

INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2022

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Instruction. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

Cluster: Applied Behavioral Sciences, Business Education, Engineering & Technology, Kinesiology, and Health Sciences **Program: Business Education**

Current Academic Year: 2021-22

Last Academic Year CPPR Completed: 2018

Current Date: February 2, 2022

NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

I. GENERAL PROGRAM INFORMATION

Program Mission

The department supports the college mission to assist students in their efforts to improve foundational business skills, their ability to transfer to four-year institutions, earn certificates or associate degrees in business, and gain employment or advance in the workforce. This connects directly with the college's mission statement and correlates to the college's purpose.

Through rigorous learning opportunities, the Business Department improves student lives by promoting cultural, intellectual, and professional growth. We prepare students to become engaged employees and citizens in an increasingly complex global business environment.

Brief history of the program

The Business Education Division ("Division") offers the following degrees:

Associates of Science Transfer (ADT) Business Administration (Updated: major modification fall, 2021)

Associates of Arts Business Administration Career Track (Updated: major modification fall, 2021)

Associates of Arts Business Administration Assistant (Updated: major modification fall, 2021)

Associates of Arts Transfer (ADT) Economics (reviewed fall, 2021)

The Division offers the following certificates:

Accounting Specialization (Updated: major modification fall, 2021)

Accounting Clerk (Updated: major modification fall, 2021)

Business Administration Career Track (Updated: major modification fall, 2021)

Business Administration Assistant (Updated: major modification fall, 2021)

Bus: Military Business Studies (Updated: major modification fall, 2021; retired sp 2022)

E-Commerce Specialization (Updated: major modification fall, 2021)

General Business Specialization (Updated: major modification fall, 2021)

Management Specialization (Updated: major modification fall, 2021)

Marketing Specialization (Updated: major modification fall, 2021)

Small Business (Updated: major modification fall, 2021)

Retail Management

The Division offers the following courses:

100 Level courses (BUS 130 to 134 major modifications approved Fall 21 to become 200 level courses starting Fall 2022 BUS 230-234.)

BUS 130 Introduction to E-Commerce

BUS 131 E-Commerce: Social Media Marketing

BUS 132 E-Commerce: Information Products

BUS 133 E-Commerce: Physical Products

BUS 134 E-Commerce: Entrepreneurship

BUS 196 Workplace Human Relations

Econ 193 Special Topics

200 Level courses:

ACCT 201A Financial Accounting

ACCT 201B Managerial Accounting

ACCT 203 Tax Accounting

ACCT 251 Elements of Accounting Business/Ag. Business

ACCT 252 Computerized Accounting Using QuickBooks Pro (will become ACCT 252A & 252B starting Fall 2022)

ACCT 253 Work Experience in Accounting

BUS 218 Business Law

BUS 227 Business Communications

BUS 228 Office Technology and Telecommunications

BUS 229 Business Internship

BUS 240 Advertising

BUS 241 Sales

BUS 243 Marketing

BUS 245 Introduction to Business

BUS 247 Independent Studies: Business

BUS 248 Small Business Management

BUS 249 Entrepreneurship

BUS 253 Work Experience

BUS 283 Management and Supervision

BUS 285 Human Resources

BUS 286 Human Relations

BUS 290 Retail Management

ECON 200 Survey of Economics

ECON 201A Principles of Macroeconomics

ECON 201B Principles of Microeconomics

ECON 220 Personal Financial Planning

ECON 247 Independent Studies: Economics

Significant changes/improvements since the last Program Review

Program review processes include a review of institutional data, previous APPW documents and the last CPPR document, consultation with department colleagues and committee chairs, and a review of ongoing data pertaining to departmental changes and

needs. Additionally, department-wide curriculum evaluation is now part of the annual APPW process.

In regard to Division degrees and certificates, note the major modifications made fall, 2021, including updating Program Learning Outcomes.

In regard to the Division as a whole, the following miscellaneous changes and improvements have taken place since the last program review:

- Added ACCT 203 and update ACCT 252 to QuickBooks Online from QuickBooks Desktop
- Added Full Time Accounting Instructor
- Major modification of BUS 130-134 to 200-level courses
- Added ECON 200
- Full-time tenure track instructor Amy Stapp earned tenure in Spring 2019.
- A new Division Chair, Susan Kline, was appointed, currently serving as interim dean.
- A new Interim Division Chair, Amy Stapp, was appointed in Spring 2022
- Instructor Tanya Downing was granted sabbatical leave for Spring 2019, studying best practices in learning and beginning a Master of Art's in economics and entrepreneurship for educators (MAEEE) at the University of Delaware (degree awarded Spring, 2021.)
- Instructor Gary Rubin was granted a sabbatical leave for Spring 2020 to study The Entrepreneurship Mindset. He interviewed a diverse group of 18 entrepreneurs and shared his findings within the college and within the external community through online presentations open to the public and conducted via three Zoom webinars in Fall 2020 which were promoted by the College's Marketing Department.
- Instructor Randy Scovil was awarded sabbatical leave for this semester, Spring 2022.

In regard to recommendations stated in the 2018 CPPR for analysis and change, the following are worth noting:

Certificate review is ongoing to ensure we offer, and look for ways to offer, high demand certificates. We are pursuing certificates in Retail Management and Business Information to meet an anticipated market demand for these certificates and look to offer them fully online. **Update:**

every business degree and certificate underwent review or major modification in the last CPPR cycle

As we offer new certificates, we will need to hire additional part-time instructors.

