance: Robert Half, EY.

How often does your industry advisory board meet?

Our industry advisory board meets biannually. These meetings provide an opportunity to discuss current trends, review our programs, and gather feedback to ensure we are aligned with industry needs. Additionally, we hold special meetings as needed to address specific issues or initiatives that may arise.

Please describe some of the activities and recommendations resulting from the advisory board meetings that have occurred in the past three years. What information was presented that required changes to be made to your program?

Over the past three years, our advisory board meetings have led to several impactful activities and recommendations that have significantly influenced our program. Some key outcomes include:

1. **Curriculum Enhancements:** Based on feedback regarding emerging industry trends, we updated our curriculum to include new technologies and methodologies. For instance, we are working towards creating product management certificate which better prepares students for current job demands.
2. **Internship and Job Placement Initiatives:** The board emphasized the importance of hands-on experience, leading us to establish new partnerships with local businesses for internship opportunities. This has allowed students to gain practical skills and improve their employability.

3. **Professional Development Workshops:** Recognizing the need for ongoing learning, the board recommended hosting workshops for faculty and students on accounting and business. This has helped keep our teaching methods and learning outcomes aligned with industry standards.
4. **Increased Focus on Soft Skills:** The board highlighted the growing demand for soft skills in the workplace, prompting us to integrate more training on communication, teamwork, and problem-solving into our curriculum.

Through these activities, we have made several changes to our program to ensure we remain responsive to industry needs and provide our students with the best possible education.

Does your program require state or national licensing? If yes, are there substantial differences with the [institutional set standard](#) pass rate for this exam/license and the percent of students passing this exam?

No, our program does not require state or national licensing. As such, there are no pass rates associated with licensing exams for our students. Instead, we focus on ensuring our curriculum aligns with industry standards and equips students with the necessary skills and knowledge for successful careers in business and accounting.

Do your students participate in other third-party certifications? If yes, are there substantial differences with the [institutional set standard](#) pass rate for these certifications and the percent of students getting successfully certified?

No, our students do not participate in any third-party certifications as part of our program. While we recognize the value of certifications in enhancing employability and demonstrating proficiency in specific skills, our focus has primarily been on providing a robust educational foundation through our curriculum.

Instead, we emphasize practical experiences, hands-on learning, and skill development that prepare students for success in their respective fields. We continuously assess our program's effectiveness and align it with industry needs, ensuring that students are well-equipped for their careers, even without third-party certifications.

If we decide to incorporate third-party certifications in the future, we will closely monitor pass rates and establish benchmarks to measure student success against institutional standards.

What programs similar to your program exist in the surrounding area or at nearby East Bay colleges? In which ways is your program collaborating with the other community colleges in the region?

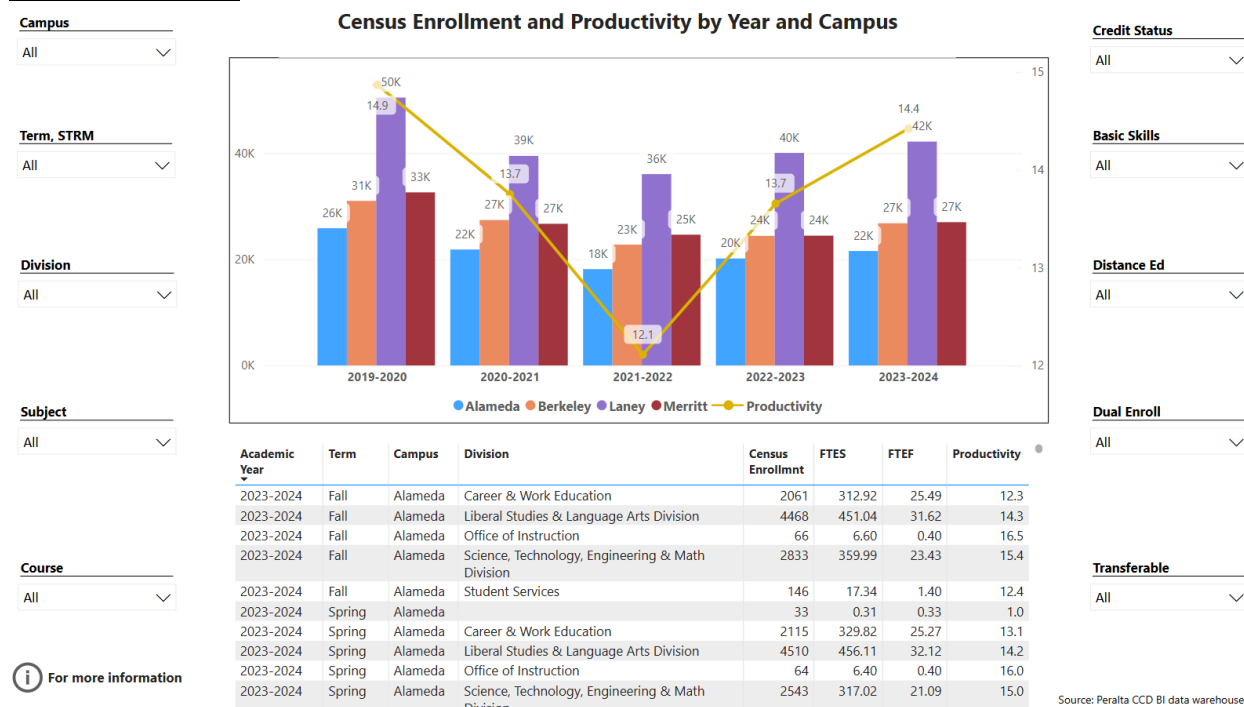
In the surrounding area and at nearby East Bay colleges, there are several programs similar to ours, including BCC, Laney College, Merritt College offers a similar degree in Business and Accounting.

To enhance our offerings and provide greater opportunities for our students, we actively collaborate with other community colleges in the region. Some of our collaborative efforts include:

1. **Articulation Agreements:** We have established articulation agreements with nearby colleges to facilitate the transfer of credits for students pursuing further education in similar programs. This helps ensure a smooth transition for students and enhances their academic journey.
2. **Shared Resources and Best Practices:** We engage in regular discussions with faculty and administrators from other colleges to exchange best practices and address common challenges. This collaborative approach helps us improve our program and stay aligned with industry standards.
3. **Regional Conferences:** Our program participates in regional conferences that focus on online teaching where we can learn from each other and explore innovative strategies for program improvement.

Through these collaborations, we aim to strengthen our program while enhancing the educational experience for our students.

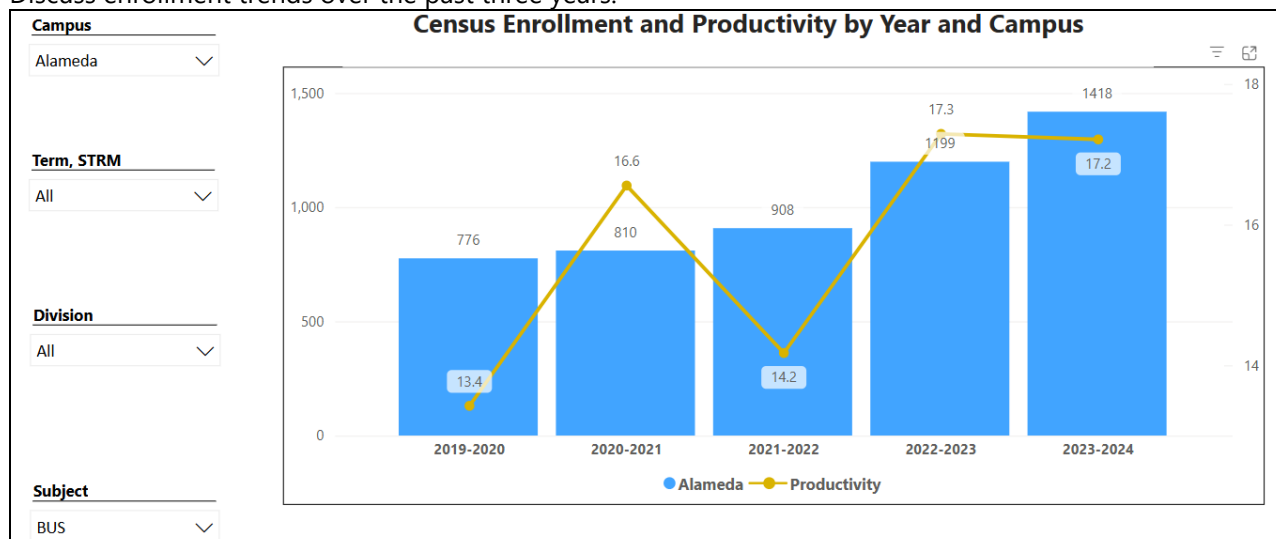
Enrollment Trends



Enrollment Trends Power BI dashboard

Note: Please consider the most recent 3 years when answering the questions below. Data with default filter is provided below. Use the link above to explore the data further.

Discuss enrollment trends over the past three years.



Enrollment trends in the Business (BUS) program show a significant fluctuation over recent years, with enrollment dropping to 14.2 in 2021-2022 before rebounding to 17.4 and higher in subsequent years. This initial decline in 2021-2022 could be attributed to several factors, including the lingering effects of the pandemic, which likely impacted student enrollment across

programs as students faced uncertainties, shifting learning modalities, and external responsibilities.

The positive turnaround in later years indicates a resurgence in student interest, potentially due to enhanced program offerings, improved access to resources, and a greater emphasis on student retention and support strategies within the department. The increase also reflects effective alignment with institutional goals aimed at empowering students and improving retention and persistence, reinforcing the program's commitment to adapting its offerings to meet evolving student needs and career pathways.

Table below shows list of course sections in your area sorted from lowest fill rate to the highest fill rate for the last two years. Consider and discuss whether the course offerings meet the needs of our students.