Additionally, the department will look to replace the loss of three full time instructors occurring in the 2017-18 academic year in the next hiring prioritization process cycle. **Update: Full-time accounting position funded and hired**

Overall, there is a shortage of instructors in the division to fill all committee obligations, and other full-time instructor obligations, such as, but not limited to: writing the APPW/CPPR/Resource Plan, completing our own outcome and assessment analysis, and assisting part-timers in completing their assessment and outcome analysis.

There is a great demand for Distance Education (DE) classes. It has been the source of our greatest growth. But the concern as noted in the data above is that students do not perform as successfully in DE courses as compared to face-to-face. This is an issue that will likely become larger as the demand grows. The department would greatly benefit from formal institutional research on the type(s) of students enrolled online so as to better address lower retention rates in this modality of courses. **Update: the majority of full-time and adjunct faculty have undergone distance education certification. Additionally, several faculty are currently pursuing OEI certification for their online courses.**

In regard to the recommendations per the CPPR 2018 “End Notes”, the following is worth noting:

Distance Education (online) is the Division’s fastest growing modality of instruction but experiences the lowest retention and completion rates. The Division would benefit from institutional research to better understand the online student. Additionally, the Division may want to consider group discussion, analysis, and training to better meet the needs of online students. **Update: the majority of full-time and adjunct faculty have undergone distance education certification. Additionally, several faculty are currently pursuing OEI certification for their online courses.**

Curriculum Assessment and review calendar efficiency may be improved by including this analysis when SLO assessments occur for each course. Several courses are due for major and minor revisions and have been set to a calendar reflecting the already established SLO assessments for these updates. **Update: every business degree and certificate underwent a major modification in the last CPPR cycle. Additionally, curriculum analysis is now included in the department’s APPW process.**

A shortage of faculty relative to Division and college responsibilities will continue to challenge the Division moving forward.

List current faculty, including part-time faculty:

There are currently five full-time faculty in the Business and Economics area (note, Amy Stapp is full-time in the Agribusiness area but has taught courses in the Business programs therefore is listed below.)

Tanya Downing - Economics, Master of Arts Economics and Entrepreneurship for Educators, University of Delaware, 2021. Masters in Business Administration (Finance and Economics), California Polytechnic State University San Luis Obispo, 2001. B.S. in Agribusiness Finance, California Polytechnic State University San Luis Obispo, 1995.

Neil Higgins - Business, Masters in Business Administration (Marketing), Cal Poly University (SLO); B.S., Agricultural & Managerial Economics, University of California Davis

Susan Iredale-Kline - Economics, Masters in Economics, University of California, Irvine 2009; Bachelor's of Business Administration (BBA), Finance, Pace University 2002

Gary Rubin – Business & Law, Juris Doctor California Western School of Law; Bachelor's of Science Commerce, DePaul University; California Multi-Subject Teaching Credential, Business Supplemental Authorization, Chapman University.

Suzanne Schelpler – Accounting

Amy Stapp - Agribusiness, Masters in Business Administration (General Business), California Polytechnic State University (SLO); B.A., Business/Economics, Wheaton College (Amy Stapp heads the new Agribusiness program, but teaches courses in the business area as well.)

There are currently over 16 part- time faculty in the Accounting, Business and Economics area. They include:

Amity Perry Boada – Business Communication, Masters in Business Administration, California State University Dominguez Hills, Carson CA; B.A., Business Administration California State Polytechnic, Pomona, CA

Solina Lindahl – Economics,

Don Carlisle – Economics,

Catherine Hillman – E-Commerce, B.S., Art & Design, Cal Poly University (SLO); M.S., Education, California State University (Hayward)

Deborah Bayles – E-Commerce, B.A., English & Art, California State University (Chico); M.S., Education, California State University (Fullerton); M.A., Psychology, National University

Diane Stevens - Accounting, B.S., Mathematics- Applied Science, University of California, Los Angeles; MBA, CA University Northridge

Elisa Queenan - Economics, B.S. Economics, California State University, Bakersfield, CA; MBA, Northcentral University- Prescott, CA

Willis Baughman – Business Law, B.A. History, California State University Long Beach; Juris Doctor, Pepperdine University School of Law; Advance Certification for Dispute Resolution, Pepperdine University School of Law

Cynthia Wilshusen - Accounting, MBA, University of Phoenix; B.S. Accounting, Cal Poly, SLO

Sean Bowman - Accounting

Greg Trexler - Accounting

Carol Braun - Accounting

Katharine Kinsman – Business Law

Sue Scholl – Business

Stephen Stern – Business Law

Kerry Bailey - Business and Accounting

Describe how the Program Review was conducted and who was involved

Tanya Downing lead the Program Review process for the Business Program, however, all full-time instructors participated in its components. Review was conducted through full-time faculty analysis of the previous CPPR, APPWs corresponding to the current CPPR analysis, CPAS analysis, institutional data analysis; Curricunet, and by discussion with both part-time and full-time faculty and committee advisors.

II. PROGRAM SUPPORT OF DISTRICT'S [MISSION STATEMENT](#), [INSTITUTIONAL GOALS](#), [INSTITUTIONAL OBJECTIVES](#), AND/OR [INSTITUTIONAL LEARNING OUTCOMES](#)

Identify how your program addresses or helps to achieve the [District's Mission Statement](#).

Mission Statement: Cuesta College is an inclusive institution that inspires a diverse student population to achieve their educational goals.

We effectively support students in their efforts to improve foundational skills, earn certificates or associate degrees, transfer to four-year institutions, and advance in the workforce.

Through innovative and challenging learning opportunities, Cuesta College enhances lives by promoting cultural, intellectual, personal, and professional growth. We prepare students to become engaged citizens in our increasingly complex communities and world.

The Business Program helps to achieve the District's Mission statement by providing the following:

1. FOUNDATIONAL SKILLS: Course, certificate and degree offerings build foundational skills and learn content knowledge in accounting, economics, marketing, management, law, entrepreneurship, international trade, e-commerce, computer applications, and customer service.

To address the District's mission of foundational skills, the educational outcome for any business student includes a well-rounded background of foundational business topics. Students acquire general knowledge to understand:

- How businesses operate to create profit
- The functions that interrelate with each other to form a business organization
- How a company integrates into an enterprise that produces goods and services to create shareholder value or non-profit status for societal good.
- Contemporary issues of the economy and evaluate them using concepts based on economic principles.
- The relationship between the economic environment and political systems which influence businesses strategy and their ability to prosper.
- The impact that law and legal institutions have on economic systems and business organizations.
- How to make business decisions based on reasoned analysis and application of legal principles

The department offers certificates of specialization and achievement in a variety of areas promoting basic skills specific to the business area.

2. TRANSFER: Business Administration Associates degrees, Business Associates Degree of Transfer, and Economics Associates Degree of Transfer obtainable at Cuesta College within two years.

The department adheres to and seeks articulation agreements for its courses with many four-year undergraduate institutions to support the District's mission to support transfer to four-year institutions. In addition, the degrees of ADT Business Administration and ADT Economics enable business and economics students to complete a 2-year degree at Cuesta and transfer to a CSU in California. Its purpose is to complete lower division classes that articulate and are required for transfer to a 4-year university. These degrees are currently in place and operational. See institutional data for details and percentages awarded. Further, faculty in Business Administration regularly write letters of recommendation to support students' applications to four-year institutions.

3. **ADVANCEMENT:** Be trained for immediate entry into, or advancement within, the workforce in business related fields of employment.

To support the District's mission of advancement of students in the workplace, a Business Administration Career Track vocational degree is offered by the department, as well as a number of certificates of achievement and specialization to support the acquisition of employable skills and advancement within the workforce. All degrees and certificates were reviewed and/or updated in the cycle reflected by this document to reflect the current level of business expertise with the intent of making business graduates employable and promotable in the workforce. In part, expertise is evaluated by regular business advisory groups and meetings with community business owners and influencers. Further, faculty in Business Education regularly collaborate with colleagues in the College's Career Connections department to connect students with employers. This includes bringing colleagues from Career Connections into classrooms to directly address students regarding available jobs and resources within the College for job-seeking students such as assistance with resumes, practice interviews, etc.

4. **PREPARE:** Cuesta's Business and Economics students prepare for life, work and university by exposure to courses fulfilling the Business Program Outcomes:

Business Program Outcomes include:

1. Describe and explain the legal, ethical and regulatory context in which the practice of business is conducted in the United States.
2. Employ quantitative skills and critical thinking to prepare, analyze and interpret financial data that represent a business operation.
3. Demonstrate quantitative skills and critical thinking to evaluate and interpret economic data that represent and impact business decision-making.

4. Demonstrate communication/interpersonal skills appropriate to a business environment.
5. Demonstrate awareness and use of technology appropriate to a business environment.

Identify how your program addresses or helps to achieve the [District's Institutional Goals and Objectives](#), and/or operational planning initiatives.

Institutional Goal 1: Completion: Increase the rates of completion for degrees, certificates, and transfer-readiness overall for all students.

Business degrees, certificates and courses are updated to correlate with needs as specified by articulation officers, business advisory groups and the goals of the college. Courses are offered on several campuses and modalities to better support degree, certificate or transfer achievement. Professionalism, critical thinking, and analytical skills are emphasized and expected in ACCT, BUS and ECON courses in order to best support and prepare students for transfer and/or professional goals.

Institutional Goal 2: Access: Increase student access to higher education.

The Business Education department offers both ADT and Career Track degrees to support the student whose goal is to transfer to a 4-year institution, and for the student whose goal is to complete a Career Track 2-year degree in Business.

The pandemic has caused a significant migration of students and courses to DE modality. The Business Administration Program adapted by offering a full complement of courses online, and faculty are now balancing the benefit of greater access provided through DE with the lower success rates in DE as compared to face-to-face courses by offering more Hybrid sections. Additionally, courses are currently under evaluation for OEI badges of excellence in online teaching.

Institutional Goal 3: Partnerships: Develop and sustain collaborative projects and partnerships with the community's educational institutions, civic organizations, businesses, and industries.

Business Administration faculty continue to build partnerships with and maintain relationships with educational, civic, and business organizations:

In June 2018, Gary Rubin was invited to present a class at the Digital Media Educators Conference held at College of the Canyons in Santa Clarita, CA. He created and presented *Profitable Freelancing* to community college instructors from throughout the state.