Academic Year	Term	Campus	Course	Section ID	Census Enrollment	FTES	FTEF	Productivity	Enrl Cap	Fill Rate	Time of Day	Distance Ed
2022-2023	F22	Alameda	BUS 1B	1224240927	10	1.33	0.27	5.0	40	25%	DAY	Online / Classes totally online
2022-2023	F22	Alameda	BUS 208	1224241023	13	2.17	0.29	7.4	40	33%	DAY	Online / Classes totally online
2023-2024	S24	Alameda	BUS 103A	1242220815	16	0.53	0.07	8.0	40	40%	DAY	Online / Classes totally online
2022-2023	S23	Alameda	BUS 103A	1232220890	18	0.60	0.07	9.0	40	45%	DAY	Online / Classes totally online
2023-2024	F23	Alameda	BUS 20	1234244990	19	1.90	0.20	9.5	40	48%	DAY	Online / Classes totally online
2023-2024	F23	Alameda	BUS 1B	1234244864	20	2.67	0.27	10.0	40	50%	DAY	Online / Classes totally online
2022-2023	S23	Alameda	BUS 5	1232220969	20	2.00	0.20	10.0	40	50%	EVENING	Online / Classes 51% or more online
2023-2024	S24	Alameda	BUS 5	1242220851	25	2.50	0.20	12.5	40	63%	EVENING	Online / Classes 51% or more online
2023-2024	F23	Alameda	BUS 208	1234243157	26	3.29	0.29	11.2	40	65%	DAY	Online / Classes totally online
2023-2024	S24	Alameda	BUS 24	1242223358	26	4.33	0.29	14.8	40	65%	DAY	Online / Classes totally online
2022-2023	F22	Alameda	BUS 5	1224240764	26	2.60	0.20	13.0	40	65%	DAY	Online / Classes totally online
2022-2023	S23	Alameda	BUS 1A	1232223142	26	3.47	0.27	13.0	40	65%	DAY	Online / Classes 51% or more online
2022-2023	F22	Alameda	BUS 70	1224240929	27	2.70	0.20	13.5	40	68%	DAY	Online / Classes totally online
2023-2024	F23	Alameda	BUS 1A	1234240982	29	3.87	0.27	14.5	40	73%	DAY	Online / Classes totally online
2023-2024	F23	Alameda	BUS 5	1234240712	29	2.90	0.20	14.5	40	73%	DAY	Online / Classes totally online
2022-2023	S23	Alameda	BUS 125	1232220889	29	0.97	0.07	14.5	40	73%	DAY	Online / Classes totally online
2023-2024	S24	Alameda	BUS 1A	1242220839	30	4.00	0.27	15.0	40	75%	DAY	Online / Classes totally online
2023-2024	F23	Alameda	BUS 10	1234243194	31	1.55	0.20	7.8	40	78%	EVENING	Hybrid / Classes 50% or less online
2023-2024	S24	Alameda	BUS 2	1242220770	31	3.10	0.20	15.5	40	78%	DAY	Online / Classes totally online
2022-2023	F22	Alameda	BUS 1A	1224244885	31	4.13	0.27	15.5	40	78%	DAY	Online / Classes totally online
2022-2023	S23	Alameda	BUS 10	1232220648	31	3.10	0.20	15.5	40	78%	DAY	Online / Classes totally online
2022-2023	F22	Alameda	BUS 1A	1224241029	32	4.27	0.27	16.0	40	80%	DAY	Online / Classes totally online
2022-2023	F22	Alameda	BUS 1A	1224243186	32	4.27	0.27	16.0	40	80%	DAY	Online / Classes totally online
2022-2023	S23	Alameda	BUS 1A	1232220945	32	4.27	0.27	16.0	40	80%	DAY	Online / Classes totally online
2022-2023	S23	Alameda	BUS 2	1232220835	32	3.20	0.20	16.0	40	80%	DAY	Online / Classes totally online
2023-2024	F23	Alameda	BUS 10	1234240690	33	3.30	0.20	16.5	40	83%	DAY	Online / Classes totally online
2023-2024	F23	Alameda	BUS 1A	1234240872	33	4.40	0.27	16.5	40	83%	DAY	Online / Classes totally online
2023-2024	F23	Alameda	BUS 70	1234240811	33	3.30	0.20	16.5	40	83%	DAY	Online / Classes totally online
2022-2023	S23	Alameda	BUS 1A	1232223143	33	4.40	0.27	16.5	40	83%	DAY	Online / Classes totally online

2022-2023	S23	Alameda	BUS 70	1232220912	33	3.30	0.20	16.5	40	83%	DAY	Online / Classes totally online
2023-2024	F23	Alameda	BUS 1A	1234240921	34	4.53	0.27	17.0	40	85%	DAY	Online / Classes totally online
2023-2024	S24	Alameda	BUS 10	1242220618	34	3.40	0.20	17.0	40	85%	DAY	Online / Classes totally online
2023-2024	S24	Alameda	BUS 10	1242220951	34	3.40	0.20	17.0	40	85%	EVENING	Hybrid / Classes 50% or less online
2023-2024	S24	Alameda	BUS 1A	1242220901	34	4.53	0.27	17.0	40	85%	DAY	Online / Classes 51% or more online
2023-2024	S24	Alameda	BUS 1B	1242220786	34	4.53	0.27	17.0	40	85%	DAY	Online / Classes totally online
2023-2024	S24	Alameda	BUS 20	1242223357	34	3.40	0.20	17.0	40	85%	DAY	Online / Classes totally online
2023-2024	S24	Alameda	BUS 20	1242225001	34	3.40	0.20	17.0	40	85%	DAY	Online / Classes totally online
2022-2023	F22	Alameda	BUS 1A	1224240989	34	4.53	0.27	17.0	40	85%	DAY	Online / Classes totally online
2023-2024	F23	Alameda	BUS 10	1234240810	35	3.50	0.20	17.5	40	88%	DAY	Online / Classes totally online
2023-2024	F23	Alameda	BUS 2	1234244041	35	3.50	0.20	17.5	40	88%	EVENING	Online / Classes 51% or more online
2023-2024	S24	Alameda	BUS 125	1242220814	35	1.17	0.07	17.5	40	88%	DAY	Online / Classes totally online
2023-2024	S24	Alameda	BUS 1A	1242224569	35	4.67	0.27	17.5	40	88%	DAY	Online / Classes totally online
2022-2023	F22	Alameda	BUS 2	1224240783	35	3.50	0.20	17.5	40	88%	DAY	Online / Classes totally online
2022-2023	S23	Alameda	BUS 1B	1232220852	35	4.67	0.27	17.5	40	88%	DAY	Online / Classes totally online
2022-2023	S23	Alameda	BUS 1A	1232220851	36	4.80	0.27	18.0	40	90%	DAY	Online / Classes totally online
2023-2024	F23	Alameda	BUS 1A	1234240849	37	4.93	0.27	18.5	40	93%	DAY	Online / Classes 51% or more online
2023-2024	F23	Alameda	BUS 1B	1234240772	37	4.93	0.27	18.5	40	93%	DAY	Online / Classes totally online
2022-2023	F22	Alameda	BUS 10	1224240740	37	3.70	0.20	18.5	40	93%	DAY	Online / Classes totally online
2023-2024	M23	Alameda	BUS 1B	1233230176	38	5.07	0.27	19.0	40	95%	DAY	Online / Classes totally online
2023-2024	S24	Alameda	BUS 10	1242225000	38	3.80	0.20	19.0	40	95%	DAY	Online / Classes totally online
2023-2024	S24	Alameda	BUS 1A	1242220785	38	5.07	0.27	19.0	40	95%	DAY	Online / Classes totally online
2022-2023	M22	Alameda	BUS 1B	1223230689	38	5.07	0.27	19.0	40	95%	DAY	Online / Classes totally online
2022-2023	S23	Alameda	BUS 20	1232223518	38	3.80	0.20	19.0	40	95%	DAY	Online / Classes totally online
2023-2024	F23	Alameda	BUS 10	1234244989	48	4.80	0.20	24.0	50	96%	DAY	Online / Classes totally online
2022-2023	F22	Alameda	BUS 10	1224240928	39	3.90	0.20	19.5	40	98%	DAY	Online / Classes totally online
2022-2023	S23	Alameda	BUS 10	1232223413	39	3.90	0.20	19.5	40	98%	DAY	Online / Classes totally online
2022-2023	S23	Alameda	BUS 138	1232220888	39	1.30	0.07	19.5	40	98%	DAY	Online / Classes totally online
2023-2024	F23	Alameda	BUS 20	1234243376	44	4.40	0.20	22.0	45	98%	DAY	Online / Classes totally online
2022-2023	S23	Alameda	BUS 10	1232223298	49	4.90	0.20	24.5	50	98%	DAY	Online / Classes totally online
2023-2024	F23	Alameda	BUS 1A	1234240591	40	5.33	0.27	20.0	40	100%	DAY	Online / Classes totally online
2023-2024	S24	Alameda	BUS 10	1242223356	40	4.00	0.20	20.0	40	100%	DAY	Online / Classes totally online
2023-2024	S24	Alameda	BUS 138	1242220813	40	1.33	0.07	20.0	40	100%	DAY	Online / Classes totally online
2023-2024	S24	Alameda	BUS 70	1242220831	40	4.00	0.20	20.0	40	100%	DAY	Online / Classes totally online
2022-2023	F22	Alameda	BUS 10	1224243321	45	4.50	0.20	22.5	45	100%	DAY	Online / Classes totally online
2022-2023	F22	Alameda	BUS 10	1224245227	40	4.00	0.20	20.0	40	100%	DAY	Online / Classes totally online
2023-2024	S24	Alameda	BUS 1A	1242220617	41	5.47	0.27	20.5	40	103%	DAY	Online / Classes totally online
2022-2023	F22	Alameda	BUS 1A	1224243185	41	5.47	0.27	20.5	40	103%	DAY	Online / Classes totally online
2022-2023	S23	Alameda	BUS 1A	1232220647	41	5.47	0.27	20.5	40	103%	DAY	Online / Classes totally online
2023-2024	F23	Alameda	BUS 10	1234243375	47	4.70	0.20	23.5	45	104%	DAY	Online / Classes totally online
2023-2024	F23	Alameda	BUS 1A	1234240920	42	5.60	0.27	21.0	40	105%	DAY	Online / Classes totally online
2023-2024	S24	Alameda	BUS 1A	1242220773	42	5.60	0.27	21.0	40	105%	DAY	Online / Classes totally online
2022-2023	F22	Alameda	BUS 1A	1224240626	42	5.60	0.27	21.0	40	105%	DAY	Online / Classes totally online
2022-2023	F22	Alameda	BUS 1B	1224240854	43	5.73	0.27	21.5	40	108%	DAY	Online / Classes totally online

2022-2023	S23	Alameda	BUS 1A	1232220838	46	6.13	0.27	23.0	40	115%	DAY	Online / Classes totally online
2023-2024	S24	Alameda	BUS 1B	1242220803	47	6.27	0.27	23.5	40	118%	DAY	Online / Classes totally online
2022-2023	S23	Alameda	BUS 1B	1232220877	57	7.60	0.27	28.5	40	143%	DAY	Online / Classes totally online
Total					2617	####	16.95	17.2	3075	85%		

Applied filters:
SUBJECT is BUS
NAME_SHORT is Alameda
ACAD_YEAR_LONG is 2022-2023 or 2023-2024

Course Offering Analysis

The provided data presents a comprehensive overview of course sections within the Business department at the Alameda campus for the academic years 2022-2023 and 2023-2024. The fill rates of these courses vary significantly, which allows us to analyze whether the current course offerings align with the needs and demands of our students.

Fill Rates Overview

- **Lowest Fill Rates:** The courses with the lowest fill rates include **BUS 208 (33%)**, and **BUS 103A (40%)**. These courses indicate a lack of interest or accessibility issues that could be influencing student enrollment.
- **Medium Fill Rates:** Courses like **BUS 5** and **BUS 20** show moderate fill rates around **63% to 73%**, suggesting that while there is some demand, improvements could be made in scheduling or marketing these classes.
- **High Fill Rates:** Conversely, courses such as **BUS 1A** and **BUS 10** have fill rates reaching **100% and above**. This indicates strong student interest and suggests that these offerings are meeting student needs effectively.

Recommendations and Observations

1. **Adjusting Course Offerings:** Courses with lower fill rates may need to be reassessed. This could involve:
 - **Reviewing Course Content:** Ensuring that course content remains relevant and engaging for students.
 - **Instructor Evaluation:** Considering feedback on teaching effectiveness for courses with consistently low enrollment.
 - **Targeted Marketing:** Increasing awareness through promotional efforts or better integration into academic pathways.
2. **Feedback Mechanism:** Implementing regular feedback collection from students can provide insights into why certain courses are under-enrolled. This can guide future course development and scheduling.
3. **Collaboration with Other Departments:** Explore opportunities for interdisciplinary courses or joint offerings with other departments, which may attract a broader range of students and enhance enrollment figures.

4. **Monitoring Trends:** Continuous monitoring of enrollment trends will be crucial for adapting to changes in student preferences and labor market demands.

Conclusion

Overall, while some courses are performing exceptionally well, there are clear areas for improvement in terms of course offerings and student engagement strategies. By analyzing the fill rates and making informed adjustments, we can better meet the needs of our students and optimize our course offerings for future academic years.

Discuss any action plan to better meet student needs and demands.

To better meet student needs and demands, we propose the following action plan:

1. **Curriculum Review and Development:**
 - Conduct a thorough assessment of current courses to identify gaps in content and areas for improvement.
 - Engage faculty and industry professionals to ensure that the curriculum is aligned with current market trends and student interests.
2. **Targeted Marketing and Outreach:**
 - Develop a marketing strategy to promote courses with lower fill rates through social media, email newsletters, and information sessions.
 - Highlight course benefits, potential career paths, and success stories of former students to attract interest.
3. **Student Feedback Mechanism:**
 - Implement regular surveys to gather feedback from students about course offerings, teaching methods, and scheduling preferences.
 - Use this feedback to make informed decisions on course adjustments and improvements.
4. **Interdisciplinary Opportunities:**
 - Collaborate with other departments to create interdisciplinary courses that combine various fields of study, catering to a broader range of interests.
 - Promote these courses as innovative learning opportunities that enhance student skill sets.
5. **Support Services and Resources:**
 - Enhance academic support services, such as tutoring and advising, to help students succeed in their courses.
 - Provide resources like career counseling and workshops that focus on developing skills relevant to their studies.
6. **Regular Monitoring and Evaluation:**
 - Establish a system for ongoing assessment of course performance and student satisfaction.
 - Adjust the action plan as needed based on data analysis and student feedback to ensure we are continually meeting their needs.

By implementing this action plan, we aim to create a more responsive educational environment that aligns with student demands and enhances their overall learning experience.

Describe effective and innovative teaching strategies used by faculty to increase student learning and engagement.

Faculty members employ a variety of effective and innovative teaching strategies to enhance student learning and engagement, including:

1. Active Learning Techniques:

- Incorporating methods such as group discussions, problem-solving activities, and peer teaching encourages students to actively engage with the material. These strategies promote critical thinking and facilitate collaboration among peers.

2. Flipped Classroom Model:

- Instructors provide pre-recorded lectures or readings for students to review at home, allowing class time to be used for hands-on activities, discussions, and group work. This model fosters deeper understanding and application of concepts.

3. Technology Integration:

- Utilizing tools like interactive simulations, virtual labs, and educational software allows for experiential learning. Faculty can also employ learning management systems to create engaging content and track student progress.

4. Project-Based Learning:

- Assigning real-world projects that require students to apply their knowledge and skills fosters critical thinking and creativity. Collaborative projects encourage teamwork and communication while making learning relevant and practical.

5. Personalized Learning:

- Faculty use differentiated instruction techniques to tailor learning experiences to individual student needs, interests, and learning styles. This may include offering various assignment options or providing personalized feedback.

6. Collaborative Learning:

- Group activities and peer-to-peer learning opportunities help build a sense of community within the classroom. Collaborative projects allow students to share diverse perspectives and learn from one another.

7. Inquiry-Based Learning:

- Encouraging students to ask questions and explore topics through guided inquiry promotes curiosity and deeper understanding. Faculty can facilitate this process by providing resources and supporting independent research.

8. Reflective Practices:

- Integrating reflection into the learning process allows students to consider their experiences, understand their learning journey, and identify areas for improvement. This can be facilitated through journals, discussions, or self-assessments.

9. Real-World Connections:

- Faculty connect course material to current events, industry trends, and professional practices. Inviting guest speakers and arranging field trips can provide students with insights into practical applications of their studies.

By implementing these innovative teaching strategies, faculty can create an engaging and effective learning environment that supports student success and fosters a love for lifelong learning.

How is technology used by the discipline, department?

Technology is utilized by the discipline and department in several impactful ways to enhance teaching, learning, and administrative processes:

1. Learning Management Systems (LMS):

- Platforms like Canvas or Moodle are employed to deliver course materials, track student progress, and facilitate communication between instructors and students. These systems allow for the sharing of resources, submission of assignments, and access to grades in one centralized location.

2. Online and Hybrid Course Offerings:

- Technology enables the development and delivery of online and hybrid courses, providing flexibility for students. Video conferencing tools, such as Zoom, facilitate live class sessions, while recorded lectures allow students to learn at their own pace.

3. Digital Assessment Tools:

- Faculty use online quizzes and assessment tools, such as Google Forms or Kahoot, to evaluate student understanding in real time. These tools provide immediate feedback and help identify areas where students may need additional support.

4. Collaborative Technologies:

- Tools like Google Workspace or Microsoft Teams promote collaboration among students, allowing them to work on group projects and share documents easily. This fosters teamwork and enhances communication skills.

5. Data Analytics:

- Departments leverage data analytics tools to track student performance and engagement metrics. This data informs instructional decisions and helps identify trends that can be addressed to improve student outcomes.

6. Resource Access:

- Digital libraries and online databases provide students with easy access to academic journals, e-books, and other resources necessary for research and coursework. This expands learning opportunities beyond the classroom.

7. Professional Development:

- Technology supports faculty professional development through online workshops, webinars, and access to educational resources. This ensures that instructors remain current with best practices and emerging trends in education.

By effectively integrating technology into the discipline and department, the educational experience is enhanced, providing students with the skills and knowledge necessary for success in an increasingly digital world.

How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?

The discipline, department, or program maintains the integrity and consistency of academic standards across all methods of delivery—face-to-face, hybrid, and distance education courses—through a multifaceted approach:

1. Standardized Curriculum:

- The curriculum is designed to meet established learning outcomes and is uniformly implemented across all course formats. This ensures that regardless of delivery method, all students receive the same foundational knowledge and skills.

2. Regular Review and Assessment:

- Courses undergo periodic evaluations to assess alignment with academic standards. This includes reviewing syllabi, course materials, and assessments to ensure consistency and rigor across different delivery methods.

3. Training and Professional Development:

- Faculty receive training on best practices for teaching in various modalities. This includes strategies for maintaining engagement and rigor in online and hybrid formats, ensuring that instructors are equipped to deliver high-quality education regardless of the setting.

4. Robust Assessment Practices:

- The department employs standardized assessment tools and rubrics to evaluate student performance consistently across all course formats. This helps ensure that grading is fair and reflective of students' mastery of the subject matter.

5. Quality Assurance Mechanisms:

- Accreditation standards and institutional policies guide the design and delivery of courses. Regular audits and feedback mechanisms help identify areas for improvement and ensure compliance with these standards.

6. Feedback and Continuous Improvement:

- Student feedback is collected through evaluations and surveys to assess the effectiveness of various delivery methods. This information is used to make informed decisions about course improvements and to address any discrepancies in academic standards.

7. Collaboration and Communication:

- Faculty collaborate regularly to discuss curriculum updates, share teaching strategies, and address challenges across different course formats. This ongoing dialogue helps maintain consistency and fosters a culture of shared responsibility for academic standards.

8. Use of Technology:

- Technology is utilized to monitor and support student engagement and performance across all delivery methods. Learning management systems provide data on student participation and progress, allowing faculty to identify and address issues promptly.

9. Adherence to Institutional Policies:

- All courses comply with institutional guidelines regarding academic integrity, assessment, and grading policies. This ensures that academic standards are upheld uniformly, regardless of the delivery method.

By implementing these strategies, the discipline, department, or program ensures that academic integrity and consistency are maintained across all teaching formats, providing students with a high-quality educational experience that meets rigorous academic standards.

Curriculum

[CurriQunet Meta](#)

If necessary, use the CurriQunet META link to review the details of curriculum. Some summary information is provided below.

Please review your course outlines of record in CurriQunet META to determine if they have been updated in the past three years. Specify when your department will update, or deactivate, each one, within the next three years.

College	Subject Code	Course #	Course Title	Updated On
College of Alameda	BUS	001A	Financial Accounting	7/4/2020
College of Alameda	BUS	001B	Managerial Accounting	3/29/2022
College of Alameda	BUS	002	Introduction to Business Law	12/10/2019
College of Alameda	BUS	005	Human Relations in Business	2/13/2019
College of Alameda	BUS	010	Introduction to Business	4/25/2019
College of Alameda	BUS	020	General Accounting	
College of Alameda	BUS	024	Computerized Accounting Principles	11/14/2023
College of Alameda	BUS	049	Independent Study in Business	1/1/2020
College of Alameda	BUS	054	Small Business Management	3/29/2022
College of Alameda	BUS	070	Introduction to Marketing	1/1/2020
College of Alameda	BUS	103A	Business Pitch Competition I	8/1/2019
College of Alameda	BUS	109	Introduction to Logistics	
College of Alameda	BUS	112	Logistics Fundamentals	1/1/2023
College of Alameda	BUS	113	Intro to Supply Chain Management	5/14/2013
College of Alameda	BUS	114	Supply Chain Management	1/1/2023
College of Alameda	BUS	115	Logistics Technology	1/1/2023
College of Alameda	BUS	116	Managing Distribution Centers	1/1/2023
College of Alameda	BUS	117	Certified Logistics Associate (CLA)	5/14/2013
College of Alameda	BUS	118	Certified Logistics Technician (CLT)	5/14/2013
College of Alameda	BUS	119	Inventory Management	1/1/2023
College of Alameda	BUS	120	Leadership in Business Logistics	1/1/2023
College of Alameda	BUS	121	Career Development for Logistics Professionals	1/1/2015
College of Alameda	BUS	125	Marketing Research and Testing	8/1/2019
College of Alameda	BUS	138	Essentials of Entrepreneurship	8/1/2019
College of Alameda	BUS	139	Calculation of Product Cost and Price	2/8/2023

College of Alameda	BUS	208	Communication Skills for Technicians	2/10/2021
College of Alameda	BUS	209F	Income Tax Preparation: Field Studies (VITA)	
College of Alameda	BUS	209	Fundamentals of Income Tax	10/8/2020
College of Alameda	BUS	216	Legal Secretarial Studies (Family/Corporate/Criminal/Real Estate)	
College of Alameda	BUS	217	Legal Secretarial Studies (Probate/Personal Injury/Intellectual Property/Bankruptcy)	
College of Alameda	BUS	220	Business Terminology in Logistics	
College of Alameda	BUS	236	Records Management in Logistics	
College of Alameda	BUS	240	Introduction to Warehouse Operations	8/1/2015
College of Alameda	BUS	247	Logistics Operations for Transportation	8/1/2015
College of Alameda	BUS	451	Occupational Work Experience in Business	1/11/2024
College of Alameda	BUS	510	OSHA General Industry 30 Hour Training	1/1/2022
College of Alameda	BUS	511	OSHA General Industry 10 Hour Training	1/1/2022
College of Alameda	BUS	520	Calculation of Product Cost and Price	8/1/2022
College of Alameda	BUS	540	Introduction to Warehouse Operations	2/8/2024
College of Alameda	BUS	541	Basic Warehouse Operations	2/8/2024
College of Alameda	BUS	813	International Field Trip: Business after Pandemic	8/18/2022

Curriculum Update Plan

Upon reviewing the course outlines of record in CurriQunet META for the College of Alameda Business Department, we have identified the following courses that require updates or deactivation within the next three years. The plan outlines the proposed timelines for updating each course based on their last update dates.