In Spring 2019, Gary Rubin offered *Estate Planning 101* accompanied by a 25-page outline as part of Cuesta's Faculty Lecture Series. As part of the Faculty Lecture Committee, Mr. Rubin successfully advocated for these lectures to be open to the general public. Previously, they were promoted only within the College. He presented lectures at the San Luis Obispo and North County Campuses, both of which were promoted by the College and were well attended by community members.

In Spring 2019, at the invitation of former Business Administration Division Chair Virginia Findley, Gary Rubin gave a presentation to the Morro Bay/San Luis Obispo Women's Philanthropic Club on estate planning.

In October 2019, Gary Rubin was invited to be the featured speaker at the monthly meeting of the Paso Robles Wine Alliance. He spoke on *Business Ethics*.

In November 2019, Neil Higgins and Gary Rubin hosted a Business Administration Advisory Committee meeting at the North County Campus at which concerns were addressed by community members of the need for more employees in accounting. Based on suggestions from community members, Neil Higgins created a new tax accounting course.

Faculty continue to partner with local high schools to offer dual enrollment of Cuesta's BUS 249 Entrepreneurship course. Neil Higgins has collaborated with faculty at Arroyo Grande HS, and Gary Rubin has collaborated with faculty at Paso Robles HS.

Gary Rubin maintains community relationships as a member of the Hispanic Business Association, as a participant in the North County Community Collaborative and San Miguel Retired Teachers' Association, as a volunteer judge (2019) at Skills USA held at Paso Robles High School, and as a visitor with *YouthWorks* in the Paso Robles Public Housing Authority.

In Fall 2021, Gary Rubin, through introduction of Gayla Jurevich, outgoing Director of Cuesta's Business & Entrepreneurship Center (disbanded by the College effective December 31, 2021) began a relationship with the owner of The Sandbox, a new incubator in Paso Robles supporting entrepreneurs. The Sandbox, through funding from Gayla Jurevich, will provide office space and access to Cuesta Business students and faculty for one year. Planning is now taking place to hopefully have Cuesta Business Administration Faculty give guest lectures at The Sandbox with stipends provided by the Cuesta College Foundation.

Fall, 2019, Tanya Downing was selected and awarded a NSF grant to participate in economic curriculum development at the American Economic Association's education conference in St. Louis, Missouri. Resulting lesson plans on team-based learning are now housed in the SERC database at serc.carleton.edu

Institutional Objective 3.2: Increase the number of partnerships with local businesses to expand student work-based and experiential-based learning opportunities.

In Spring 2019, Gary Rubin was invited by the Morro Bay Chamber of Commerce and Cuesta's Business & Entrepreneurship Center to conduct an experiential learning project aimed at supporting local restaurant owners' businesses, especially regarding customer service. He created a customized audit, and then assembled a diverse group of eight Business students to conduct the customer service audits and collect data. He presented the data in individual reports for each of the six participating restaurants, as well as a comprehensive report for the Chamber. Participating students then prepared their report on the learning they gained from this experience and presented it to numerous Cuesta Business classes.

Institutional Goal 4: Facilities and Technology: Integrate and improve facilities and technology to support student learning and the innovations needed to serve its diverse communities.

Business Education courses, certificates and classroom instruction emphasize the use of technology. Multiple modalities, including online, support student learning and diverse learning styles.

Identify how your program helps students achieve [Institutional Learning Outcomes](#).

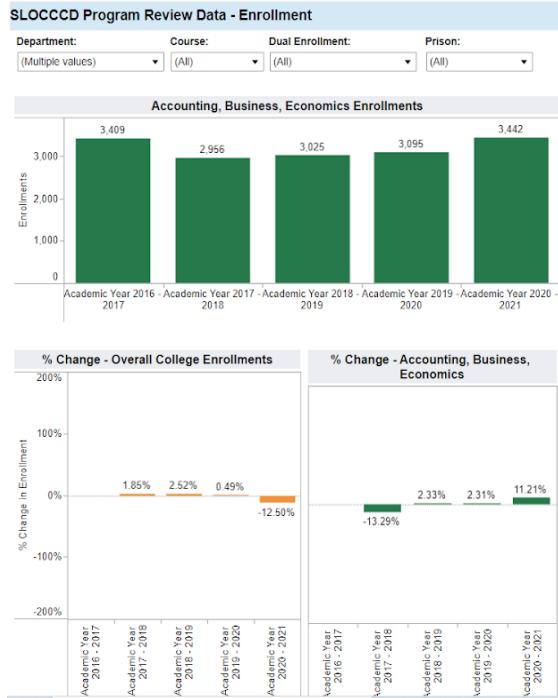
The Business Program supports ILO's 1, 2, 3, 4 and 6 through the following Program Learning Outcomes:

1. Describe and explain the legal, ethical and regulatory context in which the practice of business is conducted in the United States.
2. Employ quantitative skill and critical thinking to prepare, analyze and interpret financial data that represent a business operation.
3. Demonstrate quantitative skills and critical thinking to evaluate and interpret economic data that represent and impact business decision-making.
4. Demonstrate communication and social (Business Etiquette) skills appropriate to a business environment.
5. Demonstrate awareness and use of technology appropriate to a business environment.