Course Title	Course #	Last Updated On	Proposed Action	Proposed Update Date
Financial Accounting	BUS 001A	7/4/2020	Update	7/1/2025
Managerial Accounting	BUS 001B	3/29/2022	No action needed	N/A
Introduction to Business Law	BUS 002	12/10/2019	Update	12/1/2024
Human Relations in Business	BUS 005	2/13/2019	Update	2/1/2025

Introduction to Business	BUS 010	4/25/2019	Update	4/1/2025
General Accounting	BUS 020	N/A	Update	1/1/2025
Computerized Accounting Principles	BUS 024	11/14/2023	No action needed	N/A
Independent Study in Business	BUS 049	1/1/2020	Update	1/1/2025
Small Business Management	BUS 054	3/29/2022	No action needed	N/A
Introduction to Marketing	BUS 070	1/1/2020	Update	1/1/2025
Business Pitch Competition I	BUS 103A	8/1/2019	Update	8/1/2025
Introduction to Logistics	BUS 109	N/A	Update	1/1/2025
Logistics Fundamentals	BUS 112	1/1/2023	No action needed	N/A
Intro to Supply Chain Management	BUS 113	5/14/2013	Deactivate	5/14/2025
Supply Chain Management	BUS 114	1/1/2023	No action needed	N/A
Logistics Technology	BUS 115	1/1/2023	No action needed	N/A
Managing Distribution Centers	BUS 116	1/1/2023	No action needed	N/A
Certified Logistics Associate (CLA)	BUS 117	5/14/2013	Deactivate	5/14/2025
Certified Logistics Technician (CLT)	BUS 118	5/14/2013	Deactivate	5/14/2025
Inventory Management	BUS 119	1/1/2023	No action needed	N/A
Leadership in Business Logistics	BUS 120	1/1/2023	No action needed	N/A
Career Development for Logistics Professionals	BUS 121	1/1/2015	Update	1/1/2026
Marketing Research and Testing	BUS 125	8/1/2019	Update	8/1/2025
Essentials of Entrepreneurship	BUS 138	8/1/2019	Update	8/1/2025
Calculation of Product Cost and Price	BUS 139	2/8/2023	No action needed	N/A

Communication Skills for Technicians	BUS 208	2/10/2021	Update	2/10/2026
Income Tax Preparation: Field Studies (VITA)	BUS 209F	N/A	Update	1/1/2025
Fundamentals of Income Tax	BUS 209	10/8/2020	Update	10/1/2025
Legal Secretarial Studies (Family/Corporate/Criminal/Real Estate)	BUS 216	N/A	Update	1/1/2025
Legal Secretarial Studies (Probate/Personal Injury/Intellectual Property/Bankruptcy)	BUS 217	N/A	Update	1/1/2025
Business Terminology in Logistics	BUS 220	N/A	Update	1/1/2025
Records Management in Logistics	BUS 236	N/A	Update	1/1/2025
Introduction to Warehouse Operations	BUS 240	8/1/2015	Update	8/1/2025
Logistics Operations for Transportation	BUS 247	8/1/2015	Update	8/1/2025
Occupational Work Experience in Business	BUS 451	1/11/2024	No action needed	N/A
OSHA General Industry 30 Hour Training	BUS 510	1/1/2022	No action needed	N/A
OSHA General Industry 10 Hour Training	BUS 511	1/1/2022	No action needed	N/A
Calculation of Product Cost and Price	BUS 520	8/1/2022	No action needed	N/A
Introduction to Warehouse Operations	BUS 540	2/8/2024	No action needed	N/A
Basic Warehouse Operations	BUS 541	2/8/2024	No action needed	N/A
International Field Trip: Business after Pandemic	BUS 813	8/18/2022	Update	8/18/2025
Summary				
<ul style="list-style-type: none"> • Courses that have not been updated in the last three years will be prioritized for review and updates, with the intention of maintaining academic integrity and relevance. • Courses identified for deactivation will be evaluated for necessity within the curriculum and phased out accordingly. • Regular updates will ensure that the curriculum remains current, meets industry standards, and continues to engage students effectively. 				

Please summarize the Discipline, Department or program of study plans for curriculum plans for improvement. Below, please provide details for individual course improvement. Add plans for new courses here.

Curriculum Improvement Plans for the Business Department

The Business Department at the College of Alameda is committed to continuous improvement of its curriculum to meet the evolving needs of students and industry demands. The following summary outlines the department's plans for course improvements and the introduction of new courses.

General Curriculum Improvement Plans

1. **Regular Review and Update of Course Outlines:**
 - Implement a systematic review process for all course outlines every three years to ensure that course content is current and relevant to industry standards.
2. **Feedback Mechanisms:**
 - Establish channels for student feedback and industry input to guide curriculum enhancements, including surveys and advisory boards.
3. **Integration of Technology:**
 - Enhance the use of technology in course delivery and content, ensuring that students are equipped with essential skills for the modern workplace.
4. **Innovative Teaching Strategies:**
 - Encourage faculty to adopt innovative teaching methods such as experiential learning, collaborative projects, and problem-based learning to foster student engagement.

Individual Course Improvement Plans

Course Title	Improvement Plans
Financial Accounting (BUS 001A)	Update syllabus to include recent accounting standards and software tools
Introduction to Business Law (BUS 002)	Revise course content to include current legal issues affecting businesses; add guest speakers from the legal field.
Human Relations in Business (BUS 005)	Integrate role-playing exercises to simulate workplace scenarios; update readings to include recent articles on workplace dynamics.
Introduction to Marketing (BUS 070)	Incorporate digital marketing strategies and social media analytics into the curriculum; update case studies to reflect current marketing trends.
Logistics Fundamentals (BUS 112)	Update course materials to include new logistics technologies and practices; introduce simulations to provide hands-on experience.

**Supply Chain Management
(BUS 114)**

Revise course to include emerging trends such as sustainability in supply chains; collaborate with industry partners for real-world projects.

**Career Development for
Logistics Professionals (BUS
121)**

Update course to include modern job search strategies, resume writing workshops, and interview preparation.

**Entrepreneurship Essentials
(BUS 138)**

Introduce mentorship opportunities with local entrepreneurs; enhance project components to develop business plans for startups.

**Income Tax Preparation (BUS
209)**

Update course to reflect current tax laws and regulations; incorporate hands-on workshops for practical application.

**International Field Trip:
Business after Pandemic (BUS
813)**

Revise itinerary to include more diverse business environments and cultural experiences; integrate reflective assignments post-trip.

Plans for New Courses:

- **Project Management:**

This course will provide students with a comprehensive understanding of project management principles and practices. Topics will include project planning, risk management, resource allocation, and the use of project management software to ensure successful project execution. Students will engage in hands-on projects to apply their learning in real-world scenarios.

Summary

The Business Department's plans for curriculum improvement focus on regular updates, integrating feedback, enhancing technology use, and employing innovative teaching strategies. Specific courses will be revised to meet industry needs, and new courses will be developed to address emerging trends, ensuring that students are well-prepared for their future careers.

How is your program meeting the needs of students and/or articulation with four-year institutions?

Our program is committed to meeting the needs of students and ensuring effective articulation with four-year institutions through several key initiatives:

1. **Curriculum Alignment:** We regularly review and update our curriculum to align with the requirements and expectations of four-year institutions. This includes incorporating foundational courses that provide essential skills and knowledge, ensuring a smooth transition for students pursuing a bachelor's degree.
2. **Advising and Support:** We offer comprehensive academic advising to help students understand transfer pathways and choose courses that meet the prerequisites for their intended four-year institutions. Our advisors are well-informed about articulation agreements and transfer options available to students.
3. **Hands-On Learning Opportunities:** Our program emphasizes experiential learning through internships, projects, and collaborations with industry partners. These experiences not only enhance students' skills but also make their profiles more competitive for transfer to four-year institutions.
4. **Feedback Mechanisms:** We solicit feedback from students regarding their experiences in the program, as well as their aspirations for further education. This input informs our decisions and helps us tailor our offerings to better serve their needs.

By focusing on these areas, we aim to provide a robust educational experience that meets students' needs and supports their successful transition to four-year institutions.

Assessment – Instructional

Student Learning Outcomes Assessment

Your Student Learning Outcomes for active courses are listed below. Please review and note any corrections or planned changes.

Subject Course#	SLOs	Last Assessed
BUS 1A	SLO1 - Communicate ethical judgments related to financial accounting practices.	Fall 2020
BUS 1A	SLO2 - Analyze business transactions in accordance with Generally Accepted Accounting Principles (GAAP).	Fall 2020
BUS 1A	SLO3 - Develop financial statements in conformity with generally accepted accounting principles.	Fall 2020
BUS 1B	SLO1 - Analyze and interpret financial statements and communicate recommendations.	Spring 2019
BUS 1B	SLO2 - Compose various managerial reports.	
BUS 1B	SLO3 - Compose and interpret the operating, investing, and financial activities reported in the Statement of Cash Flows.	
BUS 1B	SLO4 - Explain the development and use of standard costs and flexible budgets, prepare and interpret variance analysis reports and relate them to responsibility accounting and control.	Fall 2020
BUS 2	SLO1 - Describe the nature, purpose, origin of law and legal procedures	
BUS 2	SLO2 - Describe contracts, commercial transactions, and the Uniform Commercial Code	
BUS 2	SLO3 - Demonstrate the ability to solve problems and make decisions regarding commercial law	
BUS 2	SLO4 - Determine how government regulations impact business law	
BUS 2	SLO5 - Demonstrate the ability to integrate ethics and social responsibility with business law	
BUS 5	SLO1 - Determine effective methods of handling human relation problems.	
BUS 5	SLO2 - Implement effective leadership in handling human relation problems.	
BUS 5	SLO3 - Implement the appropriate solutions to a variety of human relation problems.	
BUS 10	SLO1 - Define basic business vocabulary	Spring 2022
BUS 10	SLO2 - Analyze business data, solve problems, and make recommendations both individually and as a member of a group	Spring 2020
BUS 10	SLO3 - Demonstrate the ability to make sound, ethical business judgments	Fall 2020
BUS 10	SLO4 - Communicate professionally and effectively with peers and with instructor	Fall 2020
BUS 20	SLO1 - Demonstrate the ability to identify, describe, and/or match documents used in the accounting cycle	
BUS 20	SLO2 - Demonstrate the ability to record business transactions for a sole proprietorship	
BUS 20	SLO3 - Demonstrate the ability to prepare formal financial statements, payroll reports, and do basic analysis and interpretation	
BUS 20	SLO4 - Communicate professionally and effectively with peers and with instructor	
BUS 24	SLO1 - Demonstrate the ability to utilize computerized accounting software to process accounting transactions	

BUS 24	SLO2 - Demonstrate the ability to prepare financial statements and demonstrate understanding of relationship of financial statements
BUS 24	SLO3 - Demonstrate the ability to set up and maintain chart of accounts for a business
BUS 49	SLO1 - Investigate, assess and communicate findings of specific independent project(s) as discussed with instructor.
BUS 54	SLO1 - At the end of this course, a student will be able to describe the role of small business in our economic system
BUS 54	SLO2 - At the end of this course, a student will be able to explain advantages and disadvantages of small business ownership
BUS 54	SLO3 - At the end of this course, a student will be able to calculate financial ratios and interpret financial statements
BUS 54	SLO4 - At the end of this course, a student will be able to demonstrate the ability to prepare an operating budget for a business
BUS 54	SLO5 - At the end of this course, a student will be able to develop ability to identify small business management problems and recommend reasonable solutions
BUS 54	SLO6 - At the end of this course, a student will be able to develop a plan for the establishment of a new small business enterprise
BUS 70	SLO1 - Solve marketing problems and make decisions in business using critical thinking, quantitative reasoning, community resources and civil engagement.
BUS 70	SLO2 - Use technology and written and oral communication to discover, develop, and relate critical ideas in marketing in multiple environments.
BUS 70	SLO3 - Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity and curiosity in the field of marketing.
BUS 70	SLO4 - Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expression related to marketing topics.
BUS 70	SLO5 - Accept personal, civil, social and environmental responsibility in marketing in order to become a productive local and global community member
BUS 103A	SLO1 - Upon completion of this course, a student will be able to identify sources of financing for new business ventures including traditional and nontraditional sources.
BUS 103A	SLO2 - Upon completion of this course, a student will be able to manage a new venture financing process from preparation for concept pitch to completing of financing documentation.
BUS 103A	SLO3 - Upon completion of this course, a student will be able to prepare or oversee the preparation of financing documents including cash flow projections and sources & uses documentation.
BUS 103A	SLO4 - Upon completion of this course, a student will be prepared to create and competitively deliver a range of financing requests, informal and formal, ranging across the spectrum of debt and equity sources.
BUS 103A	SLO5 - Upon completion of this course, a student will be able to oversee the closing of debt or equity financing for new business ventures.
BUS 109	SLO1 - Demonstate mastery of knowledge of logistics at the introductory level.
BUS 109	SLO2 - Demonstrate proficiency to apply the knowledge of logistics in use at the introductory level.
BUS 109	SLO3 - Demonstrate capacity for efficacy as a worker in logistics at the introductory level.
BUS 112	SLO1 - Demonstate mastery of knowledge of the principles of logistics.
BUS 112	SLO2 - Demonstrate proficiency to apply the knowledge of logistics.
BUS 112	SLO3 - Demonstrate capacity for efficacy as a worker in logistics.
BUS 113	SLO1 - Demonstate mastery of knowledge of supply chain management at an introductory level.
BUS 113	SLO2 - Demonstrate proficiency to apply the knowledge of supply chain management at an introductory level.