III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

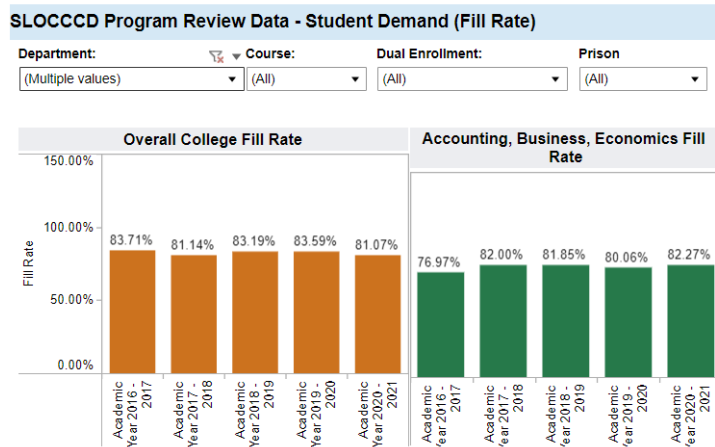
(Where applicable the success metrics are aligned with the Student Success Metrics/SCFF).

[General Enrollment \(Insert Aggregated Data Chart\)](#)



In the 20-21 school year, accounting, business and economics course enrollment increased 11.21% whereas the college overall enrollment was down 12.50%. Over the past four years, accounting, business and economics course enrollment increased 2.56%, whereas the college overall enrollment is down 8.64%.

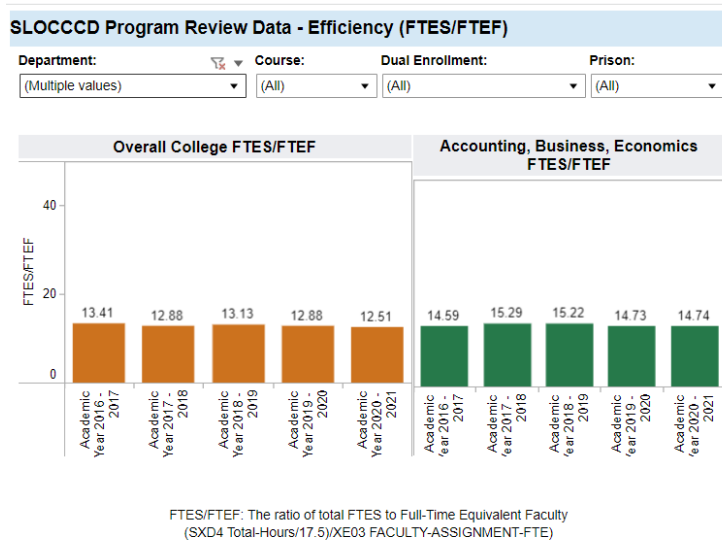
[General Student Demand \(Fill Rate\) \(Insert Aggregated Data Chart\)](#)



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

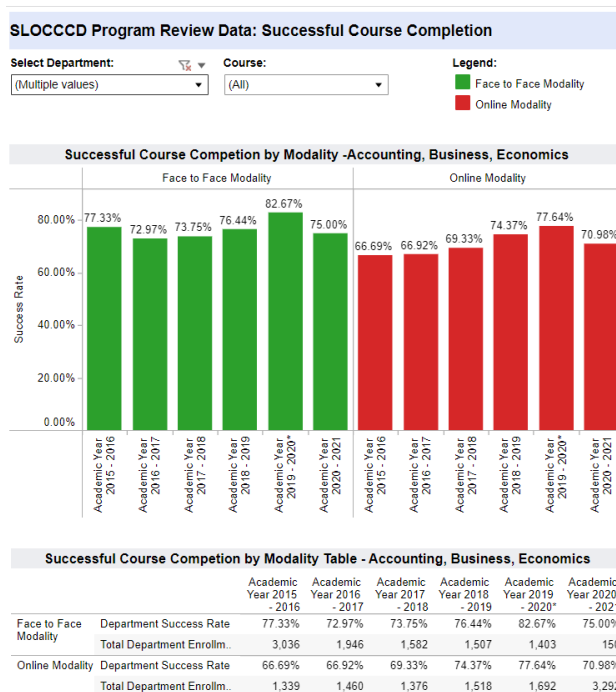
Fill rates for the program are in line with the overall college fill rate.

[General Efficiency \(FTES/FTEF\) \(Insert Aggregated Data Chart\)](#)



FTES/FTEF show strong support of the program, consistently in the 14.5 to 15.2 range and several points above the overall college statistic.

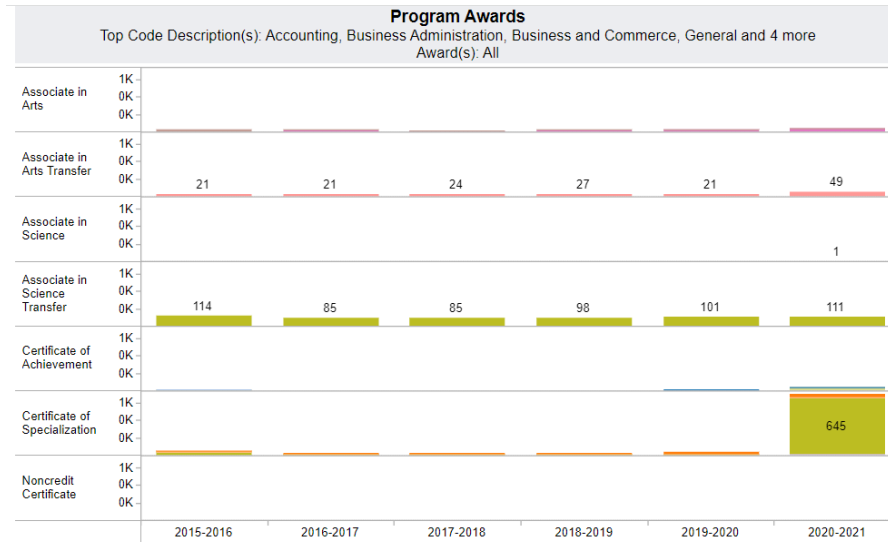
[Student Success—Course Completion by Modality \(Insert Data Chart\)](#)