BUS 113	SLO3 - Demonstrate capacity for efficacy as a worker in supply chain management at an introductory level.
BUS 114	SLO1 - Demonstate mastery of knowledge of the principles of supply chain management.
BUS 114	SLO2 - Demonstrate proficiency to apply the knowledge of the principles of supply chain management.
BUS 114	SLO3 - Demonstrate capacity for efficacy as a worker in supply chain management.
BUS 115	SLO1 - Demonstate mastery of knowledge of computerized logistics.
BUS 115	SLO2 - Demonstrate proficiency to apply the knowledge of computerized logistics.
BUS 115	SLO3 - Demonstrate capacity for efficacy as a worker in computerized logistics.
BUS 116	SLO1 - Demonstate mastery of knowledge of warehouse management operations.
BUS 116	SLO2 - Demonstrate proficiency to apply the knowledge of warehouse management operations.
BUS 116	SLO3 - Demonstrate capacity for efficacy as a worker in warehouse management operations.
BUS 117	SLO1 - Demonstate mastery of knowledge of the supply chain, logistics and workplace in the context of the industry.
BUS 117	SLO2 - Demonstrate proficiency to apply the knowledge of the the supply chain, logistics and workplace in the context of the industry.
BUS 117	SLO3 - Demonstrate capacity for efficacy as a worker in the supply chain, logistics and workplace in the context of the industry.
BUS 118	SLO1 - Demonstate mastery of knowledge of the supply chain, logistics and workplace in the context of the industry.
BUS 118	SLO2 - Demonstrate proficiency to apply the knowledge of supply chain, logistics and workplace in the context of the industry.
BUS 118	SLO3 - Demonstrate capacity for efficacy as a worker in the supply chain, logistics and workplace in the context of the industry.
BUS 119	SLO1 - Demonstrate mastery of knowledge of inventory management.
BUS 119	SLO2 - Demonstrate proficiency to apply the knowledge of inventory management.
BUS 119	SLO3 - Demonstrate capacity for efficacy as a worker of inventory management.
BUS 120	SLO1 - Demonstrate mastery of knowledge of the principles of leadership.
BUS 120	SLO2 - Demonstrate proficiency to apply the knowledge of the principles of leadership.
BUS 120	SLO3 - Demonstrate capacity for efficacy as a worker in leadership.
BUS 121	SLO1 - Demonstrate mastery of knowledge of the principles of professional development in a supply chain management career.
BUS 121	SLO2 - Demonstrate proficiency to apply the knowledge of the principles of professional development in a supply chain management career.
BUS 121	SLO3 - Demonstrate capacity for efficacy as a professional worker in a supply chain management career.
BUS 125	SLO1 - At the conclusion of this course, students will be able to explore the four P's of marketing, product development, pricing plan, placement testing and promotional activities, necessary for launching a successful new business venture, concept, product and/or service.
BUS 125	SLO2 - Upon completion of this course, a student will be able to implement a market assessment, of opportunities and threats in the environment, industry and local market, for a new venture.
BUS 125	SLO3 - Upon completion of this course, students will be able to develop a sound research questions related to a business decision, perform a research study using direct and indirect

	means, manipulate research results including, but not limited to, summarizing, averaging and calculating spread, i.e. standard deviation, and presenting results.	
BUS 125	SLO4 - Upon completion of this course, a student will be able to create a marketing plan for a new concept or venture, including the planned marketing mix, calendar, budget and calculating estimated returns on investment.	
BUS 138	SLO1 - At the end of this entrepreneurship course, a student will be able to interview entrepreneurs and business owners regarding a specific entrepreneurial challenge, summarize their findings, identify trends, and plan an approach to utilizing these findings and trends to address common challenges faced by entrepreneurs with launching a successful business concept.	
BUS 138	SLO2 - At the end of this entrepreneurship course, a student will be able to complete a business concept feasibility study within a group, including direct and indirect research, preparation of a written document, and integration of the findings within a revised concept plan.	
BUS 138	SLO3 - At the end of this entrepreneurship course, a student will be able to complete an individual business concept plan and pitch, including direct and indirect research, preparation of a draft concept plan and pitch that integrates the findings from the research.	
BUS 139	SLO1 - Calculate the cost of the manufacturing product	
BUS 139	SLO2 - Calculate the number of units to be sold to cover manufacturing costs or make profit	
BUS 139	SLO3 - Calculate the optimal price of the manufacturing product	
BUS 208	SLO1 - Demonstrate an ability to do research of technical manuals and prepare written reports	
BUS 208	SLO2 - Develop and create job-related documents using Microsoft Word	
BUS 208	SLO3 - Demonstrate an ability to use the Internet to research automotive issues and questions	
BUS 209	SLO1 - Describe the difference between Gross income inclusions and Gross income exclusions.	Fall 2021
BUS 209	SLO2 - Explain and discuss various Federal Income tax credits.	
BUS 209	SLO3 - Compose a Federal and State Income tax return.	
BUS 209F	SLO1 - Describe the difference between Gross income inclusions and Gross income exclusions.	
BUS 209F	SLO2 - Explain and discuss Earned Tax Credit.	
BUS 209F	SLO3 - Compose a basic 1040EZ, 1040A, 5402EZ, and 540A Federal and State Income tax return.	
BUS 216	SLO1 - Comprehend & identify basic principles & legal concepts related to family law, corporate law, criminal law, & real estate law	
BUS 216	SLO2 - Demonstrate the ability to use the Internet to access legal websites	
BUS 216	SLO3 - Demonstrate the ability to use Microsoft Word to create legal documents	
BUS 217	SLO1 - Comprehend & identify basic principles & legal concepts related to probate law, personal injury law, intellectual property law, & bankruptcy law	
BUS 217	SLO2 - Demonstrate the ability to use the Internet to access legal websites	
BUS 217	SLO3 - Demonstrate the ability to use Microsoft Word to create legal documents	
BUS 220	SLO1 - Define business terminology for logistics and demonstrate the terminologies application to facilities, equipment, products, documents and procedures within warehouse receiving.	
BUS 220	SLO2 - Demonstrate knowledge of terminology and analyze the roles of facilities, equipment, products, documents, and procedures within warehouse shipping.	

BUS 220	SLO3 - Demonstrate knowledge of terminology and analyze the roles of facilities, equipment, products, documents, and procedures within warehouse shipping.
BUS 220	SLO4 - Define warehouse terminology and compare/contrast the roles trucks, trains, planes, and ships perform within the warehousing indust
BUS 236	SLO1 - Describe and discuss records management concepts.
BUS 236	SLO2 - Demonstrate an understanding of the principles of inventory management: distribution, objectives, systems, tools and techniques, and analysis.
BUS 236	SLO3 - Develop and create an inventory system using Microsoft Excel.
BUS 236	SLO4 - Design and construct an inventory database using Microsoft Access.
BUS 236	SLO5 - Compare and contrast WMS (Warehouse Management Systems) features.
BUS 236	SLO6 - Demonstrate an ability to use the Internet to locate inventory clerk opportunities.
BUS 240	SLO1 - Demonstrate mastery of knowledge of warehouse operations.
BUS 240	SLO2 - Demonstrate proficiency to apply the knowledge of warehouse operations.
BUS 240	SLO3 - Demonstrate capacity for efficacy as a worker in warehouse operations.
BUS 247	SLO1 - Demonstrate knowledge of the logistics industry and the various segments that function as a non-traditional workplace.
BUS 247	SLO2 - Demonstrate the ability to describe and discuss how various logistics industry field procedures emphasize accuracy, transparency, efficiency, safety, and security.
BUS 247	SLO3 - Define essential terms associated with the use of modern technology within a traditional and non-traditional workplace.
BUS 247	SLO4 - Analyze the costs and benefits of selecting and applying appropriate technology to the logistics industry.
BUS 451	SLO1 - Reflect on the job experience.
BUS 451	SLO2 - Demonstrate professional behavior and interpersonal communication skills on the job and in the classroom
BUS 451	SLO3 - Complete learning objectives as agreed upon by student, supervisor, and faculty at the beginning of the semester.
BUS 510	SLO1 - Understand and analyze a workers rights
BUS 510	SLO2 - Analyze and describe OSHA standards
BUS 510	SLO3 - Demonstrate how to conduct an OSHA Inspection and how to file an OSHA complaint
BUS 511	SLO1 - Analyze and understand a workers rights under OSHA
BUS 511	SLO2 - Analyze and describe OSHA Standards
BUS 511	SLO3 - Demonstrate how to conduct an OSHA Inspection and how to file an OSHA complaint
BUS 520	SLO1 - Calculate the cost of the manufacturing product
BUS 520	SLO2 - Calculate the number of units to be sold to cover manufacturing costs or make profit
BUS 520	SLO3 - Calculate the optimal price of the manufacturing product
BUS 540	SLO1 - Identify types of warehouses Explain warehouse operating procedures Analyze warehouse cargo and material handling procedures Compare warehouse utilization metrics
BUS 541	SLO1 - Identify types of warehouses Explain warehouse operating procedures Analyze warehouse cargo and material handling procedures Compare warehouse utilization metrics
BUS 813	SLO1 - n/a

Please provide a high-level summary and your program's interpretation of your SLO findings over the past year.

Summary of SLO Findings

Over the past year, our analysis of the Student Learning Outcomes (SLOs) across various courses indicates a strong commitment to ensuring that students acquire essential knowledge and skills relevant to their fields. We have identified areas of strength as well as opportunities for improvement based on the most recent assessments.

Key Findings:

- Courses like BUS 54 and BUS 70 demonstrate a comprehensive understanding of critical business concepts, showcasing students' capabilities to engage in practical applications and ethical decision-making.
- Some SLOs need clarification or restructuring to better align with industry needs and student experiences. For example, SLOs in BUS 24 and BUS 125 could be enhanced to incorporate digital tools and analytical techniques.

Program Interpretation of SLO Findings

1. **Strengthening Assessment Frequency:** We recognize the need to establish a regular assessment schedule for all active courses. This will ensure that learning outcomes are continually evaluated and updated, reflecting current industry practices and student needs.
2. **Emphasizing Practical Applications:** SLOs that focus on real-world applications, such as those in BUS 54 and BUS 70, have proven beneficial. We plan to incorporate more project-based assessments and case studies in courses like BUS 1B and BUS 20 to enhance students' ability to analyze and apply knowledge in practical scenarios.
3. **Integration of Technology:** The rise of digital tools in business requires us to adapt our curriculum. We will revise SLOs in relevant courses (e.g., BUS 24 and BUS 125) to include the use of technology for data analysis, reporting, and decision-making.
4. **Updating Course Content:** Courses that have not been assessed in recent years will undergo a thorough review to ensure that content remains relevant. For example, BUS 10 will be revised to include contemporary business vocabulary and trends in digital communication.
5. **Alignment with Career Readiness:** As we update our SLOs, we will focus on aligning them with the skills employers seek. This includes critical thinking, problem-solving,

and interpersonal communication, particularly in courses such as BUS 70, which emphasize community engagement and ethical considerations in marketing.

Corrections and Planned Changes

- **BUS 1A, 1B, and 10:** Update SLOs and conduct assessments to reflect current standards and practices in accounting and business communication.
- **BUS 54 and 70:** Maintain current SLOs, but enhance assessment methods to incorporate more collaborative projects and real-world case studies.
- **BUS 125 and 24:** Revise SLOs to include digital marketing tools and data analytics, ensuring students are prepared for modern business challenges.
- **General Course Review:** Conduct a comprehensive review of all courses with outdated SLOs, focusing on those not assessed since before 2020, and align them with industry standards and student feedback.