The program reports completion rates comparable to the overall college, however below that of the overall college for face to face in the 2020-21 academic year. The 2020-21

statistics are representative of a relatively small number of students (150) in the face-to-face modality, which may explain the nine-point decrease as an anomaly for the program, due to the pandemic, in comparison to the overall college. This statistic deserves monitoring.

Degrees and Certificates Awarded (Insert Data Chart)



Award Type	Award	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Associate in Arts	Bus Admin - Career Path (AA)	27	13	5	9	2	2
	Bus Admin - Career Track (AA)		8	10	10	27	32
	Business Administration (AA)	1					
	Marketing (AA)	3	3	1	4		1
Total		31	24	16	23	29	35

Program Awards: The number of degrees and certificates awarded by program type

Award Type	Award	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Associate in Arts Transfer	Economics (AAT)	21	21	24	27	21	49
	Total	21	21	24	27	21	49
Associate in Science	Business Administration (AST)						1
	Total						1
Associate in Science	Business Administration (AST)	114	85	85	98	101	111

Program Awards: The number of degrees and certificates awarded by program type

Award Type	Award	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Associate in Science Transfer	Business Administration (AST)	114	85	85	98	101	111
	Total	114	85	85	98	101	111
Certificate of Achievement	Accounting Clerk (CA)		1	1	3	5	2
	Accounting Clerk/Bookkeep (...)	2	1	1	1		
	Business Administration (CA)	7	4	4	2	2	35

Program Awards: The number of degrees and certificates awarded by program type

Program Awards Table							
Award Type	Award	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
	Total	9	6	6	6	7	37
Certificate of Specialization	Accounting Specialization (CS)	17	7	9	13	14	45
	E-Commerce Spec (CS)	6	2	4	4	4	8
	General Bus Special (CS)	33	9	11	10	14	645
	Small Business (CS)	1	2	2	2	1	11

Program Awards: The number of degrees and certificates awarded by program type

Program Awards Table							
Award Type	Award	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Specialization	E-Commerce Spec (CS)	6	2	4	4	4	8
	General Bus Special (CS)	33	9	11	10	14	645
	Small Business (CS)	1	2	2	2	1	11
	Total	57	20	26	29	33	709
Grand Total		232	156	157	183	191	942

Program Awards: The number of degrees and certificates awarded by program type

The program continues to offer evidence of increasing demand for degrees and certificates in the areas of business, economics and accounting. Since the 2018 CPPR, AAT's in economics grew by 104%, AST's in business grew by 31%. In 2020-21, 196 degrees were awarded. Certificates of specialization grew from 11 awarded in 2017-18 to 645 awarded in 2020-21 (note institutional change to auto-awarded certificates.) All degree and certificates grew from 204 awarded per 2018 CPPR to 942 awarded in 2020-21.

Given an Institutional Set Standard stretch goal of 22.7% of cohort degree attainment, and using the average enrollment for 2019-20 and 2020-21 of 3366.5 for estimate of cohort, the stretch goal of business and economics degrees awarded targets 764, and the baseline standard identifies a target of 522. Both numbers are much higher than the 196 actual degrees awarded, however it is unknown whether "enrollment" represents "cohort." While specific cohort numbers are not known, and average time to award is longer than two years, data used does provide an analytical point for assessing the program's efforts towards degrees awarded.

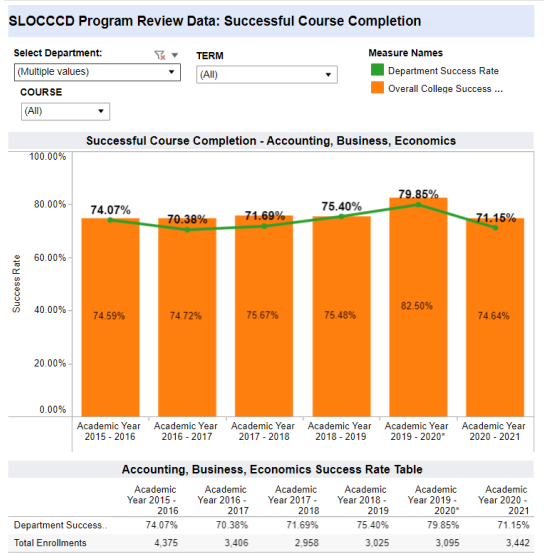
Continuing to assume the enrollment of 3366.5 represents the cohort, the 7.1% Institutional stretch goal for certificates totals 236, however, actual certificates awarded total 645 (note: certificates are auto-awarded.)

This data suggests a different student demand structure for the program than the goals set by the institution. Certificates awarded in 2020-21 represent 19% of enrolled students, while degrees represent 5.8% of enrolled students. Actual certificates and degrees awarded are nearly opposite Institutional stretch goals for these two types of demand for education. However, the two types of awards together represent 28% of the cohort, above the stretch goal.