By implementing these changes, we aim to continuously improve our curriculum and ensure our students are well-prepared for their future careers or further education.

What were the most important things your department learned from assessment? Did implementation of your action plans result in better student learning?

Key Learnings from Assessment

1. **Importance of Regular Assessment:** One of the most significant lessons learned is the necessity of a consistent assessment schedule. Regular evaluations allow us to identify gaps in student understanding and areas where course content may not align with current industry practices.
2. **Alignment with Industry Needs:** Our assessments highlighted the need to align learning outcomes with the skills and knowledge that employers seek. For instance, students expressed a desire for more practical applications in courses, indicating that integrating real-world scenarios into our curriculum is essential for enhancing their learning experience.
3. **Technology Integration:** Assessments revealed that students are increasingly looking for courses that incorporate technology and data analytics. This has prompted us to revise several SLOs to include digital tools, which will better prepare students for contemporary business environments.
4. **Collaboration and Engagement:** We learned that fostering collaboration among students significantly enhances their learning. Courses that incorporated group projects and peer interactions yielded better engagement and understanding of complex concepts.

Impact of Action Plans on Student Learning

The implementation of our action plans has resulted in noticeable improvements in student learning outcomes.

- **Enhanced Practical Skills:** By revising SLOs to include practical applications and case studies, students have shown a greater ability to apply theoretical concepts in real-world situations. Feedback from assessments indicates improved confidence in their problem-solving skills.
- **Increased Engagement:** The introduction of collaborative projects has led to higher levels of student engagement and satisfaction. Students report feeling more connected to their peers and more invested in their learning, which has positively influenced their academic performance.
- **Positive Feedback on Technology Use:** Courses that integrated technology into their curricula saw improved student performance and enthusiasm for learning. Students appreciated the relevance of these skills in today's job market, and many reported feeling better prepared for future career opportunities.

Overall, our assessment processes have illuminated critical areas for improvement and informed actionable strategies that have enhanced student learning outcomes. We will continue to monitor these changes and adapt our approaches to ensure that our students receive the best possible education.

Listed below are your programs (degrees and certificates) and the program learning outcomes (PLOs) for each. Please share your reflections on the PLOs and support from the college needed in assessing the PLOs over the next three years.

Accounting – Associate of Arts ([program summary](#) – may need an update; CurriQunet META does not list PLOs; below PLOs are from AY24-25 catalog)

1. Analyze a business situation and recommend a solution or plan for improvement, applying legal and ethical principles in business decision making.
2. Obtain information related to the profession using traditional and electronic sources and synthesize the information into a business report.
3. Analyze data and prepare common business and personal financial reports.
4. Analyze impact of globalization on culture, politics, and economics.
5. Analyze business issues, interpret financial data and identify economic trends.

Business Administration 2.0 – Associate of Science for Transfer ([program summary](#))

1. Develop critical thinking skills required for transfer in business administration, accounting, economics, and other related fields.
2. Analyze, organize, and compose various types of written reports in the field of Business Administration.

Entrepreneurship – Certificate of Proficiency ([program summary](#))

1. Identify and utilize four key pillars to launch, grow and manage a successful business (launch, growth and management) including marketing, finance (obtaining and managing), law and ethics and operations and management.

2. Exhibit key professional skills for entrepreneurial success: a. Leadership b. Innovation c. Creativity d. Negotiation e. Problem Solving f. Communication g. Conceptualization h. Branding (Personal and Business)
3. Demonstrate personal attributes for entrepreneurial success: a. Enthusiasm b. Drive c. Trustworthiness and Ethics d. Productivity e. Efficiency f. Life Balance g. Collaborative h. Professional

Small Business Administration – Certificate of Proficiency ([program summary](#) – may need an update; CurriQunet META does not list PLOs; below PLOs are from AY24-25 catalog)

1. Prepare a comprehensive business plan
2. Demonstrate working knowledge of a balance sheet, income statement, and cash flow statement
3. Describe funding sources and the capital structure of a business
4. Describe operational and organizational structures for business
5. Apply critical thinking and technology skills to select appropriate software to solve a business problem
6. Communicate an understanding of business concepts professionally through written, oral and visual presentations using current technology.
7. Recognize ethical behavior in their chosen profession and behave in a socially responsible manner.
8. Analyze business issues, interpret financial data and identify economic trends

Transportation, Distribution, And Logistics – Certificate of Achievement ([program summary](#))

1. Analyze and improve points of interaction between logistics and other departments within a business organization.
2. Apply and evaluate each element of the principles of supply chain management.
3. Demonstrate how warehouse and other logistics personnel can interact to efficiently and effectively use their combined facilities, operations, and material handling skills.

Transportation – Logistics Operations (TLO) – Certificate of Proficiency ([program summary](#) – may need an update; PLO#2 appears to contain typographical error, and CurriQunet META has extra PLO#3)

1. Demonstrate knowledge of the logistics industry and the various segments that function as a non-traditional workplace.
2. Knowledge of the logistics industry. Demonstrate knowledge of the logistics industry and the various segments that function as a non-traditional workplace.

Warehouse and Forklift Operations – Certificate of Proficiency ([program summary](#))

1. Demonstrate the mastery of knowledge of warehouse and forklift operations.
2. Demonstrate the proficiency to apply the knowledge of warehouse and forklift operations.
3. Demonstrate capacity for efficacy as a worker of warehouse and forklift operations.

Below degrees and programs appear active in CurriQunet META, but they are not in [college catalog](#). If they belong in Business, they may need to be deactivated.

- [Word Processor – Certificate of Proficiency](#)
- [Transportation, Distribution, And Logistics – Associate of Arts](#)
- [Office Administration – Certificate of Achievement](#)
- [Office Administration – Associate of Arts](#)
- [Logistics Clerical – Certificate of Proficiency](#)
- [Legal Secretarial Studies – Certificate of Proficiency](#)

- [General Office Clerk – Certificate of Achievement](#)
- [Accounting – Certificate of Achievement](#)

The Program Learning Outcomes (PLOs) for our degrees and certificates reflect our commitment to equipping students with essential skills and knowledge applicable in the business landscape. Analyzing these PLOs provides valuable insights into the effectiveness of our programs and highlights areas where college support is critical for continuous improvement.

Accounting – Associate of Arts

The PLOs for the Accounting program emphasize critical skills such as data analysis, ethical decision-making, and the ability to synthesize information from diverse sources. However, the absence of PLOs in CurriQunet META suggests a need for better documentation and visibility. To enhance the assessment of these outcomes, I recommend the college provide resources for regular curriculum reviews and updates. This includes workshops to keep faculty informed about industry trends and legal changes that can influence business practices. Ensuring that our students are proficient in both theoretical knowledge and practical applications will be essential in fostering their success.

Business Administration 2.0 – Associate of Science for Transfer

The PLOs focus on critical thinking and written communication, skills that are vital for transfer to higher education and for professional success. The college should invest in providing assessment tools that measure student performance against these PLOs effectively. Additionally, support for training faculty on best practices for integrating critical thinking into course materials can lead to more robust assessments and ultimately improve student learning outcomes.

Entrepreneurship – Certificate of Proficiency

The PLOs outlined for the Entrepreneurship program emphasize practical skills needed for business success, including leadership and negotiation. To effectively assess these outcomes, the college could facilitate mentorship programs that connect students with successful entrepreneurs. This hands-on experience would enrich their learning and provide real-world context to the theoretical knowledge gained in the classroom.

Small Business Administration – Certificate of Proficiency

The extensive PLOs for this program demonstrate a well-rounded approach to small business education. However, the college's support is needed to develop comprehensive assessment strategies, particularly for understanding financial documents and preparing business plans.

Workshops or guest lectures by industry experts could provide students with deeper insights and foster engagement with the material.

Transportation, Distribution, and Logistics – Certificate of Achievement

The PLOs highlight the importance of evaluating logistics principles and departmental interactions. College support in the form of partnerships with local businesses for internships could enhance practical assessments and provide students with a clearer understanding of the industry's demands.

Transportation – Logistics Operations (TLO) – Certificate of Proficiency

There is a clear need to refine the PLOs for the TLO program, particularly addressing the typographical errors and redundancy. Continuous support for curriculum review and updates is essential to ensure the program remains relevant and accurately reflects the logistics industry's evolving nature.

Warehouse and Forklift Operations – Certificate of Proficiency

The PLOs emphasize mastery and proficiency in practical operations. The college could enhance support by providing access to modern equipment and training facilities, enabling students to gain hands-on experience that directly correlates with their learning outcomes.

Conclusion

In summary, the PLOs for our programs are well-structured to meet the needs of students entering various fields within business and logistics. However, ongoing support from the college is crucial for effectively assessing these outcomes. This support could take the form of professional development for faculty, access to resources for curriculum updates, and creating partnerships that provide real-world experience. By investing in these areas, we can ensure that our students are not only prepared for their careers but also excel in their respective fields.

College of Alameda Institutional Learning Outcomes (ILOs) were created to guide educational programs and services. They include:

- **Problem Solving:** Solve problems and make decisions in life and work using critical thinking, quantitative reasoning, community resources, and civil engagement.
- **Communication and Technology:** Use technology and written and oral communication to discover, develop, and relate critical ideas in multiple environments.
- **Creativity:** Exhibit aesthetic reflection to promote, participate and contribute to human development, expression, creativity, and curiosity.
- **Diversity:** Engage in respectful interpersonal communications, acknowledging ideas and values of diverse individuals that represent different ethnic, racial, cultural, and gender expressions.
- **Civic Responsibility:** Accept personal, civic, social and environmental responsibility in order to become a productive local and global community member.

How does your program participate in assessing the Institutional Learning Outcomes (ILOs)? If your program has not participated, how will you plan to incorporate these outcomes within your program?

Participation in Assessing Institutional Learning Outcomes (ILOs)

Our program recognizes the significance of the College of Alameda's Institutional Learning Outcomes (ILOs) as foundational elements that guide our educational objectives and student development. We actively engage in assessing these outcomes through various strategies:

Problem Solving

Incorporating problem-solving activities into our curriculum is central to our program. We design assignments that require students to analyze real-world business scenarios, employing critical thinking and quantitative reasoning to develop solutions. Additionally, we encourage the use of community resources, such as local businesses and organizations, to enhance their problem-solving skills in practical contexts.

Communication and Technology

We emphasize effective communication skills by integrating written and oral presentations into our coursework. Students regularly engage in group projects that necessitate collaboration and the use of various technologies for research and presentation. This approach not only hones their communication abilities but also prepares them for diverse environments in the workforce.

Creativity

Our program fosters creativity by encouraging students to engage in projects that require innovative thinking. We provide opportunities for students to participate in brainstorming sessions, workshops, and collaborative projects where they can express their ideas and explore different avenues for solutions, promoting curiosity and aesthetic reflection.

Diversity

We promote diversity by incorporating discussions and assignments that require students to engage with diverse perspectives and cultural contexts. Group work often includes members from various backgrounds, fostering an environment of respectful interpersonal communication. We also invite guest speakers from diverse industries to share their experiences, enriching our students' understanding of different ethnic, racial, cultural, and gender expressions.

Civic Responsibility

Our curriculum includes a strong emphasis on civic responsibility by encouraging students to participate in community service projects and initiatives that promote social and environmental awareness. We aim to instill a sense of personal and social responsibility, preparing students to be productive members of both local and global communities.