The program needs data to clarify the types of demand for its business, economics and accounting degrees and certificates to better evaluate its effectiveness. Also, given the

diversity of students taking business, economics and accounting as general education courses, broader degree-awarded data may support the stretch goals for degree and certificate attainment beyond those specific to this program. To date, the program’s degrees and certificates are supported by anecdotal evidence obtained through advisory committee insight and information.

[General Student Success – Course Completion \(Insert Aggregated Data Chart\)](#)



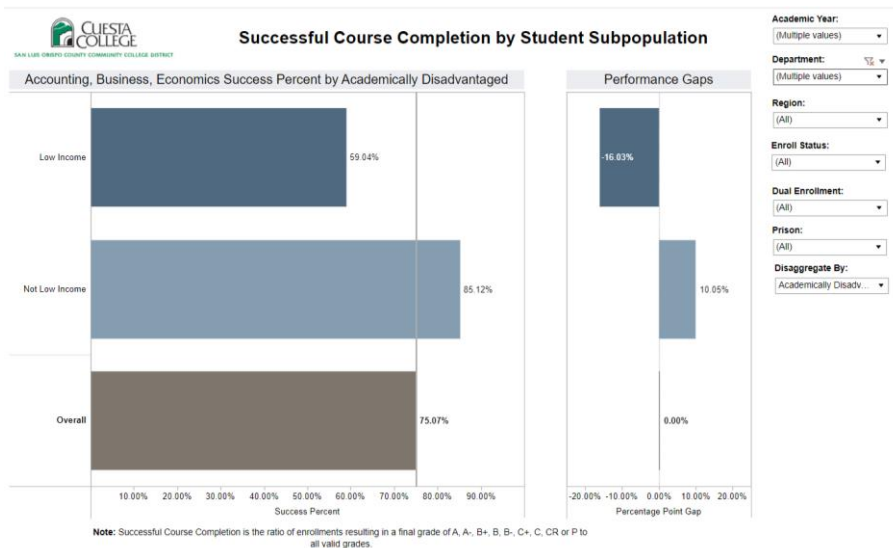
At 71.15%, the program’s most recent completion rate falls below that of the institution and below the baseline standard of 73.5%. Disaggregating the completion rate reveals a completion rate of 75.52% for accounting, 71.47% for economics, and 68.80% for business. Accounting, therefore is nearly at the institutional target of 76.9%. Given the analytical rigor of economics courses, and the lack of consistent tutoring services available, the department would benefit from additional support and funding to provide economics tutors. Steps have been initiated to identify economics students at California Polytechnic State University in order to create a more stable pool of economics tutors.

Introduction to Business is the first course students often take if they may be exploring the possibility of studying Accounting, Economics, Business, or Law. Many do then pursue Accounting, Economics, Business, and Law, but many also learn they are not interested in pursuing business. Thus, those who do progress have more commitment and determination to succeed in the program they have chosen than students in any introductory course whose goal is simply exploratory in nature.

In Gary Rubin’s Business courses, including BUS 218, BUS 245, BUS 248, and BUS 249, he has arranged for embedded tutors for the past several years. Unfortunately, new rules in

Tutoring Services require all tutors to be Cuesta students. This prevented a tutor who served for some years in his courses who was a retired CPA and banker from continuing as a tutor. Also, this semester, virtual tutoring hours were reduced from last semester, excluding access after 4:30 p.m. Many students participated in virtual tutoring from 4:30 – 6:00 p.m. in prior semesters, but that access is now gone, which will certainly further hinder success and completion. Expansion of tutoring services and opportunities would benefit students of business.

Review the [Disaggregated Student Success](#) charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.



Disaggregated data show lower-income students continue (also noted in the 2018 CPPR) to struggle more with course completion. However, when analyzed as high school enrichment, to first time college student, to continuing college student this gap narrows. As they continue through the ratio of college experience, completion statistics for low-income individuals improve. This may indicate support services provided by the institution are helping to overcome this gap, and would add evidence to the effectiveness of tutoring services and the need for expanded tutoring options for the department. Anecdotally, students report a greater access to instructors and support services at Cuesta College than experienced at other institutions as a condition as well.

Other Relevant Program Data (optional)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

The pandemic has created conditions that affect the Business Administration Program. All data referenced from Bureau of Labor Statistics' News Release dated February 4, 2022.

- In March 2020, mass business closures led to an April 2020 unemployment rate over 14%. Due to choices intended to flatten the transition curve of the virus, faculty and students were forced to immediately transition to online learning. Many students did not successfully make that change, thus leading to less completion and success.
- Between March 2020 and currently (February 2022), statistics above suggest a greater percentage of students and faculty successfully transitioning to online learning and teaching, respectively.
- Current unemployment rate is hovering around 4%. Jobs are plentiful. Employees have choices. When unemployment is low, community colleges' enrollment drops.

The College's closure of the Business & Entrepreneurship Center will negatively impact the Business Administration Program. For years, this unit of the College supported Business students, faculty, and the community with seminars, conference participation, experiential learning projects, paying fees for students to enter business competitions, etc.

IV. CURRICULUM REVIEW

List all courses and degrees/certificates that have been created, modified, or deactivated (and approved by the Curriculum Committee) since the last CPPR.