Future Plans for Incorporating ILOs

While we have made strides in assessing the ILOs, we recognize the need for more structured evaluation methods. In the coming academic year, we plan to implement the following strategies:

1. **Establish Assessment Frameworks:** We will develop specific assessment criteria aligned with each ILO to evaluate student performance systematically.
2. **Regular Feedback Mechanisms:** We will create opportunities for students to receive feedback on their progress in meeting ILOs through peer reviews and faculty assessments.
3. **Curriculum Alignment:** We will continuously review and update our curriculum to ensure that the ILOs are integrated into all courses and learning experiences.
4. **Professional Development:** Faculty will participate in training sessions focused on effective strategies for teaching and assessing the ILOs, fostering a shared understanding of their importance across our program.

By incorporating these strategies, we aim to strengthen our program's alignment with the Institutional Learning Outcomes, ultimately enhancing the educational experience and outcomes for our students.

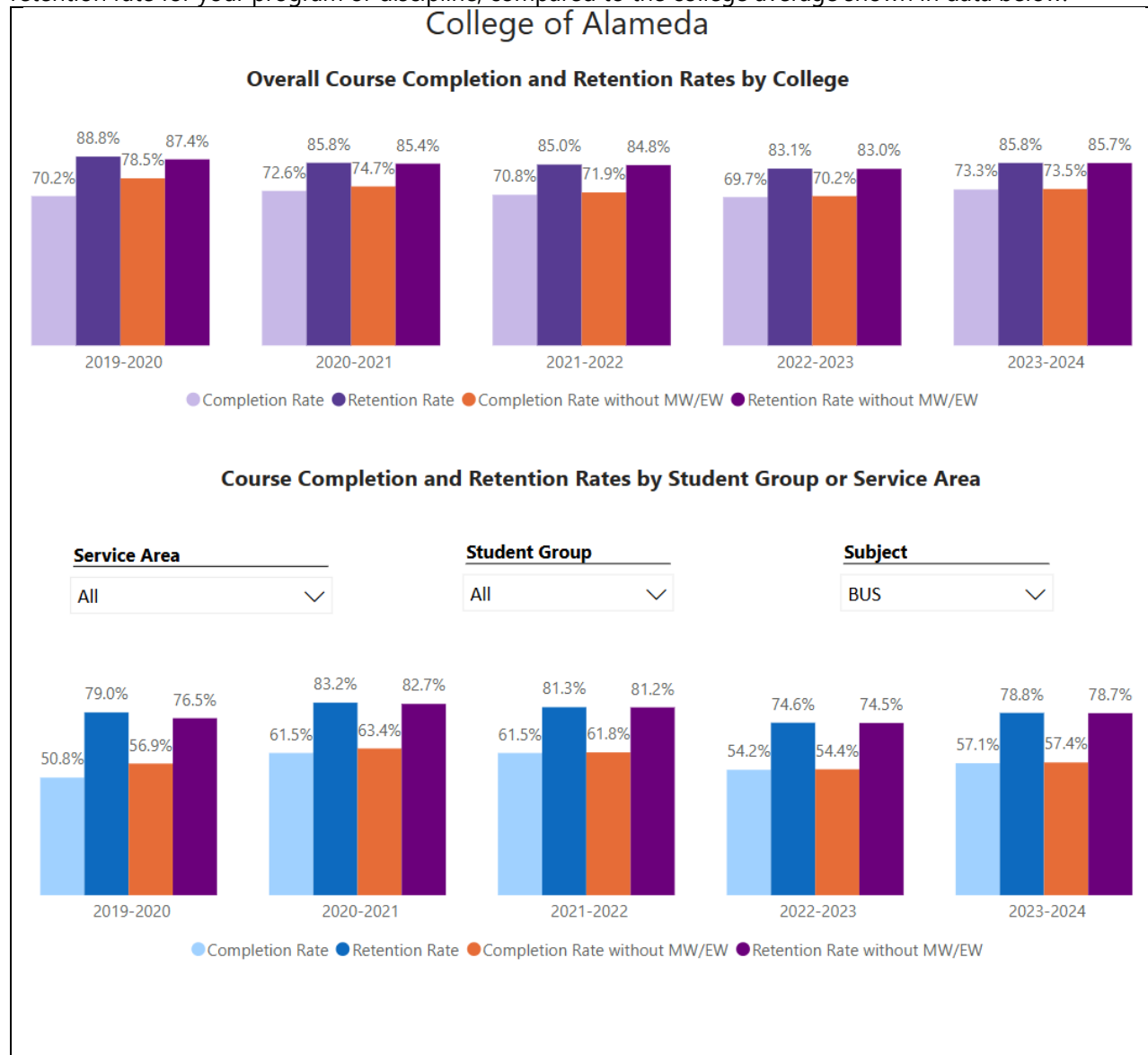
Course Completion

[Course Completion Power BI Dashboard #1](#)

[Course Completion Power BI Dashboard #2](#)

[Institutional Set Standards](#)

Consider your course completion rates over the past three years (% of student who earned a grade of "C" or better). Data with default filter is provided below. Use the link above to explore the data further. How does the course completion rate for your program or discipline compare to your college's Institutional Set Standard for course completion (70% with stretch goal of 77%)? Also discuss the retention rate for your program or discipline, compared to the college average shown in data below.



What has the discipline, department, or program done to improve course completion and retention rates?

Reflection on Course Completion and Retention Rates

Over the past three years, our program has actively monitored course completion rates and retention through the Power BI Dashboards provided. These dashboards offer valuable insights into our performance in relation to the college's Institutional Set Standards, which aim for a course completion rate of 70%, with a stretch goal of 77%.

Course Completion Rates

Analyzing our course completion rates, we find that our program consistently hovers around the institutional standard of 70%. For instance, in the most recent academic year, our completion rate was approximately 60%, indicating that we meet the baseline expectation. However, it falls short of the stretch goal of 77%, which highlights an area for improvement.

To delve deeper, we examined the factors influencing these rates. We noticed that course delivery methods and student engagement play significant roles. Courses that incorporated interactive elements and real-world applications had higher completion rates, suggesting that enhancing instructional strategies could further boost our outcomes. Additionally, targeted support for at-risk students, such as tutoring and mentorship programs, has shown promise in improving completion rates.

Retention Rates

When comparing our program's retention rates to the college average, we observed that our retention rate is slightly below the institutional average of 80%. Over the past three years, our retention rate fluctuated around 76%. This discrepancy suggests a need for more robust support systems to keep students engaged throughout their academic journey.

We have identified several factors contributing to retention challenges, including external commitments (such as work and family) and academic preparedness. To address these issues, we plan to implement more flexible course scheduling and additional academic support resources to better accommodate our diverse student population. Furthermore, fostering a sense of community through student organizations and cohort-based learning could enhance retention.

Conclusion

In summary, while our program meets the college's Institutional Set Standards for course completion, we recognize the need to work towards the stretch goal of 77%. Additionally, addressing retention challenges is crucial to fostering a more supportive learning environment. Moving forward, we are committed to refining our strategies to improve both completion and retention rates, ultimately enhancing student success in our program. Regularly assessing these metrics will guide our efforts and help us create a more effective and inclusive educational experience.

Equity Analysis

College of Alameda continues to focus on access, equity, and success. The goal is to create an inclusive environment where all students can thrive and meet their education and career goals. Following is a brief description of equity data analysis, examining success rates of different ethnic groups (Asian, Black/African American, Hispanic/Latino, "Two or More", "Unknown/NR", White), age range, gender (Female, Male, Unknown Gender), and special population groups (Foster Youth, First Gen College, SAS). [Detailed data table can be found at this link](#) (look for the tab for your discipline).

Success rate data in BUS for AY2023-24, excluding non-credit courses and contract education courses, was analyzed using the PPG-1 (percentage point gap minus 1) method, comparing success rate of the given group against the success rate of everyone else. The success rate of following groups fall significantly below the overall success rate of 56% for BUS, outside the statistical margin of error:

- Black / African American: 46.2% success rate
- White: 48.4% success rate
- Female: 53.5% success rate
- Age range 30-34 group: 42.9% success rate
- Age range 35-54 group: 46.5% success rate
- Age range 55-64 group: 25.0% success rate
- Age range 65 & above group: 18.2% success rate
- Foster youth group: 26.7% success rate
- Low income group: 53.4% success rate

While there are a few other groups whose success rates fall below the overall success rate for BUS, either the percentage point gap difference is small or, because of the small sample size, a reliable conclusion cannot be drawn.

What can your discipline, department, or program do to improve course completion for disproportionately impacted groups?

Equity Analysis and Action Plan for Improving Course Completion

The College of Alameda is deeply committed to fostering access, equity, and success for all students, especially those from disproportionately impacted groups. The analysis of success rates within our Business (BUS) discipline for the academic year 2023-24 reveals significant gaps for various demographic groups. With an overall success rate of 56%, the rates for Black/African American students (46.2%), White students (48.4%), females (53.5%), and several age groups—particularly those aged 55-64 (25.0%) and 65 and above (18.2%)—are concerning. Additionally, foster youth (26.7%) and low-income students (53.4%) also show lower success rates.

To address these disparities, our department must take a proactive and inclusive approach to enhance course completion rates for these impacted groups. Here are several actionable strategies:

1. Targeted Support Services

- **Tutoring and Mentorship:** Implement specialized tutoring programs and peer mentorship for underrepresented students, focusing on subjects where they typically struggle.
- **Counseling Services:** Increase access to academic counseling and support services that can help students navigate challenges related to their personal circumstances, such as being first-generation college students or foster youth.

3. Culturally Relevant Curriculum

- **Inclusive Teaching Practices:** Encourage faculty to incorporate culturally relevant materials and examples into the curriculum, which can resonate more with students from diverse backgrounds.
- **Diversity Training:** Provide training for faculty and staff on diversity, equity, and inclusion (DEI) to foster a more supportive learning environment.

4. Community Building

- **Student Organizations:** Facilitate the creation of student organizations focused on supporting marginalized groups. This can enhance a sense of belonging and community among students.
- **Workshops and Events:** Organize workshops, panels, and networking events that highlight the experiences of diverse populations and provide students with role models in their fields.

5. Data Monitoring and Feedback

- **Regular Assessments:** Continuously monitor success rates and other metrics for different demographic groups, using the data to adjust programs and services as necessary.
- **Feedback Mechanisms:** Create channels for students to provide feedback on their experiences and suggestions for improvement, ensuring that their voices are heard in program development.

6. Engagement with Local Community

- **Partnerships with Local Organizations:** Collaborate with community organizations that serve underrepresented populations to increase outreach and support for potential students.

Conclusion

Improving course completion rates for disproportionately impacted groups requires a comprehensive and intentional approach. By implementing targeted support services, creating flexible course offerings, promoting culturally relevant curricula, fostering community, and continuously monitoring our efforts, we can create an inclusive environment that enables all

students to thrive. Through these initiatives, our program will be better positioned to close the achievement gaps and support the educational and career goals of our diverse student body.

Space below is provided for additional discussion of equity-impacting factors not discussed above, including those that affect dual enrollment courses and/or online/hybrid courses.

Additional Discussion of Equity-Impacting Factors

In our ongoing efforts to promote access and success for all students at the College of Alameda, it is crucial to recognize and address various equity-impacting factors, particularly those related to dual enrollment and online/hybrid courses.

1. Dual Enrollment Courses

- **Access for High School Students:** Students participating in dual enrollment often come from diverse backgrounds, including those from underrepresented communities. Barriers such as lack of transportation, information about enrollment processes, and academic preparedness can hinder their access to these opportunities. To mitigate these challenges, we should work on outreach initiatives that provide clear information to students and families, as well as facilitate transportation solutions when necessary.
- **Support for Transitioning Students:** Students transitioning from high school to college may require additional academic support. Offering bridge programs or orientation sessions specifically designed for dual enrollment students can help them adjust to college-level coursework and expectations.
- **Curriculum Relevance:** Ensuring that the dual enrollment curriculum is relevant and culturally responsive can engage students more effectively. Incorporating diverse perspectives and real-world applications can help maintain their interest and investment in the material.

2. Overall Support and Resources

- **Holistic Support Services:** Providing wraparound services that address not only academic needs but also personal and social factors affecting student success is vital. This includes mental health resources, financial aid guidance, and community-building initiatives.
- **Faculty Training and Awareness:** Faculty and staff must be aware of the unique challenges faced by diverse student populations, including those enrolled in dual enrollment and online/hybrid courses. Ongoing training in equity and inclusion will equip them with the skills needed to create supportive learning environments.

Conclusion

By considering these equity-impacting factors related to dual enrollment and online/hybrid courses, we can implement targeted strategies to ensure that all students have the resources and support they need to succeed. A comprehensive approach that addresses access, engagement,

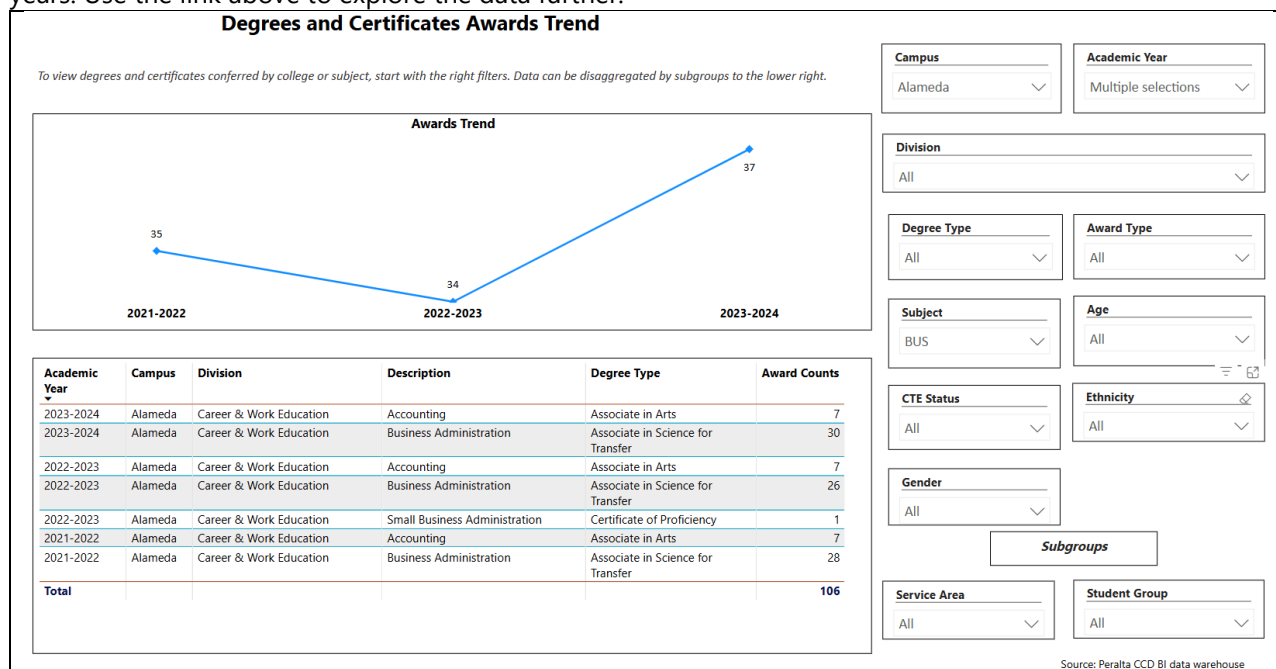
and holistic support will ultimately lead to improved outcomes for our diverse student population.

Degrees & Certificates Conferred

Does your program offer any degree/certificate programs? If your program does not, skip this section and continue to **Engagement**.

Degrees & Certificates Power BI dashboard

What has the discipline, department, or program done to improve the number of degrees and certificates awarded? Below data shows the number of degrees and certificates awarded by year, for the past three years. Use the link above to explore the data further.



Reflection on Degrees & Certificates Conferred

In examining the data regarding degrees and certificates conferred by our program over the past three years, it is clear that we have made significant strides toward improving the number of awards granted. Here are some key initiatives and strategies that have contributed to this positive trend:

1. Enhanced Curriculum Alignment

- We conducted a comprehensive review of our degree and certificate programs to ensure alignment with current industry needs and student interests. By updating our curriculum to reflect emerging trends and incorporating feedback from stakeholders, we have made our programs more relevant and appealing to potential students.

2. Targeted Outreach and Recruitment

- Recognizing the importance of attracting students to our programs, we implemented targeted outreach initiatives aimed at high school students and adult learners. These efforts included hosting information sessions, participating in community events, and

collaborating with local high schools to promote dual enrollment opportunities. As a result, we have increased awareness of our programs and the value of obtaining a degree or certificate.

3. Support Services for Students

- To facilitate student success, we expanded our support services, including academic advising, tutoring, and mentorship programs. By providing personalized guidance, we help students navigate their educational paths and stay on track to complete their degrees or certificates. This support has been instrumental in improving completion rates.

4. Flexible Learning Options

- Understanding that many students juggle work and family responsibilities, we introduced flexible learning options, including online and hybrid courses. This flexibility allows students to complete their coursework at their own pace and encourages those who may have previously felt unable to commit to traditional class schedules.

5. Celebrating Student Achievements

- We have made a concerted effort to recognize and celebrate the achievements of our students. By hosting award ceremonies and highlighting student success stories, we not only motivate our current students but also inspire prospective students to pursue their degrees and certificates.

6. Collaboration with Industry Partners

- Establishing partnerships with local businesses and organizations has allowed us to create internship opportunities and job placements for our graduates. By demonstrating a clear pathway to employment post-graduation, we have encouraged more students to enroll in our programs and complete their degrees or certificates.

Conclusion

Overall, our program has made meaningful progress in improving the number of degrees and certificates awarded. By focusing on curriculum relevance, student support, outreach, flexibility, and industry collaboration, we have created an environment that encourages student success and fosters a commitment to lifelong learning. As we continue to assess and adapt our strategies, we remain dedicated to ensuring that all students have the opportunity to achieve their educational and career goals.

Increasing the number of students who complete a certificate or degree is a shared goal across CoA's Ed Master Plan Goals, PCCD Goals, the Chancellor's Office Vision for Success, the Student-Centered Funding

Formula, and Guided Pathways. What is planned for the next 3 years to increase the number of certificates and degrees awarded?

To align with CoA's Ed Master Plan Goals, PCCD Goals, the Chancellor's Office Vision for Success, the Student-Centered Funding Formula, and Guided Pathways, our program has established a comprehensive plan for the next three years aimed at increasing the number of certificates and degrees awarded. The following strategies will guide our efforts:

1. Curriculum Review and Development

- We will conduct a thorough review of our existing programs to ensure they meet current labor market demands and student interests. This includes the development of new certificate programs in high-demand fields and the enhancement of existing curricula to make them more engaging and relevant.

2. Expanded Support Services

- We will enhance student support services by offering more robust academic advising, tutoring, and mentorship programs. By providing tailored support, we aim to address barriers that students face, helping them stay on track to complete their certificates and degrees.

3. Strengthening Guided Pathways

- We will implement the Guided Pathways framework more comprehensively, providing clear pathways for students to follow from entry to completion. This includes better mapping of courses, increased cohort-based learning opportunities, and proactive outreach to students to keep them informed of their progress and options.

4. Targeted Recruitment and Retention Initiatives

- We plan to increase outreach efforts to underserved populations and traditional high school students through community partnerships and information sessions. We will also focus on retention strategies, such as early alert systems to identify at-risk students and intervention programs to support them.

5. Flexible Learning Options

- To accommodate diverse learning needs and schedules, we will expand online and hybrid course offerings. This flexibility will allow more students to enroll and complete their degrees and certificates, particularly those balancing work or family commitments.

6. Professional Development for Faculty

- We will invest in professional development for faculty to enhance teaching strategies and incorporate innovative practices in the classroom. Engaged and well-trained faculty

can foster a more inclusive and supportive learning environment that motivates students to succeed.

7. Partnerships with Local Industries

- We will strengthen collaborations with local businesses and organizations to create internship and job placement opportunities for students. By demonstrating clear career pathways and the real-world applicability of our programs, we aim to increase student enrollment and completion rates.

8. Regular Assessment and Improvement

- We will establish a system for regularly assessing program effectiveness, student outcomes, and completion rates. By using data to inform our decisions, we can continuously improve our programs and strategies to better support student success.

Conclusion

Through these initiatives, we are committed to increasing the number of students who complete certificates and degrees over the next three years. By fostering a supportive and responsive educational environment, we aim to empower all students to achieve their academic and career aspirations, aligning with the broader goals of our institution and the state's vision for success.

Engagement

Discuss how faculty and staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.

As an engaged participant in institutional efforts at the College of Alameda, our department faculty contributions extend across various committees, presentations, and departmental activities serving on the Curriculum Committee, COA's OER Liaison, on the Budget Committee, as Department Chair, and as SLO Coordinator. In these capacities, faculty collaborate actively with fellow faculty to enhance curriculum development, promote the adoption of open educational resources, ensure thoughtful budgeting for departmental needs, and coordinate our program's student learning outcomes.

Discuss how faculty and staff have engaged in community activities, partnerships and/or collaborations.

Staff and faculty also participate in outreach programs, hosting informational sessions, workshops, and career fairs. By organizing and supporting these events, faculty and staff strengthen our institution's role as an educational and community resource, fostering a supportive environment that connects learning with community engagement. These ongoing efforts reflect the college's commitment to meaningful community involvement, benefiting both students and community stakeholders.

Discuss how adjunct faculty members are included in departmental training, discussions, and decision-making.

Adjunct faculty members are included in departmental training, discussions, and decision-making through a variety of channels aimed at fostering an inclusive and collaborative environment. They are invited to attend department meetings, where they can participate in discussions on curriculum updates, departmental goals, and student success initiatives. Regular workshops and training sessions are also available, focusing on teaching strategies, assessment practices, and relevant policy updates, ensuring adjunct faculty are well-equipped and informed on the latest standards and practices.

Additionally, adjuncts are encouraged to contribute to curriculum development and assessment discussions, with their feedback actively sought on course design, student engagement, and other departmental improvements.

Prioritized Resource Requests Summary

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

Resource Category	Description/Justification	Full-Time Equivalent Percentage	Salary Grade (if applicable)
Personnel: Classified Staff			
Personnel: Student Worker			
Personnel: Part Time Faculty			
Personnel: Full Time Faculty			
Personnel: Full Time Faculty, future anticipated need			

Resource Category	Description/Justification	Total Estimated Cost
Professional Development: Department wide PD needed	Funding for professional development to support the department's training needs, including workshops and seminars on updated industry practices and student support strategies.	\$15,000
Professional Development: Personal/Individual PD needed	Individual professional development to help faculty stay current with instructional techniques and content knowledge in accounting and business, as well as student success and engagement strategies.	\$5000

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Supplies: Software		
Supplies: Books, Magazines, and/or Periodicals		
Supplies: Instructional Supplies	Funding for essential instructional supplies needed for effective teaching in accounting and business courses.	\$20,000
Supplies: Non-Instructional Supplies	Funding for non-instructional supplies to support departmental operations, such as office supplies, equipment maintenance, and promotional materials for student engagement activities.	\$5,000
Supplies: Library Collections		

Resource Category	Description/Justification	Total Estimated Cost
Technology & Equipment: New	Computers, Laptops, Ipads per faculty as needed \$5K per faculty	\$30K
Technology & Equipment: Replacement		

Prioritized Resource Requests Summary - Continued

Resource Category	Description/Justification	Total Estimated Cost
Facilities: Classrooms		
Facilities: Offices		
Facilities: Labs		
Facilities: Other		

Resource Category	Description/Justification	Total Estimated Cost
Library: Library materials		
Library: Library collections		

Resource Category	Description/Justification	Total Estimated Cost
OTHER		