Complete the [Curriculum Review Template](#) and submit the form within your CPPR.

See Bus Educ [Curriculum Review document](#) and supporting [curriculum spreadsheet](#) as they address the below criteria

Completing the template will provide evidence that the curriculum (including course delivery modalities) has been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and with advisory committee input. The form requires you to include evidence that the following entries on the course outline of record (CurricUNET format) are appropriate and complete:

- Course description
- Student learning outcomes
- Caps

- New DE addendum is complete
- MQDD is complete
- Pre-requisites/co-requisites
- Topics and scope
- Course objectives
- Alignment of topics and scopes, methods of evaluation, and assignments with objectives
- Alignment of SLOs and objectives with approved requirement rubrics (General Education, Diversity, Health, Liberal Arts)
- Textbooks
- CSU/IGETC transfer and AA GE information
- Degree and Certificate information

The template also includes a calendar of a five-year cycle during which all aspects of the course outline of record and program curriculum, including the list above, will be reviewed for currency, quality, and appropriate CurricUNET format.

V. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

Attach or insert the assessment calendar for your program for the next program review cycle.

See above hyperlinked curriculum review and curriculum spreadsheet documents.

Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

See attached

Include the most recent “PLO Summary Map by Course” from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

[Accounting PLO Map](#)

[Economics PLO Map](#)

[Business PLO Map](#)

Include the most recent “ILO Summary Map by Course” from eLumen that shows the Course-level SLOs mapped to the Institutional Learning Outcomes.

[ILO Summary ACCT/BUS/ECON](#)

Highlight changes made at the course or program level that have resulted from SLO assessment. Please include the evidence of dialog that prompted these changes.

All degree, certificates and courses were evaluated over the course of the latest CPPR cycle. Additionally, curriculum is reviewed concurrently with annual APPW completion.

Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the [Resource Plan Worksheet](#).

See Resource Plan Worksheet

VI. PROGRAM DEVELOPMENT

Indicate how the program supports efforts to achieve any of the following:

Institutional Goals and Objectives

Institutional Learning Outcomes

Program outcomes

Addressed earlier in document.

Indicate any anticipated changes in the following areas:

Curriculum and scheduling

Support services to promote success, persistence and retention

Facilities needs

Staffing needs/projections

Addressed earlier in document.

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

See attached curriculum documentation

VII. END NOTES

If applicable, you may attach additional documents or information, such as awards, grants, letters, samples, lists of students working in the field, etc.

Monitoring completion rates will be ongoing, and pursuit of expanded student support services, such as tutoring and best-practice learning for online education is needed.

Collective effort from various departments within the College will be required to support the growth of the Business Administration Program, as well as other academic programs. Student enrollment District-wide is down double-digits from the prior year. Given the low unemployment noted above, and the fact that more students and faculty have become comfortable staying home, it will become increasingly difficult to gain on-campus growth.

This will lead to ongoing challenges in gaining efficiency as we plan for DE, face-to-face, and hybrid offerings without a clear indicator of which will produce greatest enrollment, and which can be satisfied by adequate faculty availability.

Administrative efforts are needed to address, as within the private sector, the “big quit” and the reluctance of employees (and students) to return to their job site. Many students who are accustomed now to online learning will need a strong reason to leave the comfort of their homes and return to campus, e.g., good food service, entertainment, activities, etc. Coupled with the near-record levels of cost of gas, it will become increasingly difficult for students to choose to come to campus.

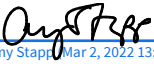
VIII. After completing and submitting this document, please complete the [Overall Program Strength and Ongoing Viability Assessment](#) with your Dean before May 13, 2022.

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.


Instructional Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)


Amy Stapp (Mar 2, 2022 13:30 PST)

Division Chair/Director Name: Amy Stapp	Signature	Date
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Tanya Downing (Mar 3, 2022 09:27 PST)

Name: Tanya Downing	Signature	Date
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Neil Higgins (Mar 3, 2022 09:27 PST)

Name: Neil Higgins	Signature	Date
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Gary Rubin (Mar 3, 2022 12:05 PST)

Name: Gary Rubin	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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Name	Signature	Date
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SUPPLEMENTAL DOCUMENTS

Curriculum Worksheet:

 [BUS Educ cpr curriculum review guide and worksheet 2017.docx](#)

Curriculum Evaluation spreadsheet:

https://docs.google.com/spreadsheets/d/1sUQ3OI_M9_CyNYEo0Sy2CgbJv-rDq4iAsYVOa2Mg6EU/edit?usp=sharing

ACCT PLO Map:

 [Accounting -PLO Summary by Course.xls](#)

BUS PLO Map:

 [Business - PLO Summary by Course.xls](#)

ECON PLO Map:

 [Economics - PLO Summary by Course.xls](#)

ILO ACCT/BUS/ECON Map:

 [AcctBusEcon - ILO Summary by Course.xls](#)

FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. [The guidelines for faculty prioritization can be found by clicking this link.](#)

APPLICABLE SIGNATURES:

Genevieve Sivabesay

Vice President/Dean

Date

Amy Stapleton
Amy Stapleton Mar 2, 2022 13:30 PST

Division Chair/Director/Designee

Date

Other (when applicable)

Date

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/Dean's narrative analysis. The signatures do not necessarily signify agreement.












BUS_CPPR_2022 (1)

Final Audit Report

2022-03-24

Created:	2022-03-02
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